

The background of the cover is a photograph of a classical building. On the left, a large, fluted stone column with an ornate capital is in sharp focus. In the background, a red brick building with a large, light-colored dome is visible under a clear blue sky. Some green foliage is on the right side. The entire image is framed by a double border: an inner orange line and an outer blue line.

# HOUSTON BAPTIST UNIVERSITY

## CATALOG

2021-2022



The background of the entire page is a photograph of a large, ornate brick building with a classical architectural style. It features a prominent square tower with four white columns supporting a pediment. The tower has arched openings at the base and a smaller square section above with windows. At the very top is a dome with a cross. The building is surrounded by greenery and a clear blue sky.

# Houston Baptist University Catalog

## 2021-2022

### Table of Contents

<b>General Information .....</b>	<b>3</b>
<b>Undergraduate Policies .....</b>	<b>8</b>
<b>Graduate Policies .....</b>	<b>31</b>
<b>Archie W. Dunham College of Business .....</b>	<b>59</b>
<b>School of Christian Thought .....</b>	<b>64</b>
<b>College of Education and Behavioral Sciences .....</b>	<b>71</b>
<b>College of Arts and Humanities .....</b>	<b>93</b>
<b>School of Nursing and Allied Health .....</b>	<b>109</b>
<b>College of Science and Engineering .....</b>	<b>115</b>
<b>Course Descriptions .....</b>	<b>122</b>
<b>University Faculty .....</b>	<b>349</b>

This Catalog is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information contained herein, HBU reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided or any other subject addressed in this publication. Information is provided solely for the convenience of our applicants, students, students' families, faculty, and staff.



# General Information

**Purpose of Catalog**

**Student Responsibility**

**Notice of Nondiscrimination and Equal Access**

**Directory Information**

**Accreditation**

**Memberships**

**Student Life**

**Vision**

**Mission**

**Purpose**

**Financial Services**

Tuitions and Fees

**Cashier's Office Contact Information**

**Financial Aid**



# General Information

## Purpose of Catalog

The purpose of this catalog is to provide a general description of the programs and activities offered at Houston Baptist University. The provisions of this catalog do not constitute a contract which may be accepted by students through registration and enrollment in the University.

Inasmuch as the educational process necessitates change, the University reserves the right to establish and revise without notice course offerings, requirements for graduation and degrees, curricula, schedules, charges for tuition and other fees, and all regulations affecting students. Changes will become effective when so designated by the administration and will apply to both prospective students and those already enrolled. The University further reserves the right to require a student to withdraw from the University for cause at any time.

This publication is intended for general information only and does not purport to contain all rules, regulations, and requirements governing HBU students.

## Student Responsibility

All Schools and Colleges establish certain academic requirements that must be met before a degree is granted. Advisors, department chairs, and deans are available to help the student understand and meet these requirements. However, the student alone is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for students to acquaint themselves with all academic requirements throughout their university career and to be responsible for completing all requirements within prescribed deadlines and time limits. The ultimate results of program offerings depend on the individual student and other factors outside the control of the University. Therefore, Houston Baptist University makes no claim or representation relating to the specific outcome of its program and degree offerings with regard to employment or qualification for employment, admission to or preparation for graduate or professional degree programs, or licensing for occupations or professions.

## Notice of Nondiscrimination and Equal Access

Houston Baptist University complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, sex, age, or disability in either employment or the provisions of services. This nondiscrimination policy covers admission, access, and operation of University programs and activities. However, if a student requires special personal services or equipment, the student will be responsible for the associated expenses. This includes, but is not limited to, the expense of providing such things as medical technicians, personal tutors, and attendants.

The University is governed by an all Christian Board of Trustees and is affiliated with the Baptist General Convention of Texas. As a religious institution of higher education, Houston Baptist University is exempt from some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972.

## Directory Information

Houston Baptist University has designated the following student information as public or "directory information": name, local and permanent addresses, telephone numbers, email addresses, date and place of birth, major field(s) of study, classification, dates of attendance, degrees, honors, and awards received, most recent educational institution attended, participation in officially recognized sports and activities, weight and height of athletes, and photographs. Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University may, at its discretion, disclose such information for any purpose. However, any enrolled student may ask the University to withhold such information by filing a written request with the Office of Academic Records during the first full week of classes for any term. By doing so, a student may ensure that his/her directory

information is not released to anyone other than officials with a legitimate educational need for the information. The University assumes that failure on the part of any student to specifically request the withholding of “directory information” indicates that the student approves of such disclosure.

## **Accreditation**

Houston Baptist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate, baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Houston Baptist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website ([www.sacscoc.org](http://www.sacscoc.org)).

HBU is accredited by the Texas Education Agency (TEA) for the preparation of teachers for elementary and secondary schools at both the undergraduate and graduate levels. The undergraduate degree programs in nursing are accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Texas Board of Nursing. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

## **Memberships**

Accreditation by the American Society for Biochemistry and Molecular Biology  
Accreditation Council for Business Schools and Programs  
Accreditation Commission for Education in Nursing  
American Association of Colleges of Nursing  
American Council on Education (ACE)  
Association of Texas Graduate Schools  
Commission on Collegiate Nursing Education (CCNE)  
Council of Applied Master’s Programs in Psychology  
Council for Christian Colleges and Universities (CCCCU)  
Independent Colleges and Universities of Texas  
International Association of Baptist Colleges and Universities (IABCU)  
National Association of Independent Colleges and Universities (NAICU)  
National Collegiate Athletic Association  
National Council for State Authorization Reciprocity Agreements  
National League for Nursing  
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)  
Southland Conference  
Texas Association of Colleges for Teacher Education  
Texas Association of Deans & Directors of Professional Nursing Programs  
Texas Association of Music Schools  
Texas Board of Nursing  
Texas Education Agency (TEA)  
Texas Intercollegiate Press  
Texas Medical Center  
Texas Organization of Baccalaureate and Graduate Nursing Education  
Texas State Board for Educator Certification  
The College Board  
Western Athletic Conference

## **Student Life**

Motivated by our affirmation that Jesus Christ is Lord, the Department of Student Life seeks to develop students of character and competence by providing opportunities to engage in a Christ-centered community focusing on academic success, spiritual formation, interpersonal development, and physical well-being.



There are many opportunities for student involvement and growth both inside and outside the classroom as well as resources to assist students throughout their university experience. View the *Student Handbook* at [HBU.edu/StudentHandbook](http://HBU.edu/StudentHandbook) for more details regarding student resources, policies and procedures, and the Student Code of Conduct. For further questions or feedback contact [StudentLife@HBU.edu](mailto:StudentLife@HBU.edu) or call 281-649-3238.

## **Vision**

As envisioned by its founders and constituents, HBU is growing into a national metropolitan university that emphasizes the integration of faith and learning and a strong liberal arts foundation. HBU's new vision document, *The Ten Pillars: Faith and Reason in a Great City*, may be found on the University's website at [HBU.edu/TenPillars](http://HBU.edu/TenPillars).

## **Mission**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord".

## **Purpose**

The University welcomes and extends its resources to those who strive for academic excellence. The faculty, staff, and administration are committed to providing a responsive and intellectually stimulating environment that:

- fosters spiritual maturity, strength of character, and moral virtues as the foundation for successful living;
- develops professional behaviors and personal characteristics for life-long learning and service to God and to the community;
- meets the changing needs of the community and society; and
- remains faithful to the "Nature of the Institution" statement, which is the Preamble to the By-Laws.

The University offers a broad range of programs and services committed to liberal arts education that are designed to promote the growth of the whole person. The undergraduate programs familiarize students with the principal bodies of knowledge, cultural viewpoints, belief systems, and aesthetic perspectives that affect them and their world. The graduate programs provide advanced educational opportunities to develop ethical and capable scholars and practitioners who can contribute to their academic disciplines and to society. The integration of scholarship, service, and spirituality essential to liberal arts education is nurtured in an environment of open inquiry.

The University enrolls men and women of diverse talents and abilities. Students are encouraged to think critically, to assess information from a Christian perspective, to arrive at informed and reasoned conclusions, and to become lifelong learners. The University prepares its graduates to enter the work force of the twenty-first century, to pursue advanced study, to assume leadership roles, and to be competitive in a global society.

The University faculty, staff and administrators promote learning, scholarship, creative endeavor, and service. These leaders are committed to the Preamble to the By-laws and to the fulfillment of the vision and mission of the University.

## **Financial Services**

### **Tuition and Fees**

Information regarding undergraduate and graduate tuition and fees can be found at [HBU.edu/CostToAttend](http://HBU.edu/CostToAttend), or you may call (281) 649-3471 to have information sent by mail. The University reserves the right to change tuition, fees, and charges should conditions make it necessary. The Cashier's Office is open for business from 8:00 a.m.-5:00 p.m. Monday through Friday.

Payment of Accounts Tuition, room and board and fees are due and payable at the time of registration. Students must complete their financial arrangements with the Cashier's Office on/before the census date to prevent a \$250

late payment fee from being assessed and a hold placed on their student account. However, HBU does provide a deferred payment plan for the convenience of students and parents that are expecting any form of financial aid. (There is a \$50 per semester enrollment fee to utilize the deferred payment plan but increases to \$75 after the census date.) The basis of the plan is as follows: The total expenses (excluding fines and/or late fees) of the semester (less any financial aid) are divided into monthly payments with each installment due on the 30th of each month (payment will be due Friday if the 30th falls on a Saturday or Sunday). The month that the first payment is due is dependent upon the plan that the student selects and may choose to enroll in a payment plan at the time of registration. Payments made in person may be in the form of MasterCard, Visa, Discover Card, American Express or debit cards. In addition, payments (including ACH) can be made online 24/7 by accessing their TouchNet account through HuskyNet. Fees for tuition, room and board become the responsibility of the students in accordance with the refund policy below. Failure to make payments of any indebtedness to the University when due, including but not limited to tuition, housing or rental charges, student loans, special fees, library or parking fines, is considered sufficient cause, until the debt is settled with the appropriate office to (1) bar the student from classes, (2) withhold diploma or transcript, and (3) prevent further registration. This policy will be equally enforced against debts discharged through bankruptcy, as far as the law allows. Students that have not financially settled by the census date are placing themselves at risk if being dropped from their classes.

### **Cashier's Office Contact Information**

Assistance from one of the staff members of the Cashier's Office is available Monday through Friday between 8:00 a.m.-5:00 p.m. by calling (281) 649-3471. Our mailing address is: HBU, Cashier's Office, Brown 146, 7502 Fondren Road, Houston, TX, 77074-3298. Our Web address is [HBU.edu/Payments](http://HBU.edu/Payments), and our email address is [Cashier@HBU.edu](mailto:Cashier@HBU.edu). Please submit check payments and money orders to Houston Baptist University, PO Box 4897, Dept. 502, Houston, TX, 77210.

### **Financial Aid**

Financial aid may be awarded to students in the form of work study, grants, loans, or a combination of all of these. If you plan to use financial aid to cover the cost of your educational expenses, you must complete a [Free Application for Federal Student Aid \(FAFSA\)](#). Although the primary responsibility for meeting postsecondary educational expenses rests with students and their families, the financial aid programs have been established to assist students who can establish need. Visit the Financial Aid website at [HBU.edu/FinancialAid](http://HBU.edu/FinancialAid) for additional information and deadlines to complete your application.

Assistance from one of the staff members of the Financial Aid Office is available Monday through Friday between 8:00 am and 5:00 pm by calling (281) 649-3749. Our mailing address is: HBU, Financial Aid Office, Brown 138, 7502 Fondren Road, Houston, TX, 77074-3298. Our web address is [HBU.edu/FinancialAid](http://HBU.edu/FinancialAid) and our email address is [FinancialAid@hbu.edu](mailto:FinancialAid@hbu.edu).

For Online students, please contact them at [OnlineFinancialAid@HBU.edu](mailto:OnlineFinancialAid@HBU.edu) or call #855-428-1960, option #4 or #281-649-3400, option #4.



# Undergraduate Policies

## **Admissions**

Freshman Student Admission  
Transfer Student Admission  
Post-Baccalaureate Undergraduate Student Admission  
Non-Degree Undergraduate Student Admission  
Senior Citizen Admission  
Visiting Student Admission  
Re-Entry Admission  
Returning Student Admission  
Auditing  
Admission through the Admissions Review Board  
Meningitis Vaccination  
International Student Admissions

## **Academic Policies, Procedures and Resources**

Academic Definitions  
Academic Integrity Policy  
Academic Grievance Policy and Process  
Academic Load  
Academic Standing  
Academic Fresh Start  
Academic Suspension  
Active and Inactive Status  
Administrative Drop of a Student from a Course  
Americans with Disabilities Act  
Application for Graduation  
Attendance Requirements  
Commencement  
Course and Program Time Limit  
Credit Hour Definition  
Cross-Level Listing and Cross-Listing Courses  
Degree Plan  
Double Major and Minors  
Dropping a Class  
Family Education Rights & Privacy Act (FERPA)  
Final Assessments  
Grade Appeal Process  
Grading System and Grade Points  
Institutional Review Board (Human Subjects in Research)  
Internship Programs  
Military Service Credit  
Moody Library  
Residency Requirement  
Transfer Courses/Credit  
Transfer Credit for Military Experience  
Undergraduate Degree Requirements  
Undergraduate Enrollment in Graduate Courses  
Withdrawal from University Enrollment

# Admissions

Information regarding residential undergraduate admission to the University and all necessary forms for admission may be obtained by visiting the Admissions website at [HBU.edu/Admissions/](http://HBU.edu/Admissions/) or by contacting the Admissions Office, HBU, 7502 Fondren Road, Houston, Texas 77074-3298. The telephone number is (281) 649-3211 and email is [Admissions@HBU.edu](mailto:Admissions@HBU.edu). Outside Houston, a toll-free number is available: 1-800-969-3210 for Undergraduate Admissions.

For Online students, please call #281-649-3400, option #3 or toll free #855-428-1960, option #3 and email Online Admissions at [OnlineAdmissions@HBU.edu](mailto:OnlineAdmissions@HBU.edu).

## Freshman Student Admission

To be considered for Freshman admission, a student must have completed high school by the end of the current academic year. If a student has taken college level classes while in high school, the student is still considered a Freshman applicant. This includes any college level coursework completed during the summer immediately following high school graduation.

1. Application for admission must be completed and submitted online to the Undergraduate Admissions Office. Online versions of the undergraduate application can be found on the Admissions webpage at [HBU.edu/Apply](http://HBU.edu/Apply) or through [ApplyTexas.org](http://ApplyTexas.org). Paper versions of the application may also be available upon request.
2. A freshman applicant has the option of applying through our “test optional” admissions policy, where SAT or ACT test scores are not required to be considered for admission. The second option is to apply through the traditional admission policy, where SAT or ACT scores are required and considered during the admissions process.
3. Scores recorded on the official high school transcript are acceptable and will be considered as official.
4. A freshman applicant will be required to submit an official high school transcript from the high school which will issue his/her diploma. Faxes or photocopies, while not official, may be used to provide an initial admission decision. The Admissions Office reserves the right to request additional copies/faxes from the student in the event that the submitted documents are illegible. Upon graduation, a final HS transcript indicating date of graduation will also be required. All official transcripts and score reports must be mailed directly to HBU from the high school (including homeschool), college, or test center. Additionally, documents may be hand carried in a sealed envelope from the institution with the envelope bearing that institution’s Office of Academic Records’ signature and seal.
6. Home-schooled students will be required to submit a signed, course-by-course listing of grades and graduation date on their home-school letterhead. Those not attending an institutional high school must demonstrate high school equivalency. A student who has submitted a minimum acceptable total score of at least 150 on the General Educational Development Testing Program (GED) may also be admitted to HBU.
5. Students taking college courses while enrolled in high school must submit official final transcripts from the college or university to the Office of Admissions. In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. *See transfer section of the catalog for more details.*

## Transfer Student Admission

To be considered for transfer admission, the student will have graduated from high school or have high school equivalency and have earned grades at another college or university. All documents must be on file prior to admission consideration. Students not re-admissible to a previous institution may be considered for admission on a case-by-case basis.



Students must be in "good academic standing" - not currently on probation or suspension from another institution. Such documentation of good standing should come directly from the Office of Academic Records of the home College.

1. Application for admission must be completed and submitted online to the Undergraduate Admissions Office. Online versions of the undergraduate application can be found on our Admissions webpage at [HBU.edu/Apply](http://HBU.edu/Apply) or through [ApplyTexas.org](http://ApplyTexas.org). Paper versions of the application may also be available upon request.
2. An official transcript from all colleges or universities attended must be sent directly from the college to the Admissions Office. Faxes or photocopies, while not official, may be used to provide an initial admissions decision. The Admissions Office reserves the right to request additional copies/faxes from the student in the event that the submitted documents are illegible. Falsification or failure to provide this academic information from all colleges or universities will result in administrative withdrawal from the University. The cumulative grade point average for transfer students' admission consideration should be at least a 2.0.
3. If a student has not completed or does not expect to complete 32 credit hours from an institutionally accredited institution at the time of application, Admissions may require additional documents to render an admissions decision. In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. *See transfer section of the catalog for details.*
  - a. A transfer applicant with less than 32 credit hours may be required to submit an official final high school transcript, indicating graduation date, from the high school which has issued his/her diploma. Faxes or photocopies, while not official, may be used to provide an initial admission decision. The Admissions Office reserves the right to request additional copies/faxes from the student in the event that the submitted documents are illegible. Home-schooled students will be required to submit a signed, course-by-course listing of grades and graduation date on their home-school letterhead. Those not attending a formal high school must demonstrate high school equivalency. A student who has submitted a minimum acceptable total score of at least 150 on the General Educational Development Testing Program (GED) may be admitted to HBU.
  - b. A transfer student with less than 32 credit hours may be required to submit an SAT or ACT score report. The HBU institution code for the SAT exam is 6282; the code for the ACT exam is 4101. In the event that an exam is submitted multiple times, the Admissions Office will consider the scores that best enhance a student's application. Scores recorded on the official high school transcript are acceptable.

## **Post-Baccalaureate Undergraduate Student Admission**

### **Degree Seeking**

To be considered for Post-Baccalaureate admission a student must have earned an undergraduate degree from an institutionally accredited institution and is taking undergraduate courses towards a second Bachelor's degree. Credit awarded will not be applied toward a graduate degree and may not be changed to graduate credit. *Please see admissions for more details.*

### **Non-Degree Seeking Post-Baccalaureate Student**

To be considered for Post-Baccalaureate admission, a student must have earned an undergraduate degree from an institutionally accredited college or school and is taking undergraduate courses for personal edification or certification. Credit will not be applied toward a graduate degree and may not be changed to a graduate credit.

## **Non-Degree Undergraduate Student Admission**

A Non-Degree student is one wishing to take a class for credit who does not have a baccalaureate degree and is not in pursuit of a baccalaureate degree. Non-Degree applicants and admits are not eligible for merit awards and/or institutional aid from Houston Baptist University. Undergraduate students only seeking a certificate are included in this category. *Please see admissions for more details.*

## Senior Citizen Admission

Persons 60 years or older, with proof of age, not in pursuit of a degree, may register for residential classes for a fixed price (contact the Cashiers' Office for a current fee structure at 281-649-3471) when space is available. Such students may register for these courses on a pass-fail basis or may receive an alpha grade.

## Visiting Student Admission

To be considered for admission as a visiting student, the student must be enrolled at another institution and wishing to take classes for credit at HBU. If a visiting student decides to continue at HBU, he or she must complete all of the transfer procedures as outlined under "Transfer Student Admission" and be approved for admission. Visiting student status ordinarily is permitted for only one (1) semester. Any exception must be approved by the Office of Academic Records.

1. *Visiting students fill out the Visiting Student Application with the Office of Academic Records.*
2. An official transcript or Letter of Good Standing must be sent directly from the most recently attended institution to the Office of Academic Records. Faxes or photocopies, while not official, may be used to provide an initial admissions decision. The *Office of Academic Records* reserves the right to request additional copies/faxes from the student in the event that the submitted documents are illegible. Falsification or failure to provide this academic information will result in suspension from the University. The student is responsible for meeting all prerequisites for courses taken at HBU.
3. Visiting applicants and admits are not eligible for merit awards and/or institutional aid from Houston Baptist University.
4. For visiting students interested in taking only online courses, please visit "[Online Learning Opportunities at HBU](#)" and click on "Apply Now" to create an undergraduate or graduate online student application.

## Re-Entry Admission

A Re-Entry student is any student who has been placed on suspension as a result of an academic or disciplinary action. Students who have been suspended for disciplinary reasons must contact the Student Life Department for re-entry requirements. Students desiring to return from academic suspension should complete the following steps:

1. Re-entry application for admission must be completed and returned to the Undergraduate Admissions Office. The student may find this form online at [HBU.edu/Reentry](http://HBU.edu/Reentry). A personal statement of at least 250 words is required and two (2) letters of academic recommendation from HBU faculty may be requested to accompany the application.
2. If the student attended another college or university, whether accredited or non-accredited, while on suspension from HBU, the student must request official transcripts be sent from the former institution directly to the Office of Admissions at HBU. Faxes or photocopies, while not official, may be used to provide an initial admissions decision. The cumulative grade point average for returning students with additional college hours should at least be a 2.0. In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. *See transfer section for more details.*
3. An accepted re-entry student will be on probation status.

## Returning Student Admission

A returning student is any student who previously attended Houston Baptist University, voluntarily left HBU in good standing, and has not been enrolled in in the previous academic year.

1. A returning student application must be completed and turned in to the Office of Academic Records at least seven (7) working days prior to the start of the semester a student plans to return. The returning student application may be found online at [HBU.edu/Returning](http://HBU.edu/Returning).
2. If the student attended another college or university while separated from HBU, the student must request official transcripts be sent from the former institution directly to the Office of Academic Records at HBU.



Faxes or photocopies, while not official, may be used to provide an initial admissions decision. The cumulative grade point average for returning students with additional college hours should at least be a 2.0.

In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. *See transfer section for more details.*

## **Auditing**

Occasionally some residential classes may be open to members of the community to audit. In those cases, admission is based on procedures setup for signing up for the particular class and no grade is given for any student auditing the course. Auditing students are not expected to do the assignments in a course and auditing students should not expect professor feedback on any work they do. Auditing students are not assigned an H# and are not HBU students; a grade will not be assigned and the course will not appear on a transcript. The fee for auditing a class is set on a case by case basis.

## **The Admission Review Board**

The Office of Undergraduate Admissions is responsible for the Admissions Review Board (ARB). The ARB reviews all admissions policies and admissions standards. The ARB convenes once per semester to review admissions policies and standards and propose updates as needed.

## **Meningitis Vaccination**

After a student is admitted to HBU, a completed HBU meningitis vaccination form must be submitted along with proof and date of the vaccination.

All freshman and transfer students who are 21 years of age or younger on the date classes begin or moving into the residence halls must receive a bacterial meningitis vaccination.

The vaccine must be administered at least 10 days prior to the first day of class or moving into the residence halls. Students will not be allowed to attend class or move into the residence halls if this requirement has not been met.

Once administered, the vaccine is valid for 5 years. More information can be found at [hbu.edu/meningitis](http://hbu.edu/meningitis).

## **International Student Admissions**

An international student is defined as any student wanting to attend the University who does *not* have the classification of United States citizen, permanent resident status as defined by U.S. Citizenship and Immigration Services (USCIS), or considered undocumented. This student will attend HBU on a non-immigrant visa status, e.g., F-1, H-4, L-2, A-1, etc. An individual's immigration status determines whether the student must attend full-time. More detailed information can be obtained by contacting the Office of International Student Services at 281-649-3292 or e-mail to [GoGlobal@HBU.edu](mailto:GoGlobal@HBU.edu) or visit [HBU.edu/International](http://HBU.edu/International). All documents must be on file prior to admission consideration for graduate students. All academic documents must be on file for undergraduate students prior to enrolling, and they will not be able to attend class until all of the immigration documents have been satisfactorily submitted. HBU assumes ownership of all documents.

1. Application for admission must be completed and returned to the appropriate admissions department (Undergraduate Admissions Office or Graduate Admissions). Online submission of an application is required. Paper versions of our application can also be provided upon request. The Graduate School does not have a paper copy of the application; prospective students will complete an online application.
2. An official transcript must be submitted showing graduation from a secondary school or its equivalent for undergraduate applicants. An official transcript showing a degree from an institutional accredited college or university must be submitted for graduate admissions as well as official copies of transcripts from each post-secondary institution attended. Any undergraduate or graduate applicant who has attended a college or university

outside the United States must have his or her transcripts sent to a university approved foreign evaluation service for a course-by-course evaluation and a grade point average calculation. A copy of the evaluation must be sent directly to HBU from the evaluation service. Freshman applicants must also complete this process of evaluation for all foreign high school transcripts; exceptions may be made on a case by case basis for freshman applicants and a transcript may be required instead of a foreign transcript evaluation. Names of approved evaluation services are available at [HBU.edu/International](http://HBU.edu/International). The transferring undergraduate student should have a minimum cumulative grade point average of 2.0 on a 4.0 scale for all undergraduate work. A graduate student applicant must meet the minimum grade point requirements of the specific graduate program.

3. In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. Upon admission to the university, the student's coursework will be reviewed for transferability and possible equivalent credit by the Transfer Specialist. Transfer credits from a non-accredited institution will be considered on a case-by-case basis pending an institutional review by the Transfer Specialist and the Office of the Provost. For all transferable work, the student must have earned a grade of "C" or higher.

4. All international applicants must submit copies of all relevant immigration documents, including passport, visa, and I-94. Please refer to the International Admissions page of the HBU website for detailed information and requirements.

5. Please see the "Graduate Admissions" section of this catalog for the specific requirements as they relate to the appropriate graduate program of interest.

## **For Current or Seeking F-1 Students**

### **Affidavit of Support**

International students must submit documentation verifying financial support, including a completed financial affidavit with a witness certifying the signature of the person providing the support. The amount of support that should be written on the financial affidavit for a single person is available at [HBU.edu/International](http://HBU.edu/International). If the student's dependents will travel to the U.S. with the student, add an additional \$5,000 per person for one year to the specific program amount.

A copy of the bank account (for three of the last six months) of the person providing the support or a letter from a bank confirming the required funds are available to the student while studying in the U.S. is also required.

### **English Proficiency**

Holders of F-1 student visas will be required to demonstrate English proficiency in one of the following ways:

- Minimum SAT/ACT/IELTS/TOEFL/Duolingo/PTE Academic scores found at [www.hbu.edu/international](http://www.hbu.edu/international)
- Successful completion of English Composition of I & II (or higher) from an institutionally accredited institution in the U.S.
- Successful completion of the English Language Program at one of the HBU's partner English Language Schools. A list can be found at [www.hbu.edu/international](http://www.hbu.edu/international).
- Completion of a bachelor's degree or higher from a university whose instruction was conducted in English
- High school diploma earned in the United States
- Citizenship from one of the exempt countries listed at [www.hbu.edu/international](http://www.hbu.edu/international)

### **Immigration Documentation**

Students currently on an F-1 visa must submit a copy of visa, passport, I-94 and current I-20. Students seeking F-1 visa status are required to submit a valid copy of the student's passport.



**Health Insurance**

All F-1 international students are required to have medical insurance which is valid in the United States. Their coverage should include repatriation and medical evacuation, an ID card in English, and a claims submission address in the United States.

Students will be issued a form I-20 after the University receives all required documents and fees and the student has been accepted by the Admissions Office.

Visa classifications other than an F-1 student visa; please contact the office of International Student Services at (281) 649-3292 or by e-mail at [GoGlobal@HBU.edu](mailto:GoGlobal@HBU.edu).

## Academic Policies, Procedures and Resources

**Academic Definitions****Degree Program**

A degree program is a prescribed set of courses culminating in an academic award of a baccalaureate, master, or doctorate. The baccalaureate requires a minimum of 120 undergraduate semester credit hours. The master requires a minimum of 30 graduate semester credit hours. The doctorate requires a minimum of 30 semester credit hours at the doctoral level. The University's post-baccalaureate professional degree programs, master's and doctoral degrees contain progressively advanced academic content beyond the requirements at the undergraduate level.

**Academic Certificate**

A prescribed set of courses that do not culminate in an academic degree, but could constitute the recognition of a certificate awarded when approved by the University as a stand-alone-award; the minimum requirement for a certificate is 9 semester hours.

**Academic Major**

At the undergraduate level, an academic major is a prescribed set of courses in a chosen discipline that includes a course of study which goes beyond general education requirements and leads to a baccalaureate degree; the minimum requirement is 30 semester credit hours. At the graduate level, an academic major refers to a track or set of prescribed courses for an area of specialization within the graduate degree program, beyond the degree program core requirements, which provides students a concentrated focus and emphasis for study within the professional degree; the minimum requirement is 24 semester credit hours.

**Academic Concentration**

A prescribed and focused course of study within an academic major; minimum requirement 9 semester hours, which does not lead to an academic degree or certificate.

**Academic Minor**

A prescribed and focused course of study outside of the student's academic major; minimum requirement 12 semester hours.

**Course Level**

Courses designated 1000 or 2000 level should be appropriate for students taking a class in the discipline for the first time while courses in the 3000 or 4000 level should rely on some previous training in the field of study in the majority of students' circumstances. Graduate work should be given a number of 5, 6, or 7 with 5000 level courses typical for initial graduate study and 7000 level courses reserved for those courses that are only taken by doctoral students. In each of these cases it is expected that faculty will develop student learning outcomes and assign learning resources and assessments at the level designated by the course number. Discussion of the appropriate course level should be part of the approval process and be documented in departmental minutes.

## Academic Integrity Policy

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote “the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals” (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered “grace” to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff’s obligation to “train the mind, develop the moral character, and enrich the spiritual lives” (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one’s own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the “Advocate” button.

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University’s fundamental principles. Academic dishonesty occurs when a student:

- submits the work or record of someone else as his/her own;
- copies another’s quiz or exam answers, laboratory work, or written assignments (e.g., homework);
- willfully cooperates with or seeks aid from another student during an academic assessment;
- has special information for use in an evaluation activity that is not available to other students in the same activity;
- accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
- copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
- works together with other students on assignments that are clearly intended to be individual in nature;
- prepares assignments (e.g., papers) for another student to turn in as his/her own work;
- submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another’s work or ideas without citing and referencing appropriately;
- submits work for one class that has largely been prepared for and submitted for a grade in another class;
- falsifies or fabricates data or information;
- falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

- destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
- computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU Wi-Fi;
- unauthorized copying or distribution of copyrighted materials;
- engaging in research activities with human subjects without the approval of the Institutional Review Board;

- classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of “W” for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

## **Academic Grievance Policy and Process**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The process for making a grievance is described below and must be followed by all parties in order to resolve a dispute. While the grievance is in step 1 or step 2 it is considered an informal grievance and at step 3 it is considered a formal grievance. Chairs should keep documentation of written complaints as part of step 2 and the Advocate system is used to document any complaint that reaches step 3.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student’s concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair’s recommendation and notify the dean.
3. If the student is unsatisfied with the chair’s recommendation, the student may submit a written request via Advocate to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation



nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.

4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review.
5. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Office of Academic Records, the student has until the end of the full semester following the full term in which the grade was awarded to challenge the accuracy of the record. At the end of this period, the record becomes permanent.

### **Department of Nursing Policy and Grade Appeal Process**

Students have the right to appeal for exceptions to SNAH policies or for consideration of a grade dispute through the Admission, Progression and Graduation (APG) Standards committee. Examples of issues that may be reviewed by the APG Standards Committee include, but are not limited to, the following:

- a. Grade disputes on assignments, tests, or courses
- b. Exceptions to admission criteria
- c. Exceptions to progression policies such as re-entry into or progression in a program after two course failures, failure to achieve full admission status after a conditional admission, or after academic probation or suspension.

The procedure for the appeal process is as follows:

1. The student should first address the issue with the faculty member (if a grade is being disputed), or the department chair (if a policy is being challenged). The student should make an appointment with the faculty member to discuss the matter in person. Students enrolled in 100% online courses may meet via video conferencing such as Zoom or Skype or synchronous video. The student is advised to keep his/her advisor apprised of the matter, but this is not required at this point. It is appropriate to try to resolve differences amicably and in person before seeking to raise the matter to a higher level of authority than the course faculty.
2. If the issue is not resolved, the student may meet with the faculty member and Department Chair of Nursing Programs. The student should submit a written request into Advocate where it will then be directed to the Department Chair, advisor and other relevant parties. The Department Chair will consider the student's concern, consult with the faculty member of the course and explore options, including the option to appeal to the Admission, Progression, Graduation (APG) Committee. The Department Chair will respond formally in writing to the student and the course faculty. The Dean will be notified of the action.
3. The student must submit a formal written complaint into Advocate within 30 days of the grade being posted or the policy being applied otherwise the petition will be deemed "untimely" and not given consideration. The written complaint will be directed from Advocate to the APG Committee and/or the Dean.
4. Petitions must include the following content:
  - a. details regarding the issue(s) being petitioned,
  - b. the relief being sought,
  - c. extenuating circumstances that warrant review of the grade or policy, and
  - d. a plan of action if the petition is not granted.

5. The APG Standards Committee chairperson will schedule a meeting (not necessarily hold the meeting) within one (1) week of receiving the petition with exception to University business days.
6. During the meeting, the student and professor can present their perspectives to the committee, which is a form of internal review. No legal representation or any other parties are allowed in the meeting.
7. After reviewing the perspectives and clarifying issues, both the student and involved faculty member may be excused from the meeting. The APG Standards Committee will consider the petition and information presented during the meeting and then vote on any recommendations. The APG Committee will render a decision as to what it advises should be done regarding the student's petition and relief being sought. The student will be notified of the committee's decision at the conclusion of the meeting. In addition, a letter will be mailed to the student to provide the decision in writing. The APG Standards Committee may make recommendations to faculty regarding grades or decide to make exceptions to policies. According to University policy, only the faculty member(s) responsible for a course may assign or change a grade. The APG Committee has no coercive authority to force the change of a grade. The purpose of the process is to bring clarity to all sides and allow a thoughtful and informed response to the student and involved faculty member. The hearing aspect of the APG Committee serves to assure integrity in the assigning of grades to students by faculty.
8. All discussion during the APG Standards Committee meeting is confidential. The chairperson will communicate the decision to appropriate faculty members and/or administrators. In addition, the chairperson should have all relevant items submitted to Advocate.
9. Should the student's petition be denied, he or she may elect to meet with the Dean who will review the situation for consistency with policies and procedures and fairness. If no inconsistencies are noted, the decision is final. No appeals to change a grade or progress in the program should be made to the Provost or the President. If the student contacts the Provost, the Provost will make a judgment as to whether to accept the appeal/request for a meeting. If the Provost does agree to hear the matter, he/she will only consider two issues: a) that the process itself was unfair; and b) that the student was not treated fairly in the process. The burden is on the student to demonstrate the facts and evidence that the process or treatment was unfair. Depending on the Provost's findings, the matter may be returned to the APG Committee for further review.
10. Arrangements will be made for students enrolled in 100% online courses to meet these requirements via video conferencing.
11. Throughout this process, if a student wishes to ask an HBU faculty member or other employee to serve as an advisor, that is permissible, but both the student and the advisor must make this fact known to all parties involved in the academic grievance process. At no time should an HBU employee advise a student anonymously or write an appeal document.
12. If a student questions any grade as recorded in the Registrar's Office, the student has 30 days from the time of the posting of the grade to challenge the accuracy of the record as indicated in step 3 above. At the end of this period, the record becomes permanent.

## **Academic Load**

The minimum number of semester hours (120) required to complete an undergraduate degree at HBU suggests that a student must average approximately fifteen hours each semester to make normal progress toward degree completion in a four-year period. For the undergraduate programs, the minimum load for full-time enrollment is twelve (12) undergraduate semester hours with an allowed maximum of nineteen (19) semester hours; 6 hours is required for the student to be enrolled half-time for the semester. In some exceptional cases, internships or classes in clinical settings may require a significant amount of additional time, and thus a student may be considered full-time even though they are enrolled for less than twelve (12) hours. In those cases, the relevant dean should submit the Full-Time Enrollment form to the Office of the Provost for approval. Note: Some scholarships and financial aid may require a specific number of hours. The normal course load per semester for undergraduate students is 15-18 semester hours. The faculty advisor and appropriate dean must approve credit hour overloads.

Schedules for more than 19 semester hours may only be permitted if one or more of the following criteria are met:

- The student has a 3.0 GPA (B average) on all courses completed and for the immediately preceding semester.
- The student has a 3.25 GPA for the preceding semester; or

- The student is a last-term senior in good standing.

The maximum credit for any summer is fourteen (14) hours which must be earned in not more than four courses. Five full courses will not be permitted for any reason whether taken in residence or by transfer. Students may not earn credit for more than two courses for a maximum of seven (7) hours in any one term.

<b>Classification of Undergraduate Students</b>	
Freshman:	Fewer than 30 semester hours of credit
Sophomore:	At least 30 semester hours and not more than 59 semester hours
Junior:	At least 60 semester hours and not more than 89 semester hours and approved degree plan on file with the Office of Academic Records
Senior:	At least 90 semester hours and a 2.00 scholastic standing or above
Other:	A student who is an auditor, visiting student, post-baccalaureate student, or non-degree seeking student per the definitions in the admissions section is not classified as a freshman, sophomore, junior, or senior.
Part-time Student:	Undergraduates registered for fewer than twelve semester hours in a regular semester

## Academic Standing

The Office of Academic Records will maintain a cumulative record of the grade point standing of each student.

Regularly admitted students are students who have met or exceeded the minimum requirements for admission.

Conditionally admitted students are students who are admitted through the Admissions Review Board because they did not achieve the acceptable minimum requirements for regular admission and are subject to the "Conditional Admission Agreement".

In the first semester that any student fails to achieve the acceptable minimum GPA, he/she will be placed on academic warning. If the student fails to achieve the acceptable minimum GPA in his/her second semester, he/she will continue on academic warning for the ensuing semester. Notification of the action will be sent to the student and the faculty advisor and will be recorded on the student's permanent transcript. If the student fails to achieve the acceptable minimum GPA in his/her third semester at HBU, he/she will be placed on academic probation. Finally, if the student fails to achieve the acceptable minimum GPA in his/her fourth semester, he/she will be placed on academic suspension.

Any undergraduate student who has failed to earn the cumulative scholastic levels designated above and who is ineligible for academic warning will be placed on academic probation and removed from the list of degree candidates until the appropriate cumulative standing is attained. A student on academic probation must earn a 2.00 GPA standing in the current semester to be eligible to continue in enrollment beyond that semester. Removal from academic probation requires that the student meets the required scholastic levels as set forth in this section of the catalog. Students on academic probation are not eligible to represent the University unless they receive a waiver from the Provost.

Notification of the action will be sent to the student and the faculty advisor and will be recorded on the student's permanent transcript.

**An undergraduate must attain the following acceptable minimum GPA:**

Undergraduate Acceptable Minimum GPA	
0-48 hours	1.8

49-72 hours	1.9
73 hours and above	2.0

## Academic Fresh Start

Typically, courses can be transferred into HBU regardless of when they were taken. The Academic Fresh Start provides an opportunity for transfer applicants with college credits that are at least 10 years old to begin their career at HBU with a clear academic record. Applicants who are approved for Academic Fresh Start will not receive credit for courses taken 10 or more years prior to enrolling at Houston Baptist University, nor will the courses be included in the grade point average (GPA) calculations for admission. If a student is approved for Academic Fresh Start, then the policy applies to all college credits taken 10 or more years ago and it may not be applied selectively to certain courses or terms that are 10 or more years old. Courses taken within 10 years of enrollment will be included in a student's academic record.

Any college coursework completed within the last 10 years will be used to determine admissibility as a transfer applicant. If there is no subsequent college coursework, applicants will be considered as a new entering freshman.

Courses that are not being utilized will not be calculated as part of the overall transfer GPA. Unless approved by the Office of the Provost, applicants must provide official copies of all former college and university transcripts, including those of courses that are not being utilized.

## Academic Suspension

An undergraduate student on academic probation who fails to attain a 2.0 GPA standing in the current semester will be suspended. Students can apply for readmission after one full semester has passed.

A student who is suspended must submit a re-entry application at least 30 days before the next semester begins.

When reapplying after suspension, the student must submit the following:

- A personal statement of approximately 250 words.
- The student may be required to provide two letters of support for re-entry from two HBU faculty.
- Upon receipt of these documents by the Office of Admissions, an interview with the Director of Admissions will be scheduled.
- A student on first suspension will be readmitted at the Director's discretion. If admission is denied, the student may appeal in writing to the Admissions Review Board. Students who are placed on academic suspension will be notified of that action in writing. The action will be recorded on the student's permanent record.
- A student who is suspended for a second time may not be readmitted until at least two semesters have passed. A student on second suspension must submit a re-entry application following the above steps. An undergraduate student on academic probation who fails to attain a 2.0 GPA standing in the current semester will be suspended and may not apply for readmission until at least one (1) full semester has passed. A student who is suspended must submit a re-entry application at least one (1) month before the next semester begins. A personal statement of approximately 250 words and two letters of recommendation from HBU faculty may be requested to support the student's application for re-entry. After receipt of these documents by the Office of Admissions, an interview with the Director of Admissions will be scheduled. A student on first suspension will be readmitted at the Director's discretion. If admission is denied, the student may appeal in writing to the Admissions Review Board. Students who are placed on academic suspension will be notified of that action in writing. The action will be recorded on the student's permanent record.

A student on second suspension is strongly encouraged to enroll in at least twelve (12) hours at another institutionally accredited institution during the two (2) semesters the student is sitting out. The student should achieve a cumulative grade point average of at least 2.5 to improve their opportunity to be reinstated at HBU by the Admissions Review Board. Any course in which the student has earned a grade of "F" at HBU cannot be repeated at another institution for transfer credit at HBU. For the re-entry application to be processed, an official transcript must be sent directly from the institution to the Office of Admissions.

A student who is suspended for a third time is not eligible for readmission.



A student who is admitted after a suspension must earn a 2.0 GPA standing in the current semester to continue. Such a student will be readmitted on academic probation and will maintain that status until the required scholastic levels as set forth in the "Scholastic Standing" section of this Catalog are met.

### **Active and Inactive Status**

Undergraduate students enrolled as residential, "H" campus, students are considered to be in "active status" with the University, when maintaining continuous enrollment in consecutive 16-week long terms. Summer terms are excluded in considering "active status." If a student does not enroll in consecutive long terms, the student changes to "inactive status" and may complete a returning student form for re-entry, when seeking readmission to the University.

Undergraduate enrolled as online, "O" Campus, students are considered to be in "active status" with the University from the time of initial entry, until which time the student has one-full academic year break in enrollment (i.e. No course enrollment for two consecutive fall/spring long terms and one summer term). A student who fails to enroll in classes over the course of one full academic year will break enrollment and will be placed in "inactive status." A student who breaks enrollment may complete a returning student form for re-entry, when seeking readmission to the University.

### **Administrative Drop of a Student from a Course**

The Office of Academic Records may administratively drop a student from a course, via an Add/Drop form, with the approval of the instructor, the advisor, and the Dean of the College or School in which the course is taught. The administrative withdrawal of a student from a course may occur only through the last day for dropping a course with a grade of "W." These dates are specified for each academic semester in the academic calendar. A student may be withdrawn from a class for reasons including, but not limited to, the following:

1. If the prerequisites or co-requisites as listed in the current HBU Catalog for the course from which the student is being withdrawn have not been met.
2. If there are circumstances beyond the student's control (serious illness, accident, etc.) that will involve excessive absences in the course from which the student is being withdrawn.
3. The student has not attended a class up to the census date, or other matters pertaining to financial aid and compliance with law.

Dropping or withdrawing from the University are serious matters and cannot be accomplished by email, phone calls, voice messages or purporting to have told someone at the University that the student is not returning or has chosen not to attend. Formal rules and documents must be fulfilled to drop or withdraw with the approval of the Office of Academic Records required.

### **Americans with Disabilities Act**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. In order to request and establish academic accommodations, the student is responsible for contacting the Director of Disability Services via email at [504@HBU.edu](mailto:504@HBU.edu) to schedule an appointment to discuss and officially request academic accommodation services. If academic accommodations are approved, the Director will provide a Letter of Accommodations to the professor(s) and the student. The student must apply for academic accommodations **each semester** and the Director will provide approved written accommodations each semester. Please refer to the website, [HBU.edu/504](http://HBU.edu/504) for all accommodation policies and procedures.

Students requiring accommodations for disabilities related to University Residence Life should also contact the Director of Disability Services at [504@HBU.edu](mailto:504@HBU.edu) and refer to the website [HBU.edu/504](http://HBU.edu/504) for more information under Residence Life Accommodations.

## **Application for Graduation**

Each student must file an application for graduation in the Office of Academic Records before the end of the semester that precedes the semester that graduation is expected. For example, for a spring graduation, a student is expected to file for graduation before the end of the fall semester. The application for graduation will verify the name as it should appear on the diploma, the date the degree is expected, and the major fields of interest to be completed as a part of the degree requirements. The Office of Academic Records will perform an audit of the student's degree requirements and notify the student and his or her advisor of the coursework and other requirements the student still needs to complete.

## **Attendance Requirements**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Faculty members are responsible for maintaining complete and accurate attendance records for each student. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the College or School may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

Attendance in an online class is by the week and requires a student to perform an activity in the class, not just logging in.

## **Excused Absence Policy**

Students represent Houston Baptist University through participation in university sponsored or sanctioned activities such as the arts, music, and intercollegiate athletics. When the activity schedule occasionally conflicts with academic obligations, student-participants and their sponsors will follow a standard protocol to provide faculty members with prior, written notification of their administratively excused absences from classes. Faculty members will determine, in consultation with student-participants, how missed classes and assignments are made-up in a manner that fulfills academic obligations and accommodates the obligation of the student to participate in a university activity. Except for excused absences (see below), student-participants have the same responsibility with regard to class attendance and assignments as do all other students. Houston Baptist University is committed to the philosophy that academic events, artistic performances, and intercollegiate athletics are an important part of the institution's mission to provide diverse educational opportunities to our students. The University recognizes that there may be occasions when, due to a scheduled event, a participating student must miss a class with an excused absence.

### **Definition of an Excused Absence**

- This policy for University excused absences applies to participation as an athlete, manager, student trainer, student coach, or graduate assistant in NCAA intercollegiate competitions, or participation as a representative of Houston Baptist University at academic events and artistic performances approved by the Provost or designee. In addition, students who have national guard or reservist obligations that don't prevent the successful completion of the course may have those obligations treated as excused absences.
- Practice or rehearsal for any event is not eligible for consideration as an excused absence.
- This policy excludes those academic endeavors that require the completion of a predetermined number of clock hours. Departmental practices and procedures of each College should be consistent with this policy as much as possible in order to be sure that the University serves student needs.

### **Activity Director or Head Coach Responsibilities**

- Head Coaches or the faculty member in charge of a university activity shall inform instructors of dates which students will miss class due to an excused absence well in advance of the date of that anticipated absence. For activities such as athletic competitions where schedules are known prior to the start of a semester, coaches must provide instructors by the second week of each semester a written schedule showing days in which students expect to miss classes. For other university excused absences, the faculty or staff member in charge must provide each instructor at the earliest possible time the dates that students will miss.

- It must be understood that travel plans may change due to unforeseen circumstances. In each case, the head coach or director will make every effort to notify the instructor as soon as possible.
- The HBU Athletic Affairs Committee has also developed an Administratively Approved Absence Form to be distributed to all professors of student-participants detailing absence information. This form comprises a list of times and dates when a student-participant will be administratively excused from a class during that semester. It is developed by the Head Coach or sponsor and checked by the Athletic Director or Dean of the sponsor.

### **Student Rights and Responsibilities**

- Regular and punctual class attendance is essential. Do not miss class for other reasons. Be in class every day.
- Make-up work for University-excused absences
  - It is the responsibility of the student to request from the instructor an opportunity to complete missed assignments, activities, labs, examinations or other course requirements in a timely manner.
  - The student should set up an appointment with the instructor to discuss an action plan designed to meet any missed course requirements during the time of the excused absence. The timing of this meeting should take place at the discretion of the instructor.
  - Students are responsible for all material covered in classes that they miss, even when their absences are excused, as defined above.
  - Missed classroom activities will be rescheduled at the discretion of the instructor. When possible, missed class work should be completed prior to leaving for an excused academic activity.
- Students should be aware that excessive absences—whether excused or unexcused—may affect their ability to do well in their classes.

### **Faculty Responsibility**

- Instructors are responsible for taking attendance and for providing students with an equitable way to make up missed work due to an absence excused by this policy.
- Instructors should inform students in a timely manner of procedures to make up missed work, e.g., including the information in the course syllabus.
- Instructors may not penalize students for absences excused by this policy.

### **Violation of Academic Conduct Regulations**

- Falsifying information or documentation in order to obtain an excused absence is considered a violation of the Code of Student Conduct and Academic Conduct Regulations.
- Sharing information about a make-up examination or quiz with other students is deemed a violation of the Code of Student Conduct and Academic Conduct Regulations.
- Anyone found responsible for falsifying information or documentation in order to obtain an excused absence or sharing examination or quiz information may face consequences per the Academic Integrity Policy section of the catalog, in addition to any sanction(s) imposed by the administration.

### **Commencement**

Commencement ceremonies are scheduled annually in August, December, and May. Degree recipients are encouraged to participate. Students will be limited in the number of their guests who can attend the ceremonies.

### **Course and Program Time Limit**

In general, there is no time limit on counting undergraduate course credit towards degree completion. Courses that are an exception to this rule are noted in the description of the course in the HBU Catalog. The degree plan is based on the HBU Catalog in effect at the time of the student's initial enrollment in the University. Where degree plans have changed significantly, been discontinued, and/or where courses are no longer offered, the advisor and the University will work toward finding acceptable course substitution(s). It should be noted, however, where acceptable substitutions are not available the total number of hours to degree may be impacted when there have been substantial changes to courses, pre-requisites, and/or degree plans.

## Credit Hour Definition

Houston Baptist University defines a credit hour as follows:

1. At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework is required for each semester credit hour.
2. Laboratory courses, with little outside work, require a minimum of forty-five (45) contact hours. If moderate outside work is required, thirty (30) contact hours are required.
3. Four (4) credit 4000 level undergraduate studio art classes are senior studio courses where much individual attention between the instructor and student is required. In order to facilitate this instruction, four (4) credit 4000 level classes will meet for three (3) academic hours per week as a class and one (1) academic hour per week as individual instruction between the instructor and the student. These individual instruction hours will be recorded and maintained by the Department of Visual Arts.
4. Music courses follow the recommendations for awarding credit as required by The National Association of Schools of Music (NASM). Normally, a semester hour of credit represents at least three hours of work each week for a period of fifteen or sixteen weeks. In lecture classes, such as music history, normally one semester hour of credit is given for one 50-minute session plus two hours of preparation each week of the term. For ensembles, like laboratory classes, normally one semester hour of credit is given for two to four 50-minute rehearsal sessions per week, depending on the ensemble. For applied lessons, normally one semester hour of credit is given for each three hours of practice, plus the necessary individual 30-minute lesson per week with the instructor. For example, a two semester credit hour applied lesson would meet for two 30-minute lessons per week.
5. Master of Fine Arts studio art classes are taught on an intensive apprenticeship model. The number of contact hours between instructor and student must be sufficient to ensure the development of knowledge and skills required by each course. Graduate studio classes require at least 1.5 instructional contact hours per week and at least 1.5 hours of homework for each three (3) credit class. Individual instruction hours will be recorded and maintained by the Department of Visual Arts. Additionally, the MFA studio courses consist of graduate committee critiques three times a semester. MFA students are expected to be working in their studios at least 18 hours a week.
6. Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.
7. For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

## Cross-Level Listing and Cross-Listing Courses

Houston Baptist University acknowledges that, on occasion, it is appropriate to cross-level list a graduate class with an undergraduate class as well as cross-list two undergraduate classes or two graduate classes. It is also understood that graduate classes demand more rigor, higher-order learning, and be progressively more complex than undergraduate classes in the same subject matter.

When cross-level listing a graduate class with an undergraduate class of the same subject matter:

- Each course must have a separate syllabus, and specific student learning outcomes are to be provided for each course clearly indicating the greater degree of analysis, synthesis, rigor, critical thought and independence required for the graduate course. Student learning outcomes are expected to be different for the graduate class.
- Each course should have separate descriptions listed in the course catalog that reflect the advanced academic content of the graduate course.
- Acceptable configurations of such courses include 4000/5000 and 4000/6000 cross-level listings. Undergraduate courses at the 3000 level or below should not be cross-level listed with a graduate course.



- Course titles should be similar but do not need to be identical.
- Cross-level listed courses must be taught by faculty terminally degreed in the field of study.
- Graduate course requirements should be determined by academically qualified faculty(terminal) with graduate teaching experience in the subject matter and should reflect the foundational knowledge and skill development to support independent research and professional practice.
- Examples may include but are not limited to, independent research projects, portfolios, case studies, theses, dissertations, or other examples of graduate research/professional practice.
- Classes must meet at the same time, in the same place/modality, with the same instructor, and have the same number of credit hours.

When cross-listing graduate/graduate or undergraduate/undergraduate courses of the same subject matter:

- Each course must have a separate syllabus with the same student learning outcomes even if the courses are two separate disciplines.
- Each course should have separate descriptions listed in the course catalog.
- Course requirements should be determined by academically qualified faculty in each discipline with appropriate teaching experience in the subject matter.
- For graduate courses, the faculty of record should be terminally degreed in the field and for undergraduate courses, the faculty of record may be masters qualified in the field. Faculty teaching cross-listed courses where the course content is the same but the rubric is different, the faculty must be academically qualified in both disciplines, (minimum of a masters in one discipline and graduate hours in the second).
- Classes must meet at the same time, in the same place/modality, with the same instructor, have the same course level (same first digit in the rubric) and have the same number of credit hours.

## **Degree Plan**

By the end of their sophomore year, students are encouraged to have a degree plan filed. Students cannot file for graduation without a degree plan on file. A transfer student who transfers more than fifty (50) semester hours must file a degree plan before the first day of the second semester in residence. A transfer student who expects to receive Veteran's Administration benefits must file a degree plan no later than the end of the second semester of enrollment. The degree plan is based on the HBU Catalog in effect at the time of the student's initial enrollment in the University. In addition, a student can choose to file a degree plan based on the current catalog year. In some cases, while a degree plan may be valid, the courses in it may have been discontinued or changed. In those cases, the University will work with the student to come up with a viable solution.

## **Double Degrees (Undergraduate)**

An undergraduate double degree option is whereby a student earns two baccalaureate degrees simultaneously. The minimum number of hours required for earning both degrees at the same time, is 165 semester credit hours. This would include the required hours for the primary degree, generally, 120 semester credit hours, and the required hours for the second degree, which would include both the core and program requirements for the second degree, which would generally be at minimum 45 additional semester credit hours. The University counts the liberal arts core classes toward both degrees earned.

## **Double Major and Minors**

Undergraduate students wishing to receive a double major may work with the Office of Academic Records and the relevant dean(s) to come up with a degree plan. A student must complete the Liberal Arts Core Curriculum and the college or school requirements of all relevant colleges and/or schools including but not limited to any college or school core. A student does not need to repeat courses in the Liberal Arts Core Curriculum or in a college or school core when they overlap between the two majors. In addition, if a student has a major or minor that overlaps another major or minor within or across disciplines, they do not need to repeat the courses that overlap but they do need to take courses that are approved substitutions by the respective dean(s). Hours taken for a minor do count toward the overall credit hour requirement.

## Dropping a Class

Students who cease to attend class must follow the prescribed withdrawal procedures. Failure to do so will result in course failure(s), lower scholastic standing, and personal financial loss. Students contemplating dropping a class must see their advisor to complete the proper steps; the drop process is not complete until the forms are filed by the student and processed in the Office of Academic Records. A student may not drop a class after the published last day to drop.

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Office of Academic Records. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

## Family Education Rights & Privacy Act (FERPA)

HBU is subject to the provisions of a federal law known as the Family Education Rights and Privacy Act (also referred to as FERPA or the Buckley Amendment). This law affords students enrolled at HBU certain rights with respect to their education records. Please visit <https://hbu.edu/about-hbu/consumer-information/rights-under-ferpa/> for additional information.

## Final Assessments

Faculty are expected to administer to all students including seniors end of semester assessments or examinations appropriate to their field of study and the particular class. If the instructor chooses to give a final exam in lieu of an assessment, it must be taken when scheduled by the Office of the Provost. Senior final exams are to be taken during the last class period prior to the final exam week. Each final exam period, with the exception of the Summer term, is preceded by one study day on which no grade-determining activity may be conducted nor may be due between 8:00am-5:00pm on that day. No University student events are scheduled Monday through Friday of final exam week.

## Grade Appeal Process

A student may file an academic grievance if he or she believes a grade was awarded improperly. For more information, see the [Academic Grievance Policy and Process](#).

## Grading System and Grade Points

The University system of grading is expressed in letters and grade points as indicated below:

Grade	Percentage	Grade Points
A	(90 and above)	4
B	(80 - 89)	3
C	(70-79)	2
D	(60 – 69)	1
F	(0-59)	0
CR	Credit by Examination	-
I	Incomplete	-
P	Pass—see below	-
AU/X (no longer an option)		-
W	Withdrawal from the University or course after the census date and before the last day to drop.	-

Only the dean of a college or school may grant incompletes and only to students who have a major documented emergency since the last day to drop a course. The student receives 0 grade points and 0 semester hours and the course grade becomes an "F" if the stated work is not completed by the end of the following semester. Summer is a bona fide semester so a grade of "I" issued during a Spring semester must be completed by the end of the last Summer session following the Spring semester.

HBU undergraduate students may register for one (1) elective course each semester on a pass-fail basis. Students must file the pass-fail course form in the Office of Academic Records. This option does not apply to courses in the core curriculum or the major. The hours earned in pass-fail courses are counted in the total required for a degree but not for honors. A pass grade does not affect the computation of scholastic standing; however, a fail grade in a course affects scholarship standing in the same way as any other failing grade. Courses taken on this basis are counted as a part of the student load for the term, and the type of registration elected for any course may not be changed after the last date to register as posted in the class schedule. These courses are designated at registration by a "P/F" following the course number. A student who properly registers for a course on a pass-fail basis may, at the discretion of the instructor, be assigned a grade of "A" where the student's performance merits that grade. The assignable grades are "A," "P," and "F."

Students may repeat courses that they have previously taken. For purposes of GPA calculation, courses taken at HBU which are repeated at HBU are calculated in the cumulative GPA as having been taken only one (1) time. The cumulative GPA is adjusted in the semester in which the course was repeated. The student may raise the cumulative GPA by this means. *Students should be aware, however, that many graduate and professional schools and certifying agencies calculate GPA by averaging all grades earned in all registrations.*

### **Institutional Review Board (Human Subjects in Research)**

The Institutional Review Board protects the rights of human subjects in research projects proposed by faculty, staff, students, and/or outside persons. The University's Institutional Review Board is responsible for reviewing all research proposals involving human subjects. Review applications may be obtained from the committee's chair.

### **Internship Programs**

HBU offers internship opportunities under the direction of the various academic divisions in awareness of the value of practical experience in the learning process. Such external learning opportunities may be known as practicum, internship, preceptorship, clinical experience.

Credit is awarded based on clock hours of experience gained. One semester hour of credit may be awarded for each 45 clock-hours of internship experience. The amount of semester hours awarded shall at a maximum be three semester hours per term and will vary depending on the circumstance of the internship and the program. Legal review of formal memoranda of understanding governing group placement shall be secured from university legal counsel.

### **Military Service Credit**

The American Council on Education (ACE) recognizes the educational value of military training and experience. ACE continuously evaluates military school courses and occupations and makes recommendations for college level credit. ACE credit recommendations are present on the Joint Services Transcript (JST) of the military service member.

Each service member will receive at least 3 hours of elective credit for basic training as documented on the JST, and may receive up to 30 elective credits for military service as recommended by the American Council of Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services and in accordance with HBU policies regarding transfer credits.

Based on the evaluation, credit may also be applied toward specific degree requirements where appropriate, as well as any possible credit for passing DANTES subject tests that have been reviewed and approved by the corresponding department. Courses from other accredited institutions will still be eligible to receive transfer credits.

## Moody Library

Please see the library's web page [HBU.edu/MoodyLibrary](http://HBU.edu/MoodyLibrary) for information on Moody Library.

## Residency Requirement

The minimum residency requirement is:

At least 25 percent of the credit hours required for an undergraduate degree from Houston Baptist University must be earned through Houston Baptist University. No more than 75% of the credits applied to an undergraduate degree may be transfer credits. Hours taken at HBU must include at least 12 semester hours of upper level courses in the major completed at HBU with a grade of "C" or better in each course. The residency requirement for a minor is a minimum of nine (9) hours of upper-level courses taken at Houston Baptist University with a grade of "C" or better in each course. A student whose undergraduate degree includes 60 semester hours in residence at this University may be allowed to earn six (6) of the last 36 hours in another approved institution except in the last semester of residence before graduation.

A minimum of forty-five (45) additional semester hours of undergraduate credit taken at HBU must be earned beyond the first degree in order for a second degree to be conferred. All requirements for the second degree must be met. *Additional majors, programs, certifications, licensure, and specializations may be noted on the transcript as deemed warranted by the Office of Academic Records.*

## Transfer Courses/Credit

A student otherwise eligible to transfer to HBU from another institutionally accredited collegiate institution may expect to receive acceptance of his previous academic work as consistent with regulations which must be observed among Colleges and universities. In general, an official transcript from an institutionally accredited College or university is accepted and recorded as received, and the courses completed used to the fullest extent possible to apply toward a degree. The transcript must be sent directly from the transfer institution to HBU. Credit is usually given at the same level at which the course was originally taken.

All foreign transcripts must be sent to an HBU approved evaluation service. The evaluation service must send an official report directly to HBU. The International Student page of HBU Website contains a list of current service providers.

In considering credit by transfer from other institutions, HBU places a premium on credits from institutionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not institutionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. Upon admission to the university, the student's coursework will be reviewed for transferability and possible equivalent credit by the Transfer Specialist. Transfer credits from a non-accredited institution will be considered on a case-by-case basis pending an institutional review by the Transfer Specialist and the Office of the Provost. The number of credits that can be transferred are dependent upon the program of study the applicant is interested in pursuing at HBU. \* For all transferrable work, the student must have earned a grade of "C" or higher.

Undergraduate students transferring to HBU from other institutions will have their transcripts evaluated by the Office of Enrollment Management upon acceptance to HBU. The Office of Enrollment Management also has information regarding equivalent core requirement courses from other Texas institutions of higher education. This guide is helpful in course planning if presently attending another institution with the intention of transferring to HBU.

Undergraduate students contemplating concurrent or visiting enrollment at any other College MUST secure prior approval in writing from the Office of Academic Records at HBU, and the Dean of the College or School, in order for credits to be accepted in transfer. Students should seek counsel first from their advisor. Only alpha grade credit with a grade of "C" or better from institutionally accredited institutions will be considered for transfer credit. Once an undergraduate student has enrolled at HBU, no more than 18 semester hours total will be accepted for transfer credit. After completion of approved work elsewhere, an official transcript showing the approved work must be sent directly from the awarding institution to HBU Office of Academic Records. Failure to comply with this



requirement may result in the denial of credit. The student risks the loss of credit by failure to adhere to these policies.

\*In recognition of the 2020 Pandemic, HBU will accept transfer P credit for University Admissions for the academic periods and terms of Spring 2020 – Fall 2020. A "P" indicates successful completion of the course for all academic purposes but a course with a "P" does not contribute to any GPA calculations. Students should communicate with advisors and financial aid concerning P credit for implications with federal programs.

## **Transfer Credit for Military Experience**

Credit may be granted for military experience. Credit will be evaluated based on the recommendations outlined in the American Council on Education (ACE) Guide to the evaluation of Education Experiences in the Armed Services manual.

Students must submit one of two documents:

1. A Joint Services Transcript (JST)—an academically accepted document approved by the American Council on Education to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations. All enlisted, officers and warrant officers, both active and veterans from all Army components, Coast Guard, Marine Corps, and Navy are eligible for a JST.
2. Form DD214 or FORM DD256, as well as a military transcript (SMART for Navy, Marine Corps; Coast Guard Institute for Coast Guard; AARTS for Army; and CCAF for Air Force).

## **Undergraduate Degree Requirements**

1. A minimum of 120 semester hours with no fewer than 30 semester hours of upper level courses.
2. Freshman Year Seminar, FYS 1300, is required of all students who enter with fewer than thirty-two (32) semester hours of credit. 100% online students will take a one-hour course, ONLN 1300 *Introduction to Online Learning*, instead of FYS 1300.
3. Community Life and Worship Program: Participation in the Community Life and Worship Program (CLW) is a graduation requirement for all degree-seeking undergraduate students. Students must earn a total of 80 CLW credits for graduation. The HBU Student Handbook contains a complete description of the CLW credit system. CLW events offered each semester are listed on the HBU website at [HBU.edu/CLW](http://HBU.edu/CLW).
4. Major requirements are determined by the College or School in which the major resides. See the appropriate College or School section of this Catalog. However, each major must include a minimum of twelve (12) upper-level hours.
5. Undergraduate degree and certificate concurrent enrollment: Students may be enrolled in an undergraduate degree program and an undergraduate certificate program simultaneously. Typically, a course can count for one degree program and one certificate program, but no more, though in the case of a student enrolled in multiple undergraduate degrees, the courses for the core curriculum can overlap. Students in a graduate undergraduate program who are interested in adding a certificate or certification must apply and/or file a degree plan for the program. Students who have been accepted to a certificate program, but not a graduate degree program, must follow the entrance procedure for the degree program they want to enter.
6. Undergraduate Degree Plan Declaration: Before 64 semester hours have been completed, a student must see his or her advisor to complete and file an Undergraduate Degree Plan with the Office of Academic Records (only the Provost may provide a waiver for this requirement). Students who fail to follow this policy will not be considered as a candidate for a degree. (See section on "Degree Plans" in this Catalog.)
7. Liberal Arts Core Curriculum: The Liberal Arts Core Curriculum is the foundation unit in the academic organization of the undergraduate instructional program of HBU; it is required for success in every major and develops the knowledge and insight conducive to citizenship as well as leadership in a chosen profession.

ENGL 1313 <i>Composition and Literature I</i>	3 hours
ENGL 1323 <i>Composition and Literature II</i>	3 hours
PSYC 1313 <i>General Psychology</i>	3 hours
PHIL 1313 <i>Introduction to Philosophy</i>	3 hours
Natural Science and Lab	4 hours
MATH 1305 <i>Math for Critical Thinking</i> or higher or PHIL 1305 <i>Logic and Quantitative Reasoning**</i>	3 hours
GOVT 2313 <i>American and Texas Government</i>	3 hours
ENGL 2315 or ENGL 2325 <i>Great Works of Literature I or II</i>	3 hours
HIST 2311 <i>Western Civilization I</i>	3 hours
History: Choose one three-hour course from HIST 2312, HIST 2313, or HIST 2323	3 hours
ART 2343 <i>Art Appreciation</i> or MUSI 1331 <i>Music Appreciation</i>	3 Hours
COMM 1323 <i>Rhetoric and Public Speaking</i>	3 Hours
CHRI 1301 <i>Introduction to the Bible*</i>	3 hours
CHRI 2373 <i>Christian Theology and Tradition*</i>	3 hours
Total	43 hours

## Liberal Arts Core Curriculum Requirements

**37 Hour Curriculum Core + 6 Hour Christianity Core = 43 hours**

\*Transfer students with 45+ hours of credit will take one three-hour course, CHRI 3300 *Introduction to the Bible and Theology*, in lieu of CHRI 1301 and CHRI 2373

\*\*See individual degree plans as some plans require a specific math course.

## Undergraduate Enrollment in Graduate Courses

Undergraduate students may request to take a graduate course with the approval of the appropriate deans, both the dean of the college or school where the student is receiving their degree and the dean that oversees the course the student wishes to take. Graduate coursework taken for undergraduate credit may only apply to undergraduate degrees and these courses cannot be used in the future for graduate credit. Graduate coursework taken while a student is an undergraduate but is not used for undergraduate credit may be used to count for graduate work. This is most often the case in courses taken as part of an accelerated program. Undergraduate students taking graduate work should be exceptional and the number of hours an undergraduate student takes at the graduate level should be no more than 9 hours or whatever is required by their accelerated program, whichever is greater. In accelerated programs at a minimum 120 of the hours are designated for the undergraduate degree and 30 hours are designated for the graduate degree for a combined total of at least 150 hours.

## Withdrawal from University Enrollment

A student who wants to withdraw from the University with a grade of "W" after the last date to drop with a "W" can only do so under the most extreme circumstances beyond the control of the student and with the approval of the Provost.

# Graduate Policies

## **Admissions**

- Admissions Requirements
- International Student Admissions

## **Academic Policies, Procedures and Resources**

- Academic Definitions
- Academic Integrity Policy
- Academic Grievance Policy and Process
- Academic Load
- Academic Standing
- Active and Inactive Status
- Administrative Drop of a Student from a Course
- Americans with Disabilities Act
- Application for Graduation
- Attendance Requirements
- Commencement
- Course and Program Time Limit
- Credit Hour Definition
- Cross-Level Listing and Cross-Listing Courses
- Degree Plan
- Dropping a Class
- Family Education Rights & Privacy Act (FERPA)
- Final Assessments
- Grade Appeal Process
- Grading System and Grade Points
- Graduate Degree Requirements
- Institutional Review Board (Human Subjects in Research)
- Internship Programs
- Moody Library
- Residency Requirement
- Transfer Courses/Credit
- Withdrawal from University Enrollment



# Admissions

Graduate admissions are handled by The Graduate School. Applicants for graduate degrees must submit the following credentials:

## 1. Application for Admission to Graduate School

The prospective student must seek admission to The Graduate School in order to pursue graduate studies. Application and all details may be found online at [www.hbu.edu/Grad-Apply](http://www.hbu.edu/Grad-Apply). Transcripts and other materials are required in support of the program application in addition to a current resume. See individual program requirements for further details. An undergraduate degree from a regionally accredited institution is required for admission to all graduate programs. However, the University will consider undergraduate degrees from other institutions on a case-by-case basis.

## 2. Examinations

Some programs require the Graduate Record Examination (GRE). Waivers may be available depending upon undergraduate GPA for select programs. Refer to [www.hbu.edu/GradAdmitReq](http://www.hbu.edu/GradAdmitReq) for specific program requirements. When required, it is the student's responsibility to have GRE sent directly to HBU from the administering test service. GRE: [www.ets.org](http://www.ets.org) – HBU GRE code is – 6282.

## 3. Non-Program Seeking Applicants

The Graduate School may admit students as non-degree seeking applicants who wish to take courses from one of our graduate programs but are not enrolled in one of our approved programs. Non-degree students, except some who are in an approved program, do not receive financial aid or scholarships. Admission requirements for non-degree seeking students vary depending on program.

## 4. Visiting Applicants

Visiting applicants are individuals who are enrolled in another institution and come to HBU to take courses. Visiting students do not receive financial aid or scholarships. Applicants are only required to submit a visiting application through the Office of Academic Records and a letter of good standing from the institution in which they are enrolled. For visiting students interested in taking only **online** courses, please visit “[Online Learning Opportunities at HBU](#)” and click on “Apply Now” to create an undergraduate or graduate online student application.

## 5. Incomplete Applications

There are occasions when students may be admitted for up to one semester with an incomplete application. Students admitted in such a way are expected to submit any missing items before the end of their first semester if they desire to continue into another semester. Students who have an incomplete application cannot take a course that is only for state licensure or certification programs.

## 6. International Students

International students should refer to the International Admissions section of the HBU website for details on additional admission requirements, [www.hbu.edu/international](http://www.hbu.edu/international). Holders of 3-year bachelor's degrees from outside the United States may be considered for graduate admission.

## 7. Permanent Resident Statement

Any applicant who has Permanent Resident or Resident Alien status must provide a copy of his or her green card to The Graduate School. If the applicant has not completed more than two (2) years of college work at an regionally accredited institution within the United States, he or she may be required to submit proof of English proficiency.

## 8. Admissions Review

When a candidate completes his or her application to the HBU Graduate School, the staff begins a comprehensive, holistic review. In a holistic review process, HBU considers the applicant as a whole individual, not merely select parts such as GPA or test scores. In doing so, The Graduate School director of admissions evaluates applicants based on who will contribute to HBU's academic community in meaningful ways. Holistic review takes into



account factors such as a student's strength of undergraduate coursework, work experience, test scores, academic and professional goals, unique talents, and personality. By evaluating an application from a holistic perspective, we take the time to get to know applicants as people, not as numbers.

After a holistic review for applicants who are within 10% of a required GPA or test score requirement, or who have other compelling strengths in their application that suggest they should be reviewed by GARB, The Graduate School may offer conditional admission or review by the Graduate Admissions Review Board at the discretion of the director of graduate admissions. In addition, meeting the basic criteria below does not guarantee admission.

#### 9. Application Deadline

Students may apply for admission to The Graduate School throughout the year. Refer to the website, [www.hbu.edu/Grad-Apply](http://www.hbu.edu/Grad-Apply) for deadlines. Please note scholarship deadlines are prior to the final application deadline. Waiting until the deadline does not guarantee course availability. Not all degree programs may be entered every semester. For international applicants, The Graduate School should receive all credentials (application, GRE-TOEFL scores, foreign transcript evaluation reports, recommendations, resume, written statements, etc.) at least 60 days prior to the application deadline for the intended start term.

#### 10. Re-Entry Admissions

A Re-Entry student is any student who has been placed on suspension as a result of an academic or disciplinary action. Students who have been suspended for disciplinary reasons must contact the Student Life Department for re-entry requirements. Online students should complete the Re-entry application found at [HBU.edu/Returning](http://HBU.edu/Returning) and include the requirements stated under "Re-entry Student". Students desiring to return from academic suspension should see the Academic Standing section of the catalog.

#### 11. Returning Student Admission

A returning student is any student who previously attended Houston Baptist University, voluntarily left HBU in good standing, and has not been enrolled in the previous academic year.

1. A returning student application must be completed and turned in to the Office of Academic Records at least seven (7) working days prior to the start of the semester a student plans to return. The returning student application may be found online at [HBU.edu/Returning](http://HBU.edu/Returning).
2. If the student attended another college or university while separated from HBU, the student must request official transcripts be sent from the former institution directly to the Office of Academic Records at HBU. Faxes or photocopies, while not official, may be used to provide an initial admissions decision. The cumulative grade point average for returning students with additional college hours should at least be a 3.0.
3. A returning student must resolve any prior balances and/or holds before being readmitted by the Office of Academic Records.

12. Occasionally some residential classes may be open to members of the community to audit. In those cases, admission is based on procedures for signing up for the particular class and no grade is given for any student auditing the course. Auditing students are not expected to do the assignments in a course and auditing students should not expect professor feedback on any work they do. Auditing students are not assigned an H# and are not HBU students; a grade will not be assigned and the course will not appear on a transcript. The fee for auditing a class is set on a case by case basis.

#### **Admission Requirements:**

All graduate degrees and certificates require the following documents unless otherwise noted:

- **Official Transcripts** - Official transcripts should be sent directly to The Graduate School from the college or university that awarded your bachelor's degree. All completed documents must be submitted to the HBU Graduate Admissions office via email at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu), fax (281) 649-3390, or mail:

The Graduate School  
Houston Baptist University  
7502 Fondren Rd.

## **Program of Study - Additional Materials**

### **Doctoral**

#### **Doctor of Education – Executive Educational Leadership**

#### **Doctor of Education – Special Education Leadership**

\*Master's degree required

- **Master's Research Paper** – Applicants must submit a 5-7 page master's level research paper that was written and graded during their master's program (not including the cover page and reference pages). The submission must be a research paper covering any topic and should be authored only by the applicant. If applicants do not have a paper to submit, the Graduate Admissions office will then send a writing prompt to the applicant to complete and submit instead.
- **Official Transcripts** - Official transcripts should be sent directly to The Graduate School from the college or university that awarded their master's degree.
- **Resume & Service Record** - Applicants must provide a current resume and service record. Applicants must have completed at least three (3) full-time professional years at an accredited school, university, or agency.
- **References** - Applicants must provide reference information on their application for the following:
  - Two (2) administrators from the school district or agency at a current place of employment (references from university administrators from former places of employment may be accepted. Include an explanation.).
  - One (1) current or former graduate professor (references from alternate administrators may be accepted. Include an explanation.).
- **Superintendent Certification** - Applicants seeking a superintendent certification must submit the following additional document to be considered for admission:
  - Copy of Principal Certification issued by State Board of Educator Certification
- **Processing fee** - Applicants will be required to submit a \$35.00 processing fee, payable online at [HBU.edu/GradAppFee](http://HBU.edu/GradAppFee), or by check or money order
- Other items, including an admission interview, may be requested.

#### **Doctor of Education in Executive Leadership for Mental Health & Human Services**

\*Master's degree required

- **Master's Research Paper** – Applicants must submit a 5-7 page master's level research paper (not including the cover page and reference pages) that was written and graded during their master's program. The submission must be a research paper covering any topic and should be authored only by the applicant. If applicants do not have a paper to submit, the Graduate Admissions office will then send a writing prompt to the applicant to complete and submit instead.
- **Official Transcripts** - Official transcripts should be sent directly to The Graduate School from the college or university that awarded their master's degree.
- **Resume & Service Record** - Applicants must provide a current resume and service record.
- **References** - Applicants must provide reference information on their application for the following:
  - Two (2) professional references (references from university administrators may be accepted. Include an explanation.).
  - One (1) current or former graduate professor (references from alternate administrators may be accepted. Include an explanation.).
- **Processing fee** - Applicants will be required to submit a \$35.00 processing fee, payable online at [HBU.edu/GradAppFee](http://HBU.edu/GradAppFee), or by check or money order
- Other items, including an admission interview, may be requested.

#### **Doctor of Ministry** (*The Doctor of Ministry will launch in the 2022-2023 academic year.*)

\*Master's Degree Required

- **Official Transcripts** - Official transcripts should be sent directly to The Graduate School from the college or university that awarded the applicant's master's degree.
- **Ministry Experience** – Applicants must have three (3) or more years of full-time ministry experience or have completed at least eight (8) hours of internship/ministry practicum courses.
- **Personal Statement** – Applicants should submit a personal statement, at least 800 words\*, addressing the following prompts:
  - Please describe your relationship with Jesus Christ.
  - Please describe your calling to ministry and how you have followed that call.
  - Why are you interested in HBU's DMin program?
  - Do you have an intended area of focus for your studies?
- **Resume/CV** - Email a current resume or CV to The Graduate School at [GradAdmissions@HBU.edu](mailto:GradAdmissions@HBU.edu).
- **References** - Applicants must provide contact information for two (2) references on their application. One of these **MUST** be a pastoral reference or from a commanding officer (for military chaplains). The other reference must be a professional or academic contact. Friends and family members should not be listed as references.
- **Processing Fee** - Applicants will be required to submit a \$35.00 processing fee, payable online at [HBU.edu/GradAppFee](http://HBU.edu/GradAppFee), or by check or money order
- Other items, including an admission interview, may be requested.

## Master's

### Master of Arts in Apologetics:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

### Master of Arts in Biblical Languages:

\*Fall and Spring admission only

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Language Study** - Candidates should have significant undergraduate coursework in a biblical language(s). Candidates coming in without coursework in biblical languages will be required to complete the necessary leveling courses.

### Master of Arts in Christian Counseling:

- **Additional Transcripts** - Applicants pursuing licensure, are required to submit **ALL** of their transcripts to the Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. One reference **MUST** be a pastoral/ministry reference. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Prompt** – Applicants must provide a response to a predetermined writing prompt. This will take place during the second phase of the admissions process.
- **Candidate Presentation** – Applicants may choose between attending a virtual interview with the admissions team or submitting a 10-12 minute video responding to predetermined questions. This will take place during the second phase of the admissions process.

#### Master of Arts in Christian Leadership:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing the student’s interest in attending HBU. The statement should indicate the student’s faith in Jesus Christ and general agreement with the University’s preamble.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Christian Psychology:

- **Additional Transcripts** - Applicants pursuing licensure, are required to submit **ALL** of their transcripts to the Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. One reference **MUST** be a pastoral/ministry reference. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Prompt** – Applicants must provide a response to a predetermined writing prompt. This will take place during the second phase of the admissions process.
- **Candidate Presentation** – Applicants may choose between attending a virtual interview with the admissions team or submitting a 10-12 minute video responding to predetermined questions. This will take place during the second phase of the admissions process.

#### Master of Arts in Christian Psychological Studies:

- **References** – Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Classics and Early Christianity:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Clinical Mental Health Counseling:

- **Additional Transcripts** - Applicants pursuing licensure, are required to submit **ALL** of their transcripts to the Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Prompt** – Applicants must provide a response to a predetermined writing prompt. This will take place during the second phase of the admissions process.
- **Candidate Presentation** – Applicants may choose between attending a virtual interview with the admissions team or submitting a 10-12 minute video responding to predetermined questions. This will take place during the second phase of the admissions process.

#### Master of Arts in History:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to the Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Sample** – Students will submit a writing sample (at least 8 pages in length). The document may email your document to [gradadmissions@HBU.edu](mailto:gradadmissions@HBU.edu) or mail a hard copy.

#### Master of Arts in Human Services:

- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Intercultural Studies:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Marriage and Family Therapy:

- **Additional Transcripts** - Applicants pursuing licensure, are required to submit **ALL** of their transcripts to the Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Prompt** – Applicants must provide a response to a predetermined writing prompt. This will take place during the second phase of the admissions process.
- **Candidate Presentation** – Applicants may choose between attending a virtual interview with the admissions team or submitting a 10-12 minute video responding to predetermined questions. This will take place during the second phase of the admissions process.

#### Master of Arts in Philosophy:

- **Personal Statement** – Students should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Psychology:

- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Arts in Psychology with SSP:

- **Additional Transcripts** – Applicants pursuing licensure are required to submit **ALL** of their transcripts to the Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Interview** – An admission interview is required.

#### Master of Arts in Theological Studies:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.



- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Business Administration:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Peregrine Assessment** – Applicants are required to complete the Peregrine Assessment before registration but it is not factored into admission decisions.
- **Foundation Requirements** - To earn a graduate business degree, 36-48 semester hours are required, depending on previous academic work. See degree plan for more details.

#### Master of Divinity:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing the student's interest in attending HBU. The statement should indicate the student's faith in Jesus Christ and general agreement with the University's [preamble](#).
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Education:

- **Additional Transcripts** - Individuals applying to be certified in a content area, are required to submit **ALL** of their transcripts to The Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be a principal or supervisor, parent of a taught student, or colleague. One must be for a campus or school district leader if applicant is a certified teacher. Friends and family members should not be listed as references.
- **Resume/CV and Service Record** - Applicants must provide a current resume and an official school district, charter, or independent school service record. Some specializations may require a specific length of work experience as shown on the service record. Documents may be sent to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Interview** - An admission interview may be required.
- **Certain specializations may have additional requirements.** Contact your graduate admissions coordinator for more information.

#### Principal Certification:

- **Resume & Service Record** - Applicants must provide a current resume and an official school district, charter, or independent school service record. Applicants must have completed at least two (2) full-time professional years at an accredited school, university, or agency.
- **Teaching Certificate** – Applicants must provide a copy of their current Texas or out of state teaching certificate.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be a principal or supervisor, parent of a taught student, or colleague. One must be for a campus or school district leader if applicant is a certified teacher. Friends and family members should not be listed as references.
- **Interview** – An admission interview is required.

#### Master of Fine Arts in Creative Writing:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

- **Writing Portfolio** - Please submit an email attachment with 2-3 samples of your best writing. Your writing sample must be at least 10-15 pages in length for poetry or 20-30 pages in length for fiction, which may contain one story, multiple stories or excerpts. Additional work from other genres may be included as well. You may email your portfolio to [gradadmissions@HBU.edu](mailto:gradadmissions@HBU.edu) or mail a hard copy.

#### Master of Fine Arts in Screenwriting:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Portfolio** - Please submit an email attachment with 2-3 samples of your best writing. Your total submission must be at least 30-50 pages in length and may contain multiple short scripts or excerpts. Additional work from other genres may be included as well. You may email your portfolio to [gradadmissions@HBU.edu](mailto:gradadmissions@HBU.edu) or mail a hard copy.

#### Master of Fine Arts in Studio Art:

\*Fall admission only

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Digital Portfolio** - Please submit a flash drive, CD or DVD with 20-30 high-resolution, JPEG samples of your work. You may mail your flash drive, CD or DVD to The Graduate School.

#### Master of Liberal Arts:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Science in Human Resources Management:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Foundation Requirements** - To earn a graduate business degree, 36-48 semester hours are required, depending on previous academic work. See degree plan for more details.
- **Peregrine Assessment** – Applicants are required to complete the Peregrine Assessment prior to registration but it is not factored into admission decisions.

#### Master of Science in Kinesiology - Sport Management:

\* Fall and Spring admission only

- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Interview** – An interview may be required.

#### Master of Science in Management and Entrepreneurship:

- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a degree from HBU will assist them in their academic and professional careers.
- **Resume/CV** - Email a current resume or CV with references to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).

#### Master of Science in Nursing:

- **A Bachelor's degree in Nursing** from an accredited school of nursing in the United States.
- **Current RN license** in good standing in state or country where clinical or practicum coursework is completed.
- Applicants must be a Texas resident.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu) identifying appropriate objective related to graduate education.
- **Interview** – An admission interview may be required with MSN or Track Director.

### **Certifications/Certificates**

#### Alternative Certification Program:

- **Additional Transcripts** – Applicants pursuing content area certification are required to submit **ALL** of their transcripts to The Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be a principal or supervisor, parent of a taught student, or colleague. One must be for a campus or school district leader if applicant is a certified teacher. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Interview** - An admission interview is required.

#### Licensed Professional Counselor (LPC) License:

\*\*Applicants who have previously earned a master's degree with psychology or counseling in the name can return to HBU to take the additional courses needed to gain their LPC certification.

- **Additional Transcripts** – Applicants pursuing licensure are required to submit **ALL** of their transcripts to The Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be professional or academic contacts. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to The Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Writing Prompt** – Applicants must provide a response to a predetermined writing prompt. This will take place during the second phase of the admissions process.
- **Candidate Presentation** – Applicants may choose between attending a virtual interview with the admissions team or submitting a 10-12 minute video responding to predetermined questions. This will take place during the second phase of the admissions process.

#### Specialist in School Psychology (SSP) License:

\*\*Applicants who have previously earned a master's degree with psychology or counseling in the name can return to HBU to take the additional courses needed to gain their LSSP certifications.

- **Additional Transcripts** – Applicants pursuing licensure are required to submit **ALL** of their transcripts to The Graduate School.
- **References** - Applicants must provide contact information for two (2) references on their application. References must be a principal or supervisor, parent of a taught student, or colleague. One must be for a campus or school district leader if applicant is a certified teacher. Friends and family members should not be listed as references.
- **Resume/CV** - Email a current resume or CV to the Graduate School at [gradadmissions@hbu.edu](mailto:gradadmissions@hbu.edu).
- **Interview** - An admission interview is required.

### Superintendent Certification:

\*Master's degree required

- **Personal Statement** - Applicants must write a personal statement, not to exceed 1,000 words. The statement must include the following:
  - Reasons for pursuing the doctoral program;
  - Career goals and how the Executive Educational Leadership doctoral program will help in meeting the established goals; and
  - Experiences that relate the student's aptitude for the doctoral program.
- **Resume & Service Record** - Applicants must provide a current resume and service record. Applicants must have completed at least three (3) full-time professional years at an accredited school, university, or agency.
- **References** - Applicants must provide reference information on their application for the following:
  - Two (2) administrators from the school district or agency at a current place of employment (references from university administrators from former places of employment may be accepted. Include an explanation.).
  - One (1) current or former graduate professor (references from alternate administrators may be accepted. Include an explanation.).
- Copy of **Principal Certification** issued by State Board of Educator Certification
- Other items, including an admission interview, may be requested.

### 12-hour Certificate Programs:

All certificate programs require the following documents:

- **Official Transcripts** – Official Transcripts should be sent directly to The Graduate School from the college or university that awarded your bachelor's degree.
- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend The HBU Graduate School and how they feel a certificate from HBU will assist them in their academic and professional careers.

### Pre-Health Post Baccalaureate Coursework:

- **Official Transcripts** – Official transcripts should be sent directly to The Graduate School from the college of university that awarded the applicant's bachelor's degree. Applicants must have a cumulative GPA of 3.0 or higher in their conferred degree.
- **Personal Statement** – Applicants should submit a personal statement, between 300 and 500 words, sharing their desire to attend the HBU Graduate School, and how they feel this certificate will assist them in their academic and professional careers.
- **Resume/CV** – Email a current resume or CV to The Graduate School at [GradAdmissions@HBU.edu](mailto:GradAdmissions@HBU.edu).
- **References** – Applicants must provide contact information for two (2) references on their application. References must be academic or professional. Friends and family members should not be listed as references.

## **International Student Admissions**

An international student is defined as any student wanting to attend the University who does *not* have the classification of United States citizen, permanent resident status as defined by U.S. Citizenship and Immigration Services (USCIS), or considered undocumented. This student will attend HBU on a non-immigrant visa status, e.g., F-1, H-4, L-2, A-1, etc. An individual's immigration status determines whether the student must attend full-time. More detailed information can be obtained by contacting the Office of International Student Services at 281-649-3292 or e-mail to [GoGlobal@HBU.edu](mailto:GoGlobal@HBU.edu) or visit [HBU.edu/International](http://HBU.edu/International). All documents must be on file prior to admission consideration for graduate students. All academic documents must be on file for undergraduate students prior to enrolling, and they will not be able to attend class until all of the immigration documents have been satisfactorily submitted. HBU assumes ownership of all documents.

1. Application for admission must be completed and returned to the appropriate admissions department (Undergraduate Admissions Office or Graduate Admissions). Online submission of an application is strongly

encouraged. Paper versions of our application can also be provided upon request. The Graduate School does not have a paper copy of the application; prospective students will complete an online application.

2. An official transcript must be submitted showing graduation from a secondary school or its equivalent for undergraduate applicants. An official transcript showing a degree from an regionally accredited college or university must be submitted for graduate admissions as well as official copies of transcripts from each post-secondary institution attended. Any undergraduate or graduate applicant who has attended a college or university outside the United States must have his or her transcripts sent to a university approved foreign evaluation service for a course-by-course evaluation and a grade point average calculation. A copy of the evaluation must be sent directly to HBU from the evaluation service. Freshman applicants must also complete this process of evaluation for all foreign high school transcripts. Names of approved evaluation services are available at [HBU.edu/International](http://HBU.edu/International). The transferring undergraduate student should have a minimum cumulative grade point average of 2.0 on a 4.0 scale for all undergraduate work. A graduate student applicant must meet the minimum grade point requirements of the specific graduate program.

In considering credit by transfer from other institutions, HBU places a premium on credits from regionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not regionally accredited. Applicants must submit transcripts from all institutions attended whether institutionally accredited or non-accredited. See the section entitled “Transfer Courses/Credits” for information regarding transfer policies for graduate students.

3. All international applicants must submit copies of all relevant immigration documents, including passport, visa, and I-94. Please refer to the International Admissions page of the HBU website for detailed information and requirements.

4. Please see the “Graduate Admissions” section of this catalog for the specific requirements as they relate to the appropriate graduate program of interest.

### **For Current or Seeking F-1 Students**

**Affidavit of Support** International students must submit documentation verifying financial support.

Completed financial affidavit with a witness certifying the signature of the person providing the support. The amount of support that should be written on the financial affidavit for a single person is available at [HBU.edu/International](http://HBU.edu/International). If the student’s dependents will travel to the U.S. with the student, add an additional \$5,000\* per person for one year to the specific program amount.

A copy of the bank account (for three of the last six months) of the person providing the support or a letter from a bank confirming the required funds are available to the student while studying in the U.S.

**English Proficiency:** Holders of F-1 student visas will be required to demonstrate English proficiency in one of the following ways:

- Minimum SAT/ACT/IELTS/TOEFL/Duolingo/PTE Academic scores found at [www.hbu.edu/international](http://www.hbu.edu/international)
- Successful completion of English Composition of I & II (or higher) from an institutionally accredited institution
- Successful completion of the English Language Program at one of the HBU’s partner English Language Schools. A list can be found at [www.hbu.edu/international](http://www.hbu.edu/international).
- Completion of a bachelor’s degree or higher from a university whose instruction was conducted in English
- High school diploma earned in the United States
- Citizenship from one of the exempt countries listed at [www.hbu.edu/international](http://www.hbu.edu/international)



**Immigration Documentation.** Students currently on an F-1 visa must submit a copy of visa, passport, I-94 and current I-20. Students seeking F-1 visa status are required to submit a valid copy of the student's passport.

**Health Insurance.** All F-1 international students are required to have medical insurance which is valid in the United States. Their coverage should include repatriation and medical evacuation, an ID card in English, and a claims submission address in the United States.

Students will be issued a form I-20 after the University receives all required documents and fees and the student has been accepted by the Admissions Office.

Visa classifications other than an F-1 student visa; please contact the office of International Student Services at (281) 649-3292 or by e-mail at [GoGlobal@HBU.edu](mailto:GoGlobal@HBU.edu).

# Academic Policies, Procedures and Resources

## Academic Definitions

### Degree Program

A degree program is a prescribed set of courses culminating in an academic award of a baccalaureate, master, or doctorate. The baccalaureate requires a minimum of 120 undergraduate semester credit hours. The master requires a minimum of 30 graduate semester credit hours. The doctorate requires a minimum of 30 semester credit hours at the doctoral level. The University's post-baccalaureate professional degree programs, master's and doctoral degrees contain progressively advanced academic content beyond the requirements at the undergraduate level.

### Academic Certificate

A prescribed set of courses that do not culminate in an academic degree, but could constitute the recognition of a certificate awarded when approved by the University as a stand-alone-award; the minimum requirement for a certificate is 9 semester hours.

### Academic Major

At the undergraduate level, an academic major is a prescribed set of courses in a chosen discipline that includes a course of study which goes beyond general education requirements and leads to a baccalaureate degree; the minimum requirement is 30 semester credit hours. At the graduate level, an academic major refers to a track or set of prescribed courses for an area of specialization within the graduate degree program, beyond the degree program core requirements, which provides students a concentrated focus and emphasis for study within the professional degree; the minimum requirement is 24 semester credit hours.

### Academic Concentration

A prescribed and focused course of study within an academic major; minimum requirement 9 semester hours, which does not lead to an academic degree or certificate.

### Academic Minor

A prescribed and focused course of study outside of the student's academic major; minimum requirement 12 semester hours.

### Course Level

Courses designated 1000 or 2000 level should be appropriate for students taking a class in the discipline for the first time while courses in the 3000 or 4000 level should rely on some previous training in the field of study in the majority of students' circumstances. Graduate work should be given a number of 5, 6, or 7 with 5000 level courses typical for initial graduate study and 7000 level courses reserved for those courses that are only taken by doctoral students. In each of these cases it is expected that faculty will develop student learning outcomes and assign learning resources and assessments at the level designated by the course number. Discussion of the appropriate course level should be part of the approval process and be documented in departmental minutes.

## Academic Integrity Policy

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one’s own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the “Advocate” button.

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University’s fundamental principles. Academic dishonesty occurs when a student:

- submits the work or record of someone else as his/her own;
- copies another’s quiz or exam answers, laboratory work, or written assignments (e.g., homework);
- willfully cooperates with or seeks aid from another student during an academic assessment;
- has special information for use in an evaluation activity that is not available to other students in the same activity;
- accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
- copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
- works together with other students on assignments that are clearly intended to be individual in nature;
- prepares assignments (e.g., papers) for another student to turn in as his/her own work;
- submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another’s work or ideas without citing and referencing appropriately;
- submits work for one class that has largely been prepared for and submitted for a grade in another class;
- falsifies or fabricates data or information;
- falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

- destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
- computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU Wi-Fi;
- unauthorized copying or distribution of copyrighted materials;
- engaging in research activities with human subjects without the approval of the Institutional Review Board;
- classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion

of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of “W” for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

## **Academic Grievance Policy and Process**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The process for making a grievance is described below and must be followed by all parties in order to resolve a dispute. While the grievance is in step 1 or step 2 it is considered an informal grievance and at step 3 it is considered a formal grievance. Chairs should keep documentation of written complaints as part of step 2 and the Advocate system is used to document any complaint that reaches step 3.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student’s concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair’s recommendation and notify the dean.
3. If the student is unsatisfied with the chair’s recommendation, the student may submit a written request via Advocate to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the

process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review.

5. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Office of Academic Records, the student has until the end of the full semester following the full term in which the grade was awarded to challenge the accuracy of the record. At the end of this period, the record becomes permanent.

### **Department of Nursing Policy and Grade Appeal Process**

Students have the right to appeal for exceptions to SNAH policies or for consideration of a grade dispute through the Admission, Progression and Graduation (APG) Standards committee. Examples of issues that may be reviewed by the APG Standards Committee include, but are not limited to, the following:

- a. Grade disputes on assignments, tests, or courses
- b. Exceptions to admission criteria
- c. Exceptions to progression policies such as re-entry into or progression in a program after two course failures, failure to achieve full admission status after a conditional admission, or after academic probation or suspension.

The procedure for the appeal process is as follows:

1. The student should first address the issue with the faculty member (if a grade is being disputed), or the department chair (if a policy is being challenged). The student should make an appointment with the faculty member to discuss the matter in person. Students enrolled in 100% online courses may meet via video conferencing such as Zoom or Skype or synchronous video. The student is advised to keep his/her advisor apprised of the matter, but this is not required at this point. It is appropriate to try to resolve differences amicably and in person before seeking to raise the matter to a higher level of authority than the course faculty.
2. If the issue is not resolved, the student may meet with the faculty member and Department Chair of Nursing Programs. The student should submit a written request into Advocate where it will then be directed to the Department Chair, advisor and other relevant parties. The Department Chair will consider the student's concern, consult with the faculty member of the course and explore options, including the option to appeal to the Admission, Progression, Graduation (APG) Committee. The Department Chair will respond formally in writing to the student and the course faculty. The Dean will be notified of the action.
3. The student must submit a formal written complaint into Advocate within 30 days of the grade being posted or the policy being applied otherwise the petition will be deemed "untimely" and not given consideration. The written complaint will be directed from Advocate to the APG Committee and/or the Dean.
4. Petitions must include the following content:
  - a. details regarding the issue(s) being petitioned,
  - b. the relief being sought,
  - c. extenuating circumstances that warrant review of the grade or policy, and
  - d. a plan of action if the petition is not granted.
5. The APG Standards Committee chairperson will schedule a meeting (not necessarily hold the meeting) within one (1) week of receiving the petition with exception to University business days.
6. During the meeting, the student and professor can present their perspectives to the committee, which is a form of internal review. No legal representation or any other parties are allowed in the meeting.
7. After reviewing the perspectives and clarifying issues, both the student and involved faculty member may be excused from the meeting. The APG Standards Committee will consider the petition and information presented during the meeting and then vote on any recommendations. The APG Committee will render a decision as to what it advises should be done regarding the student's petition and relief being sought. The student will be notified of the committee's decision at the conclusion of the meeting. In addition, a letter will be mailed to the student to provide the decision in writing. The APG Standards Committee may make



recommendations to faculty regarding grades or decide to make exceptions to policies. According to University policy, only the faculty member(s) responsible for a course may assign or change a grade. The APG Committee has no coercive authority to force the change of a grade. The purpose of the process is to bring clarity to all sides and allow a thoughtful and informed response to the student and involved faculty member. The hearing aspect of the APG Committee serves to assure integrity in the assigning of grades to students by faculty.

8. All discussion during the APG Standards Committee meeting is confidential. The chairperson will communicate the decision to appropriate faculty members and/or administrators. In addition, the chairperson should have all relevant items submitted to Advocate.
9. Should the student's petition be denied, he or she may elect to meet with the Dean who will review the situation for consistency with policies and procedures and fairness. If no inconsistencies are noted, the decision is final. No appeals to change a grade or progress in the program should be made to the Provost or the President. If the student contacts the Provost, the Provost will make a judgment as to whether to accept the appeal/request for a meeting. If the Provost does agree to hear the matter, he/she will only consider two issues: a) that the process itself was unfair; and b) that the student was not treated fairly in the process. The burden is on the student to demonstrate the facts and evidence that the process or treatment was unfair. Depending on the Provost's findings, the matter may be returned to the APG Committee for further review.
10. Arrangements will be made for students enrolled in 100% online courses to meet these requirements via video conferencing.
11. Throughout this process, if a student wishes to ask an HBU faculty member or other employee to serve as an advisor, that is permissible, but both the student and the advisor must make this fact known to all parties involved in the academic grievance process. At no time should an HBU employee advise a student anonymously or write an appeal document.
12. If a student questions any grade as recorded in the Registrar's Office, the student has 30 days from the time of the posting of the grade to challenge the accuracy of the record as indicated in step 3 above. At the end of this period, the record becomes permanent.

## Academic Load

For the fall or spring semester, a graduate student who is enrolled for nine (9) or more graduate semester hours is considered to be a full-time student. With the exceptions of the MFA in Studio Art where students may take up to fifteen (15) semester hours per semester and the MBA where students may take up to thirteen (13) semester hours per semester, twelve (12) semester hours is the maximum load per semester with nine hours the preferred average maximum. Graduate students enrolled in particular programs of study must meet the particular enrollment requirements of that specific degree program for each semester of enrollment. In the summer semester, three to four (3-4) hours is considered a half time load and five (5) or more hours is considered a full time load. Twelve (12) semester hours is the maximum load for summer. Overloads must be approved by the faculty advisors and college/school deans. *Registration in five (5) graduate credit hours is considered a half time load and enables the graduate student to be financial aid eligible.* In some exceptional cases, graduate thesis or dissertation work, internships or classes in clinical settings may require a significant amount of additional time and thus a student may be considered full-time though they are enrolled for less than nine (9) hours. In those cases, the relevant dean should submit the Full-Time Enrollment Form to the Office of the Provost for approval. Note: Some scholarships and aid may require a particular minimum number of hours.

Classification of Graduate Students for Fall and Spring Semesters	
Full-time	nine or more semester hours of graduate coursework
Half-time	five semester hours of graduate coursework is considered half-time
<i>Note: Half-time enables the graduate student to be financial aid eligible</i>	

## Academic Standing

If a graduate student's cumulative grade point average falls below the acceptable minimum GPA, the student will be placed on academic probation. A 3.0 average is the minimum requirement of the University for graduate students to be a candidate for graduation. Probationary status can be removed only when the cumulative GPA reaches the acceptable minimum GPA. Each student placed on academic probation must achieve a minimum 3.0 GPA during the student's current enrollment or he or she will be suspended.

**A graduate must attain the following acceptable minimum GPA:**

Graduate Acceptable Minimum GPA	
0-9 hours	2.5
10-18 hours	2.75
19 hours or above	3

Each student placed on academic probation must achieve a minimum 3.0 GPA during the student's current enrollment or he or she will be suspended.

Readmission is not guaranteed after a student has been suspended. When reapplying after suspension, the student must submit the following:

- A personal written statement addressing the student's efforts to improve during the upcoming semester and plans for improved academic performance in the program.
- The student may be required to provide two letters of recommendation to the department chair/program director.
- Schedule an interview with the department chair or program director at the chair's/director's discretion.

If admission is denied by the chair/director of the program, the student may appeal the decision in writing to the dean. If admission is denied by the dean, the student may appeal the decision in writing to the university's Graduate Admission Review Board. A student who is suspended for a second time is not eligible for readmission without approval of the Dean of the Graduate School. A student who is suspended for a third time is not eligible for readmission.

The grade point average on which scholastic standing is based is determined by dividing the number of grade points earned at HBU by the number of semester hours attempted at HBU, with repeated courses considered only once in the cumulative calculation. A graduate student who does not have a 3.00 cumulative standing may not be considered as a candidate for a degree. A student must maintain the cumulative academic standing specified for a classification to be eligible to represent the University, unless he or she receives a waiver from the Provost.

For students seeking a degree in the Master of Divinity program or the Master of Arts in Christian Leadership program, the above policies are the same with the exception of having a 2.5 average as the minimum requirement to be a candidate for graduation.

**A Master of Divinity student must attain the following acceptable minimum GPA:**

Graduate Acceptable Minimum GPA	
0-12 hours	2.0
13-24 hours	2.25
25 hours or above	2.5

**A Master of Arts in Christian Leadership student must attain the following acceptable minimum GPA:**

Graduate Acceptable Minimum GPA	
0-9 hours	2.0
10-18 hours	2.25
19 hours or above	2.5

### **Active and Inactive Status**

Graduate students enrolled as residential, "H" campus, students are considered to be in "active status" with the University, when maintaining continuous enrollment in consecutive 16-week long terms. Summer terms are excluded in considering "active status." If a student does not enroll in consecutive long terms, the student changes to "inactive status" and may complete a returning student form for re-entry, when seeking readmission to the University.

Graduate students enrolled as online, "O" Campus, students are considered to be in "active status" with the University from the time of initial entry, until which time the student has one-full academic year break in enrollment (i.e. No course enrollment for two consecutive fall/spring long terms and one summer term). A student who fails to enroll in classes over the course of one full academic year will break enrollment and will be placed in "inactive status." A student who breaks enrollment may complete a returning student form for re-entry, when seeking readmission to the University.

### **Administrative Drop of a Student from a Course**

The Office of Academic Records may administratively drop a student from a course, via an Add/Drop form, with the approval of the instructor, the advisor, and the Dean of the College or School in which the course is taught. The administrative withdrawal of a student from a course may occur only through the last day for dropping a course with a grade of "W." These dates are specified for each academic semester in the academic calendar. A student may be withdrawn from a class for reasons including, but not limited to, the following:

1. If the prerequisites or co-requisites as listed in the current HBU Catalog for the course from which the student is being withdrawn have not been met.
2. If there are circumstances beyond the student's control (serious illness, accident, etc.) that will involve excessive absences in the course from which the student is being withdrawn.
3. The student has not attended a class up to the census date, or other matters pertaining to financial aid and compliance with law.

Dropping or withdrawing from the University are serious matters and cannot be accomplished by email, phone calls, voice messages or purporting to have told someone at the University that the student is not returning or has chosen not to attend. Formal rules and documents must be fulfilled to drop or withdraw with the approval of the Office of Academic Records required.

### **Americans with Disabilities Act**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. In order to request and establish academic accommodations, the student is responsible for contacting the Director of Disability Services via email at [504@HBU.edu](mailto:504@HBU.edu) to schedule an appointment to discuss and officially request academic accommodation services. If academic accommodations are approved, the Director will provide a Letter of Accommodations to the professor(s) and the student. The student must apply for academic accommodations **each semester** and the Director will provide approved written accommodations each semester. Please refer to the website, [HBU.edu/504](http://HBU.edu/504) for all accommodation policies and procedures.

Students requiring accommodations for disabilities related to University Residence Life should also contact the Director of Disability Services at [504@HBU.edu](mailto:504@HBU.edu) and refer to the website [HBU.edu/504](http://HBU.edu/504) for more information under Residence Life Accommodations.

## **Application for Graduation**

Each student must file an application for graduation in the Office of Academic Records before the end of the semester that precedes the semester that graduation is expected. For example, for a spring graduation, a student is expected to file for graduation before the end of the fall semester. The application for graduation will verify the name as it should appear on the diploma, the date the degree is expected, and the major fields of interest to be completed as a part of the degree requirements. The Office of Academic Records will perform an audit of the student's degree requirements and notify the student and his or her advisor of the coursework and other requirements the student still needs to complete.

## **Attendance Requirements**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Faculty members are responsible for maintaining complete and accurate attendance records for each student. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the College or School may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

Attendance in an online class is by the week and requires a student to perform an activity in the class, not just logging in.

## **Excused Absence Policy**

Students represent Houston Baptist University through participation in university sponsored or sanctioned activities such as the arts, music, and intercollegiate athletics. When the activity schedule occasionally conflicts with academic obligations, student-participants and their sponsors will follow a standard protocol to provide faculty members with prior, written notification of their administratively excused absences from classes. Faculty members will determine, in consultation with student-participants, how missed classes and assignments are made-up in a manner that fulfills academic obligations and accommodates the obligation of the student to participate in a university activity. Except for excused absences (see below), student-participants have the same responsibility with regard to class attendance and assignments as do all other students. Houston Baptist University is committed to the philosophy that academic events, artistic performances, and intercollegiate athletics are an important part of the institution's mission to provide diverse educational opportunities to our students. The University recognizes that there may be occasions when, due to a scheduled event, a participating student must miss a class with an excused absence.

### **Definition of an Excused Absence**

- This policy for University excused absences applies to participation as an athlete, manager, student trainer, student coach, or graduate assistant in NCAA intercollegiate competitions, or participation as a representative of Houston Baptist University at academic events and artistic performances approved by the Provost or designee. In addition, students who have national guard or reservist obligations that don't prevent the successful completion of the course may have those obligations treated as excused absences.
- Practice or rehearsal for any event is not eligible for consideration as an excused absence.
- This policy excludes those academic endeavors that require the completion of a predetermined number of clock hours. Departmental practices and procedures of each College should be consistent with this policy as much as possible in order to be sure that the University serves student needs.

### **Activity Director or Head Coach Responsibilities**

- Head Coaches or the faculty member in charge of a university activity shall inform instructors of dates which students will miss class due to an excused absence well in advance of the date of that anticipated absence. For activities such as athletic competitions where schedules are known prior to the start of a semester, coaches must provide instructors by the second week of each semester a written schedule showing days in which students expect to miss classes. For other university excused absences, the faculty or staff member in charge must provide each instructor at the earliest possible time the dates that students will miss.
- It must be understood that travel plans may change due to unforeseen circumstances. In each case, the head coach or director will make every effort to notify the instructor as soon as possible.
- The HBU Athletic Affairs Committee has also developed an Administratively Approved Absence Form to be distributed to all professors of student-participants detailing absence information. This form comprises a list of times and dates when a student-participant will be administratively excused from a class during that semester. It is developed by the Head Coach or sponsor and checked by the Athletic Director or Dean of the sponsor.

### **Student Rights and Responsibilities**

- Regular and punctual class attendance is essential. Do not miss class for other reasons. Be in class every day.
- Make-up work for University-excused absences
  - It is the responsibility of the student to request from the instructor an opportunity to complete missed assignments, activities, labs, examinations or other course requirements in a timely manner.
  - The student should set up an appointment with the instructor to discuss an action plan designed to meet any missed course requirements during the time of the excused absence. The timing of this meeting should take place at the discretion of the instructor.
  - Students are responsible for all material covered in classes that they miss, even when their absences are excused, as defined above.
  - Missed classroom activities will be rescheduled at the discretion of the instructor. When possible, missed class work should be completed prior to leaving for an excused academic activity.
- Students should be aware that excessive absences—whether excused or unexcused—may affect their ability to do well in their classes.

### **Faculty Responsibility**

- Instructors are responsible for taking attendance and for providing students with an equitable way to make up missed work due to an absence excused by this policy.
- Instructors should inform students in a timely manner of procedures to make up missed work, e.g., including the information in the course syllabus.
- Instructors may not penalize students for absences excused by this policy.

### **Violation of Academic Conduct Regulations**

- Falsifying information or documentation in order to obtain an excused absence is considered a violation of the Code of Student Conduct and Academic Conduct Regulations.
- Sharing information about a make-up examination or quiz with other students is deemed a violation of the Code of Student Conduct and Academic Conduct Regulations.
- Anyone found responsible for falsifying information or documentation in order to obtain an excused absence or sharing examination or quiz information may face consequences per the Academic Integrity Policy section of the catalog, in addition to any sanction(s) imposed by the administration.

### **Commencement**

Commencement ceremonies are scheduled annually in August, December, and May. Degree recipients are encouraged to participate. Students will be limited in the number of their guests who can attend the ceremonies.

### **Course and Program Time Limit**

In general, there is no time limit on counting graduate course credit towards degree completion. Courses that are an exception to this rule are noted in the description of the course in the HBU Catalog. The degree plan is based on the HBU Catalog in effect at the time of the student's initial enrollment in the University. Where degree plans have changed significantly, been discontinued, and/or where courses are no longer offered, the advisor and the University will work toward finding acceptable course substitution(s). It should be noted, however, where acceptable substitutions are not available the total number of hours to degree may be impacted when there have been substantial changes to courses, pre-requisites, and/or degree plans.

## **Credit Hour Definition**

Houston Baptist University defines a credit hour as follows:

1. At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework is required for each semester credit hour.
2. Laboratory courses, with little outside work, require a minimum of forty-five (45) contact hours. If moderate outside work is required, thirty (30) contact hours are required.
3. Four (4) credit 4000 level undergraduate studio art classes are senior studio courses where much individual attention between the instructor and student is required. In order to facilitate this instruction, four (4) credit 4000 level classes will meet for three (3) academic hours per week as a class and one (1) academic hour per week as individual instruction between the instructor and the student. These individual instruction hours will be recorded and maintained by the Department of Visual Arts.
4. Music courses follow the recommendations for awarding credit as required by The National Association of Schools of Music (NASM). Normally, a semester hour of credit represents at least three hours of work each week for a period of fifteen or sixteen weeks. In lecture classes, such as music history, normally one semester hour of credit is given for one 50-minute session plus two hours of preparation each week of the term. For ensembles, like laboratory classes, normally one semester hour of credit is given for two to four 50-minute rehearsal sessions per week, depending on the ensemble. For applied lessons, normally one semester hour of credit is given for each three hours of practice, plus the necessary individual 30-minute lesson per week with the instructor. For example, a two semester credit hour applied lesson would meet for two 30-minute lessons per week.
5. Master of Fine Arts studio art classes are taught on an intensive apprenticeship model. The number of contact hours between instructor and student must be sufficient to ensure the development of knowledge and skills required by each course. Graduate studio classes require at least 1.5 instructional contact hours per week and at least 1.5 hours of homework for each three (3) credit class. Individual instruction hours will be recorded and maintained by the Department of Visual Arts. Additionally, the MFA studio courses consist of graduate committee critiques three times a semester. MFA students are expected to be working in their studios at least 18 hours a week.
6. Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.
7. For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

## **Cross-Level Listing and Cross-Listing Courses**

Houston Baptist University acknowledges that, on occasion, it is appropriate to cross-level list a graduate class with an undergraduate class as well as cross-list two undergraduate classes or two graduate classes. It is also understood that graduate classes demand more rigor, higher-order learning, and be progressively more complex than undergraduate classes in the same subject matter.

When cross-level listing a graduate class with an undergraduate class of the same subject matter:



- Each course must have a separate syllabus, and specific student learning outcomes are to be provided for each course clearly indicating the greater degree of analysis, synthesis, rigor, critical thought and independence required for the graduate course. Student learning outcomes are expected to be different for the graduate class.
- Each course should have separate descriptions listed in the course catalog that reflect the advanced academic content of the graduate course.
- Acceptable configurations of such courses include 4000/5000 and 4000/6000 cross-level listings. Undergraduate courses at the 3000 level or below should not be cross-level listed with a graduate course.
- Course titles should be similar but do not need to be identical.
- Cross-level listed courses must be taught by faculty terminally degreed in the field of study.
- Graduate course requirements should be determined by academically qualified faculty (terminal) with graduate teaching experience in the subject matter and should reflect the foundational knowledge and skill development to support independent research and professional practice.
- Examples may include but are not limited to, independent research projects, portfolios, case studies, theses, dissertations, or other examples of graduate research/professional practice.
- Classes must meet at the same time, in the same place/modality, with the same instructor, and have the same number of credit hours.

When cross-listing graduate/graduate or undergraduate/undergraduate courses of the same subject matter:

- Each course must have a separate syllabus with the same student learning outcomes even if the courses are two separate disciplines.
- Each course should have separate descriptions listed in the course catalog.
- Course requirements should be determined by academically qualified faculty in each discipline with appropriate teaching experience in the subject matter.
- For graduate courses, the faculty of record should be terminally degreed in the field and for undergraduate courses, the faculty of record may be masters qualified in the field. Faculty teaching cross-listed courses where the course content is the same but the rubric is different, the faculty must be academically qualified in both disciplines, (minimum of a masters in one discipline and graduate hours in the second).
- Classes must meet at the same time, in the same place/modality, with the same instructor, have the same course level (same first digit in the rubric) and have the same number of credit hours.

## **Degree Plan**

Graduate students should file a degree plan within their first semester of coursework at HBU. A student cannot file for graduation until a degree plan is filed. The degree plan is based on the HBU Catalog in effect at the time of the student's initial enrollment in the University. A student can choose to file a degree plan based on the current catalog year. In some cases, while a degree plan may be valid, the courses in it may have been discontinued or changed. In those cases, the University will work with the student to come up with a viable solution.

## **Double Degrees (Graduate)**

A graduate double degree option is whereby a student earns two graduate degrees simultaneously. The minimum number of hours required for earning both degrees at the same time is 60 semester credit hours, each degree must have at least 30 hours not used towards completion of any other degree (at HBU or elsewhere). Any overlap in classes will be handled in the same way as if a student was seeking a second graduate degree (see the Residency Requirement in Graduate Policies for details).

## **Dropping a Class**

Students who cease to attend class must follow the prescribed withdrawal procedures. Failure to do so will result in course failure(s), lower scholastic standing, and personal financial loss. Students contemplating dropping a class must see their advisor to complete the proper steps; the drop process is not

complete until the forms are filed by the student and processed in the Office of Academic Records. A student may not drop a class after the published last day to drop. Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Office of Academic Records. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

## Family Education Rights & Privacy Act (FERPA)

HBU is subject to the provisions of a federal law known as the Family Education Rights and Privacy Act (also referred to as FERPA or the Buckley Amendment). This law affords students enrolled at HBU certain rights with respect to their education records. Please <https://hbu.edu/about-hbu/consumer-information/rights-under-ferpa/> for additional information.

## Final Assessments

Faculty are expected to administer to all students including seniors end of semester assessments or examinations appropriate to their field of study and the particular class. If the instructor chooses to give a final exam in lieu of an assessment, it must be taken when scheduled by the Office of the Provost. Senior final exams are to be taken during the last class period prior to the final exam week. Each final exam period, with the exception of the Summer term, is preceded by one study day on which no grade-determining activity may be conducted nor may be due between 8:00am-5:00pm on that day. No University student events are scheduled Monday through Friday of final exam week.

## Grade Appeal Process

A student may file an academic grievance if he or she believes a grade was awarded improperly. For more information, see the [Academic Grievance Policy and Process](#).

## Grading System and Grade Points

Each graduate student will receive grades at the end of each semester of enrollment. The system of grading is as follows:

Grade	Percentage	Grade Points
A	(90 and above)	4
B	(80 – 89)	3
C	(70 – 79)	2
D	(60 – 69)	1
F	(0 – 59)	0
CR	Credit by Examination	-
I	Incomplete	-
P	Pass	-
AU/X (no longer an option)		
W	Withdrawal from the university or course after the census date and before the last day to drop.	

See the “Graduate Academic Standing” section of the catalog for GPA standards for graduation and details on academic standing.

Only the dean of a college or school may grant incompletes and only to students who have a major documented emergency since the last day to drop a course. The student receives 0 grade points and 0 semester hours and the course grade becomes an “F” if the stated work is not completed by the end of the following semester. Summer is a bona fide semester so a grade of “I” issued during a Spring semester must be completed by the end of the last Summer session following the Spring semester.

Graduate students may take pass-fail courses if approved by their dean by using the “Add/Drop” form. Pass-fail courses do not count towards the degree unless specified by either the degree plan or the course description. A pass grade does not affect the computation of scholastic standing; however, a fail grade in a course affects scholarship standing in the same way as any other failing grade. Courses taken on this basis are counted as a part of the student load for the term, and the type of registration elected for any course may not be changed after the last date to register as posted in the class schedule. These courses are designated at registration by a “P/F” following the course number. A student who properly registers for a course on a pass-fail basis may, at the discretion of the instructor, be assigned a grade of “A” where the student’s performance merits that grade. The assignable grades are “A,” “P,” and “F.”

Students may repeat courses that they have previously taken. For purposes of GPA calculation, courses taken at HBU which are repeated at HBU are calculated in the cumulative GPA as having been taken only one (1) time. The cumulative GPA is adjusted in the semester in which the course was repeated. The student may raise the cumulative GPA by this means. *Students should be aware, however, that many graduate and professional schools and certifying agencies calculate GPA by averaging all grades earned in all registrations.*

## Graduate Degree Requirements

1. All graduate degrees awarded at HBU are a minimum of 30 semester hours that have not been counted towards any other degree.
2. Graduate degree and certificate concurrent enrollment: Students may be enrolled in graduate degree programs and graduate certificate programs simultaneously. Except for exceptions listed under “Transfer Courses/Credit”, a course can count for one graduate degree program and one graduate certificate program, but no more. Students may also enroll in a graduate certification program (which is different than a certificate program; certificates are issued by HBU while certification programs are for an external certification) and a graduate degree program simultaneously. Students in a graduate degree program who are interested in adding a graduate degree, graduate certificate, or graduate certification must apply to the program. If a student is changing programs within a college or school (and not adding one), then they follow the procedures laid out in the catalog for changes within a college or school. Students who have been accepted to a graduate certificate program, but not a graduate degree program, must apply to the graduate degree program they want to enter.

A graduate student wishing to simultaneously earn two graduate degrees, must meet with the faculty advisor(s) within the respective College(s)/School(s) to develop the official degree plans. Both degree plans must be on file with the Office of Academic Records by the deadline for graduation. Students earning both degrees at once within a single College/School will have both degrees listed on one diploma. If the awards are earned in two separate Colleges/Schools, two diplomas will be issued. All graduate degrees must have 30 earned hours that are not applied to any other degree, of which at least one third were taken at HBU.

3. Changing Programs within a College or School: Students wishing to change their program to another program within the same school or college of their current program must receive the permission of the program director of the desired program and the dean. In addition, students must meet all entry

requirements for the new program. Students wishing to change their program to another program that does not reside in the same school or college must reapply through The Graduate School.

### **Institutional Review Board (Human Subjects in Research)**

The Institutional Review Board protects the rights of human subjects in research projects proposed by faculty, staff, students, and/or outside persons. The University's Institutional Review Board is responsible for reviewing all research proposals involving human subjects. Review applications may be obtained from the committee's chair.

### **Internship Programs**

HBU offers internship opportunities under the direction of the various academic divisions in awareness of the value of practical experience in the learning process. Such external learning opportunities may be known as practicum, internship, preceptorship, clinical experience.

Credit is awarded based on clock hours of experience gained. One semester hour of credit may be awarded for each 30 clock-hours of internship experience. The amount of semester hours awarded shall at a maximum be three semester hours per term and will vary depending on the circumstance of the internship and the program. Legal review of formal memoranda of understanding governing group placement shall be secured from university legal counsel.

### **Moody Library**

Please see the library's web page [HBU.edu/MoodyLibrary](http://HBU.edu/MoodyLibrary) for information on Moody Library.

### **Residency Requirement**

The minimum residency requirement is:

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree must be earned through Houston Baptist University. No more than two-thirds of the credits applied to a graduate degree may be transfer credits. Students who have earned a first master's degree from an institutionally accredited institution, including HBU, who wish to pursue a second graduate degree may do so by applying for admission to The Graduate School. Specific requirements are established by faculty of the College or School offering the degree program so that duplicate coursework is avoided while fulfilling the requirements for the degree. In most cases, courses used in a previous degree cannot be transferred to other degrees. All graduate degrees awarded at HBU are a minimum of 30 semester hours that have not been counted towards any other degree. See "Transfer Courses/Credit" for more details.

### **Transfer Courses/Credit**

Graduate students transferring to HBU from other institution will have their transcripts evaluated by the dean of the college or school or their designee to determine which courses will be accepted towards the degree.

There is no guaranteed transfer of credit toward a graduate degree; however, in certain programs, work completed in residence at another accredited institution may, on the recommendation of the dean of the college or school, be accepted by the University Office of Academic Records as credit toward a graduate degree. English language courses are ordinarily not accepted from institutions in countries where English is not the primary language. In cases where a student is pursuing a second degree or transferring from one HBU graduate program to another, the dean of the relevant area will make a determination on what credits will transfer. Application for transfer credit must be made within the semester that the student matriculates.

The maximum number of hours that can be transferred in to a given program or taken concurrently at another institution is six (6) hours with some exceptions given in this section of the catalog. Courses transferred in to satisfy

foundational requirements do not count towards the maximum transfer hours allowed. In exceptional circumstances, the dean of the college or school can authorize more than the stated amount in the catalog, but no more than two-thirds of the degree being granted. Such credit must be at the 3.00 (B) or above grade level (on a 4.0 scale) and the granting institution must be accredited by its institutional accrediting agency. \* Credits transferred must apply to a specific course in the program. Courses that counted towards a previously conferred degree cannot be considered for transfer credit; exceptions to this rule are given below. A student must officially request to have courses transferred and provide course descriptions and syllabi in order for a determination to be made.

For the Master of Divinity, up to 25% of the degree program may be either transferred in or taken concurrently at another institution. Up to 50% of courses in a previously held degree may be considered for transfer into this program.

For 36-hour master's degrees in the School of Christian Thought, up to six (6) hours of courses in a previously held graduate degree from HBU may be considered for transfer into the program.

Graduate students entering Houston Theological Seminary (HTS) with significant education from an ordination class or a similarly rigorous course of study may be able to receive credit for CHRI 6350. See the dean of the School of Christian Thought for more details.

For the Master of Arts in Psychology—Specialist in School Psychology, up to 30 hours of the degree program may either be transferred in or taken concurrently at another institution. Coursework from a previously held degree (or degrees) may be considered for transfer into this program but cannot exceed 30 hours.

For the Doctor of Education, the maximum number of hours that can be transferred in or taken concurrently at another institution is twelve (12) hours and these courses must be at the doctoral level. Courses in a previously held degree cannot be transferred in.

Graduate students contemplating concurrent or visiting enrollment at any other college must secure prior approval in writing from the Office of Academic Records at HBU and the dean of the college or school.

\*In recognition of the 2020 Pandemic, HBU will accept transfer P credit for University Admissions for the academic periods and terms of Spring 2020 – Fall 2020. A "P" indicates successful completion of the course for all academic purposes but a course with a "P" does not contribute to any GPA calculations. Students should communicate with advisors and financial aid concerning P credit for implications with federal programs.

## **Withdrawal from University Enrollment**

A student who wants to withdraw from the University with a grade of "W" after the last date to drop with a "W" can only do so under the most extreme circumstances beyond the control of the student and with the approval of the Provost.

# Archie W. Dunham College of Business

Undergraduate Programs

Graduate Programs





# Archie W. Dunham College of Business

The Archie W. Dunham College of Business offers the following degree programs: Bachelor of Business Administration (BBA), Bachelor of Arts (BA), Master of Business Administration (MBA), Master of Science in Human Resource Management (MS-HRM) and Master of Science in Management and Entrepreneurship (MSME).

## Undergraduate Programs

The Dunham College of Business offers undergraduate degree programs leading to the Bachelor of Business Administration (BBA) and the Bachelor of Arts (BA). A student in the Bachelor of Business Administration (BBA) degree program may choose from the following majors: Accounting, Finance, International Business, Management, or Marketing. The Bachelor of Arts (BA) degree program has a concentration in General Business.

### Information Technology Policy

Students taking courses offered in the Dunham College of Business will be expected to use e-mail, the university's intranet system, the World Wide Web, as well as word processing, spreadsheets, databases, and presentation software. Details of these requirements change from time to time, and current statements are available on the undergraduate and graduate web sites as well as from program or departmental offices.

### Dunham College of Business Exit Exam Policy

All graduates from the Dunham College of Business must complete the Dunham College of Business Exit Exam. The Dunham College of Business Exit Exam is normally taken in the last semester prior to graduation and is taken as part of the MGMT 4936, Global Business Strategy class. A course fee is assessed in this class to cover the cost of the exam. All students must earn a score of 70 percent or higher on the exam in order to graduate. Students who do not pass the exit exam will be given one opportunity during the graduating semester to re-take and pass the exit exam. If the exit exam is not passed, graduation will be delayed, and students may be asked to take additional coursework to demonstrate proficiency in business administration.

### Bachelor of Business Administration (BBA)

The Bachelor of Business Administration (BBA) degree is available only to students who major in the Dunham College of Business. Every undergraduate seeking the BBA degree must complete a major in an academic area – Accounting, Finance, International Business, Management, or Marketing. This degree option is designed to prepare candidates for careers as professionals, entrepreneurs or for continued study towards graduate education.

The Business Administration core (required for all BBA students) consists of the business core requirements necessary for the study and practice of all business principles.

### Major/Minor Options

Students pursuing a BBA will choose a major from the departments below.

## Department of Accounting, Economics and Finance

### Accounting

The undergraduate major in accounting is designed to prepare students for careers in public accounting, industry, or government as professional accountants. Emphasis is placed on accumulating, communicating and analyzing financial data to determine its relevance for effective management and to make better business decisions.

#### Accounting Major Requirements

### Finance

The undergraduate major in finance is designed to prepare students for a career in financial management, banking, financial planning, and investment management. This major recognizes that financial decisions and financial management are critical to the success of the enterprise.

#### Finance Major Requirements

## **Department of Management, Marketing and Business**

### **General Business**

The General Business program is designed to offer students the opportunity to maximize the benefit of attending a University with a strong liberal arts focus, while simultaneously gaining marketable skills in the business disciplines. The BA in General Business infuses the market value of a business major into the broad liberal arts preparation of a Bachelor of Arts degree. A liberal arts foundation allows students in this discipline to develop strong skills in interpersonal communication, writing, and critical analysis.

General Business Major Requirements

General Business Minor Requirements

Certificate in General Business Requirements

### **Entrepreneurship**

There is no major in Entrepreneurship. However, certificates in Entrepreneurship and Business for Entrepreneurs are offered.

Certificate in Entrepreneurship

Certificate in Business for Entrepreneurs

### **Data Analytics**

There is no major in Data Analytics. However, a minor and a certificate are offered.

Data Analytics Minor Requirements

Certificate in Data Analytics Requirements

### **International Business**

The undergraduate major in international business provides students with a solid foundation in business concepts, along with key international skills to prepare the student for a career in the global business environment.

International Business Major Requirements

International Business Minor Requirements

### **Marketing**

The undergraduate major in marketing is designed to prepare students for a career in marketing and provides the background necessary for subsequent advancement to higher-level marketing positions. Marketing majors work for many different types of companies such as advertising and PR firms, marketing research firms, non-profit organizations, retailing, or service firms.

Marketing Major Requirements

Marketing Minor Requirements

### **Management**

The undergraduate major in management is designed to provide students with an understanding of key business concepts and technologies, along with principles and procedures to manage resources for globally competitive business organizations.

Management Major Requirements

Management Minor Requirements

## Graduate Programs

### **Master of Business Administration (MBA)**

The MBA program is structured to develop the knowledge and skills vital for all aspects of management. The program offers an intensive curriculum focused on globalization, ethics and leadership. This curriculum is also uniquely innovative and flexible. Students will select a nine credit hour concentration from one of the following areas: General Management, Accounting (residential only), Organizational Development & Change, Marketing, Entrepreneurship, Data Analytics (residential only), International Business, Healthcare Administration, or Sustainability. The program length is 36-48 hours, depending on the student's undergraduate coursework. Students have the option to earn more than one concentration by completing additional blocks of nine credit hours per concentration.

[Master of Business Administration Accounting Track Requirements](#)

[Master of Business Administration Data Analytics Track Requirements](#)

[Master of Business Administration Entrepreneurship Track Requirements](#)

[Master of Business Administration Entrepreneurship Track \(Online\) Requirements](#)

[Master of Business Administration General Management Track Requirements](#)

[Master of Business Administration General Management Track \(Online\) Requirements](#)

[Master of Business Administration Healthcare Administration Track Requirements](#)

[Master of Business Administration Healthcare Administration Track \(Online\) Requirements](#)

[Master of Business Administration International Business Track Requirements](#)

[Master of Business Administration International Business Track \(Online\) Requirements](#)

[Master of Business Administration Marketing Track Requirements](#)

[Master of Business Administration Marketing Track \(Online\) Requirements](#)

[Master of Business Administration Organizational Development and Change Track Requirements](#)

[Master of Business Administration Organizational Development and Change Track \(Online\) Requirements](#)

[Master of Business Administration Sustainability Track \(Online\) Requirements](#)

### **Master of Business Administration Certificates**

[Certificate in Accounting Requirements](#)

[Certificate in Data Analytics Requirements](#)

[Certificate in Entrepreneurship Requirements](#)

[Certificate in Entrepreneurial Leadership Requirements](#)

[Certificate in General Management Requirements](#)

[Certificate in International Business Requirements](#)

[Certificate in Marketing Requirements](#)

[Certificate in Organizational Development and Change Requirements](#)

[Certificate in Sustainability Requirements](#)

### **Master of Science in Management and Entrepreneurship (MSME)**

This program is open to all students who have previously earned an undergraduate degree regardless of discipline. The innovative curriculum is designed to challenge students to solve business problems with entrepreneurial spirit while being grounded in traditional managerial, marketing, financial, and leadership foundations. The 33 credit hour program is completed over 11 courses in three sequential semesters starting each Fall semester, making it an ideal

fifth year program. Students may enter the program in the Spring and Summer semesters with the understanding that the course sequence is designed for a Fall start. Students will have access to the network of business professionals and mentors associated with the McNair Center for Entrepreneurship and Free Enterprise, which is housed on the HBU campus. The program is 100% online.

#### Master of Science in Management and Entrepreneurship Requirements

##### **Master of Science in Human Resource Management (MS-HRM)**

The Master of Science in Human Resources Management (MS-HRM) provides students with the latest and most useful strategic knowledge and skills needed by successful business managers, leaders, organizational consultants, and human resources professionals. To ensure currency, the faculty contains an effective mix of successful practitioners and those with a rigorous academic background. The program length is 36-48 hours, depending on the student's undergraduate coursework. The MS-HRM program is recognized as being fully aligned with the Society for Human Resource Management's (SHRM) HR Curriculum Guidebook. The program was first certified in 2015 and earned recertification in December 2020. This recognition by SHRM, the preeminent professional organization in the HR profession, indicates the level of excellence that the program delivers.

#### Master of Science in Human Resources Management Requirements

##### Master of Science in Human Resources Management (Online) Requirements

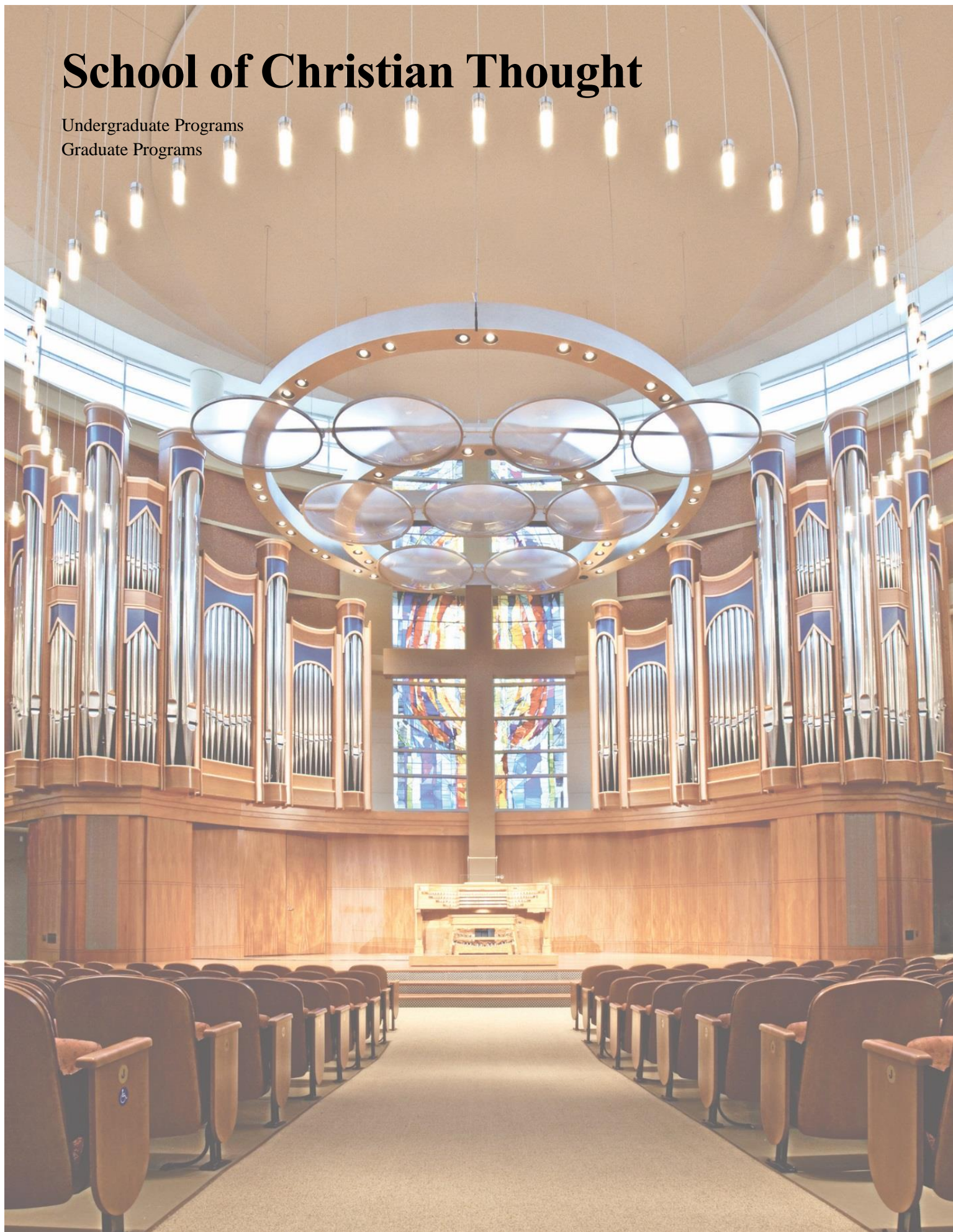
##### **Entrepreneurial Leadership Certificate**

The Certificate in Entrepreneurial Leadership provides the pathway to turn innovative ideas into actions. Designed for students with little or no business background, the certificate provides a foundation in Entrepreneurship and Marketing with an understanding of the integral areas of Accounting and Finance. Whether the purpose is starting a business, planting a church, or growing an existing organization, the Certificate will introduce new ways of thinking about innovative opportunities.

#### Certificate in Entrepreneurial Leadership Requirements

# School of Christian Thought

Undergraduate Programs  
Graduate Programs





# School of Christian Thought

The School of Christian Thought offers undergraduate and graduate degree programs in apologetics, biblical languages, theology, and classics. The mission of the School of Christian Thought is to serve and equip the Church; to provide students with foundational knowledge in philosophy, theology, and apologetics through reading and engagement with the ideas and languages of classic and biblical texts; to challenge students to display sound reasoning, to communicate clearly, and to demonstrate effective research skills; and to foster both intellectual and spiritual growth as students and faculty alike seek to glorify God in all things.

## Undergraduate Programs

### Department of Apologetics

The Department of Apologetics combines an emphasis on cultural, philosophical, missional, and biblical disciplines. Apologetics is the interdisciplinary practice of helping people to understand the truth, beauty, and goodness of the Christian faith. Students in the department of apologetics take classes that help them to understand Christian doctrine, philosophical argumentation, biblical studies, and the history of culture. Since apologetics is a practical discipline, special attention is given to written and oral communication aimed at popular and cross-cultural audiences. The Department of Apologetics includes degrees that are focused on apologetics, but also on missions and evangelism in an intercultural context.

#### Apologetics

Those wanting to develop their understanding of cultural, biblical, and philosophical apologetics will enjoy the Apologetics minor in the Department of Apologetics. This minor will help students to understand important challenges to the Christian faith and respond with truth and love. This minor is appropriate for a wide range of professional callings, as all Christians are called to be able to give reasons for the hope they have in Jesus Christ (1 Peter 3:15). Students will be able to customize the minor to apply apologetics to their particular fields, including literature, philosophy, theology, or popular culture.

#### Apologetics Minor Requirements

### Department of Classics and Biblical Languages

The Department of Classics and Biblical Languages combines two overlapping spheres of academic study. Classics focuses on the study of the languages, literature, history, philosophy, archaeology, and art of the Ancient Greek and Roman world. Biblical Languages equips students specifically to read and interpret the Christian Scriptures in their original languages and context. There is great overlap between the Classical and Biblical world and valuable insights can be gained from studying them together. The New Testament was written by Jews in the language of Greece to a world ruled by Rome. Studying Classics broadly can therefore provide valuable insights into the context of Christianity and the Bible.

#### Biblical Languages

The Biblical Languages major and minor are designed for students who desire to read and interpret the Christian Scriptures within their social, historical and linguistic contexts. The major or minor in Biblical Languages is appropriate for individuals preparing for vocational ministry and any serious student of the biblical traditions. The major includes advanced reading and syntax in both Hebrew and Greek, while the minor program requires at least two intermediate-level courses in Hebrew or Greek.

#### Biblical Languages Major Requirements

#### Biblical Languages Minor Requirements

#### Biblical Languages – Greek Minor Requirements

#### Biblical Languages – Hebrew Minor Requirements



## **Classics**

The Classics major is designed for students who wish to focus their studies on the Ancient Greek and Roman World. The core of the degree is learning the languages of Greek and Latin, also includes opportunity to pursue other aspects of Classical culture such as literature, history, philosophy, theology, archaeology, and art.

### Classics Major Requirements

#### Classics Major – Languages Track Requirements

#### Classics Major – Civilization Track Requirements

#### Classics Minor Requirements

## **Latin\***

Latin is an integral part of the study of History, Government, Philosophy, and Christianity and enable students in these and other disciplines to develop their training, skill, and understanding in reading texts integral to their academic work. The course offerings in Latin are designed to enable students to develop proficiency in understanding the Latin language, in reading Latin literature, and in appreciating classical and medieval civilization.

### Latin Minor Requirements

*\*(This program is closed pending SACSCOC approval. No new students are being accepted at this time).*

## **Department of Theology**

HBU is committed to providing liberal arts undergraduate education dedicated to the view that Christian ideals and principles provide the perspective, goals, and values most essential in higher education. The implementation of this view is the responsibility of the entire University staff, but it is the province of the Department of Theology to offer the specific courses that enable students to gain an intelligent and meaningful acquaintance with the Christian faith and with the writings of the Old and New Testaments.

Six (6) semester hours in Christianity are required for graduation in any major. These are basic courses designed for all College students and not for church vocations students alone. In addition to its support of the core curriculum, the Department of Theology offers several majors in Christian studies. We value our Baptist heritage, but our faculty and students are broadly evangelical, drawing from a variety of traditions and denominations. Thus, we welcome anyone who would wish to study with us.

The mission of the Department of Theology is to provide students with a foundation in the classical theological disciplines, facilitate intellectual and spiritual growth, and equip individuals in skills essential to Christian ministry. To accomplish this mission, the Department of Theology offers four majors and four minors: Christianity, Biblical Studies, Practical Theology, and Theological Studies. These courses of study help students achieve an intelligent and meaningful understanding of the Christian faith, its history and its practices. They are appropriate for men and women who plan to enter a vocation in Christian ministry. They are also appropriate for individuals who desire to serve in active lay ministry. Many students who complete one of our majors may wish to continue their studies either in our Master of Arts in Theological Studies (MATS), Master of Arts in Christian Leadership (MACL), Master of Divinity (MDiv), Master of Arts in Biblical Languages (MABL) Master of Arts in Apologetics (MAA), or Master of Arts in Classics and Early Christianity (MACEC).

### **BA-to-M.Div. (five-year program)**

For students entering vocational ministry, the innovative BA-to-MDiv program allows students to accomplish their undergraduate and graduate degrees in five years. This integrated course plan builds on HBU's liberal arts core curriculum, which provides students with a broad foundation for lifelong learning. From this solid grounding, students pursue a rigorous curriculum for ministry preparation that includes in-depth biblical and theological studies in the context of practical hands-on training. What traditionally takes students seven years to complete is

accomplished in five years by allowing undergraduate elective hours to be used to complete graduate coursework. This streamlined process allows students to save time and money without compromising ministry preparation. Because our program integrates academic coursework with hands-on internships, students learn from accomplished pastoral leaders and graduate prepared with the education and experience needed for faithful service to God.

### Five-Year BA-to-MDiv Degree Requirements

#### **Christianity**

Anyone wanting to understand God's work in the world will enjoy pursuing a Christianity major or minor in the Department of Theology. The Christianity major is the broadest of our four undergraduate majors. This degree is especially appropriate for those wanting to serve the body of Christ as a minister in a church, a missionary, someone in parachurch ministry, or whatever setting God calls you.

#### Christianity Major Requirements

#### Christian Studies Minor Requirements

#### **Biblical Studies**

Those wanting to focus on studying and communicating the truth of the Bible in its original context will enjoy the Biblical Studies major or minor in the Department of Theology. You will gain in-depth knowledge about the Bible as well the skills to interpret the Bible responsibly and to communicate the nature of God's Word to others. This degree is especially appropriate for those wanting to serve the body of Christ in a teaching and preaching role as a minister in a church, a missionary, someone in parachurch ministry, or whatever setting God calls you.

#### Biblical Studies Major Requirements

#### Biblical Studies Minor Requirements

#### **Practical Theology**

Those wanting to develop and hone their skills in the practice of ministry in a local church context will enjoy the Practical Theology major or minor in the Department of Theology. Building on the core elements of biblical and theological knowledge these degree programs emphasize the practice of ministry to embody this truth to a broken world. These degrees are especially appropriate for those wanting to serve the body of Christ in a teaching and preaching role as a minister in a church, a missionary, someone in parachurch ministry, or whatever setting God calls you.

#### Practical Theology Major Requirements

#### Practical Theology Minor Requirements

#### **Theological Studies**

Those wanting to explore the depth of the Christian theological tradition will enjoy the Theological Studies major or minor in the Department of Theology. Building on the core elements of biblical and theological knowledge these programs emphasize the depth and breadth of Christian theology historically and in the contemporary world. In learning how other Christians have responded to their own cultural issues, those with this degree will be well prepared to continue in that tradition of theologically robust engagement with the world. This degree is especially appropriate for those wanting to serve the body of Christ in a teaching and preaching role as a minister in a church, a missionary, someone in parachurch ministry, or whatever setting God calls you.

#### Theological Studies Major Requirements

#### Christianity Theology Minor Requirements

## **Graduate Programs**

### **Master of Arts in Apologetics (MAA)**

The Master of Arts in Apologetics (MAA) trains defenders of the faith who are culturally engaged and intellectually robust. The degree provides an interdisciplinary education from a ‘mere Christian’ approach, in the Great Books style. Seminar-style classes emphasize the reading of primary texts, extensive writing, and thoughtful discussion.

The MAA’s curriculum comprises 36 hours of coursework, including a core of apologetics issues in Scripture, theology, and philosophy, as well as in graduate-level writing and communication. Students complete their coursework with required classes in either the Cultural or the Philosophical track of the MAA, plus electives, with the option of a thesis. The Cultural track focuses on the integration of rational and imaginative approaches to apologetics, with a series of courses on worldview and culture, and on imaginative apologetics, including courses on C. S. Lewis and apologetics in literature and film. The Philosophical track focuses on the exploration of key issues in apologetics, such as the existence of God, the problem of evil, and science and faith, in the style of analytic philosophy. Students are prepared to transform the world for Christ in a variety of ways: through teaching and academic work, ministry service, writing and speaking, and discipleship in the family and local church. Students have the option to take electives that allow for creative expression, and to do a thesis.

#### Master of Arts in Apologetics-Cultural Apologetics Emphasis Requirements

#### Master of Arts in Apologetics-Philosophical Apologetics Emphasis Requirements

#### **Master of Arts in Biblical Languages (MABL)**

The Master of Arts in Biblical Languages (MABL) offers a concentrated and intensive program of study in biblical languages. The program is designed to give students facility with the Bible and biblical translation through direct engagement in the original languages – Greek, Hebrew, and Aramaic. No previous language work is necessary, but the program can be tailored to help those who already have biblical language study as an undergraduate.

#### Master of Arts in Biblical Languages Requirements

#### **Master of Arts in Intercultural Studies (MAIS)**

The Master of Arts in Intercultural Studies is for students who want to effectively communicate the gospel to their church, local community, and the world. The MAIS builds on biblical and theological training, the degree focuses on intercultural evangelism and missional training applicable to a wide range of contexts, including multicultural ministry. Graduates from the MAIS would be prepared for positions in the local church and the mission field.

The 36-hour MAIS program is built on a 15-hour core in Bible, Theology, and Practical Theology. Students will take an additional 15 hours of practical classes focused on Evangelism and Missions, along with 6 hours of electives that can include Apologetics, Biblical languages, or other areas of interest. Students have the option to pursue ministry internships (Mentored Ministry) in an area of their own choosing in their local communities.

#### Master of Arts in Intercultural Studies Requirements

#### **Master of Arts in Theological Studies (MATS)**

The Master of Arts in Theological Studies (MATS) is designed to meet the needs of those preparing for vocational or lay ministry, as well as those who desire to pursue further graduate study or who just want to further their own personal development.

Students will study intensively in the four major areas of theological studies: biblical, historical, theological, and practical studies. In completing the 36-hour program, all students will take a minimum of six hours of biblical studies and six hours of history and theology.

The MATS program is a seminar-based program. The professor/instructor who leads the seminar will expect students to participate in extensive reading, writing, and discussion concerning the subject matter of a course. Consequently, courses are not solely lecture based but the professor/instructor will give input as needed to enhance the instructive force of the seminar approach to the course subject matter.

#### Master of Arts in Theological Studies Requirements

Master of Arts in Theological Studies, Biblical Languages Track Requirements

Master of Arts in Theological Studies, Biblical Studies Track Requirements

Master of Arts in Theological Studies, Entrepreneurial Leadership Track Requirements

Master of Arts in Theological Studies, Theological Studies Track Requirements

### **Master of Arts in Christian Leadership (MACL)**

The Master of Arts in Christian Leadership (MACL) is designed to meet the needs of those preparing for vocational or lay ministry or who just want to further their own personal development.

In addition to a foundation in theological studies: biblical, historical, and systematic theological studies, students will focus on the practice of Christian leadership. In completing the 36-hour program, students will take a minimum of twelve hours in practical theology courses.

Master of Arts in Christian Leadership Requirements

Master of Arts in Christian Leadership, Practical Theology Track Requirements

### **Master of Arts in Classics and Early Christianity (MACEC)**

The Master of Arts in Classics and Early Christianity (MACEC) is an interdisciplinary program focusing on the world in which Early Christianity and the New Testament emerged. Coursework emphasizes the roles Second Temple Judaism and Greco-Roman Culture played in shaping Early Christianity. The program is intended for students with training in either Christianity or Classics to be able to deepen their understanding of this critical period.

Master of Arts in Classics and Early Christianity, Biblical Languages Track Requirements

Master of Arts in Classics and Early Christianity, Christianity Track Requirements

Master of Arts in Classics and Early Christianity, Classics Track Requirements

### **Master of Divinity**

The Master of Divinity (MDiv) is an integrated approach to Christian theological graduate education designed to prepare students for ministry in their churches. Accordingly, the degree program is highly focused personal formation and practical experience in ministry settings in addition to more traditional classes in order to prepare you for serving in a church or para-church ministry.

As a preparation for vocational ministry, our MDiv classes focus on giving you the core skills needed to understand and apply the Bible in your particular cultural context. So, whether your specific classes focus on biblical, systematic, or practical theology, our goal is to help you integrate these so that your ministry is holistic--faithful to God's word and relevant to our culture.

Our 72-hour program is built upon study in core areas (Practical Theology, Biblical Studies, and Systematic Theology), but you have a large amount of electives within each of these areas as well as further general electives, which can be in one of the areas above or in our other MA program areas: biblical languages, apologetics, classics, and philosophy.

Master of Divinity – English Language Requirements

Master of Divinity – Biblical Languages Requirements

### **Doctor of Ministry\*\***

The challenges of the contemporary world demand that the church has leaders who can rise to the occasion. Some have their heads in the clouds and others heads in the sand, but the church needs Kingdom-oriented leaders whose feet are firmly planted and heads are alert to the unique shape of our modern setting. In the Doctor of Ministry (DMin) program offered by HBU's Houston Theological Seminary, we provide a unique, Kingdom-focused

experience where leaders participate in a community of learning to gain specialist expertise and to be formed spiritually.

Our 30-hour program is built upon study in core areas of Biblical Studies, Practical Theology, and Apologetics. After coursework in these core areas students may choose between tracks to specialize so that they can address areas of ministry and culture with substance, thoughtfulness, and confidence. Through participation in a shared research environment, faculty, students, and guests will enrich and guide one another into these various areas. With the capstone research project, students will become highly-informed leaders who speak into and help transform particular areas of leadership.

Doctor of Ministry, Faith and Culture Track Requirements

Doctor of Ministry, New Testament Studies Track Requirements

*\*\*The Doctor of Ministry will launch in the 2022-2023 academic year.*

### **School of Christian Thought Graduate Certificates**

The School of Christian Thought Graduate Certificates aim to provide the opportunity for increased knowledge at the graduate level in an area of interest. Each certificate is comprised of four 3 hour-credit courses in an area of interest, totaling 12 credit hours. The following Graduate Certificates are offered by the School of Christian Thought:

Certificate in Apologetics

Certificate in Apologetics Communication

Certificate in Biblical Apologetics

Certificate in Classical Languages

Certificate in Greek

Certificate in Literary and Imaginative Apologetics

Certificate in Missions and Evangelism

Certificate in New Testament

Certificate in Philosophical Apologetics

Certificate in Philosophy of Religion

Certificate in Worldview



# College of Education and Behavioral Sciences

The School of Education: Undergraduate Programs

Policies and Procedures for Undergraduate Educator Preparation Program (EPP)

The School of Education: Graduate Programs

Policies and Procedures for Graduate Educator Preparation Program

Alternative Certification Program (ACP)

Admission to the ACP Program

Department of Psychology

Graduate Programs in Psychology



# College of Education and Behavioral Sciences

The College of Education and Behavioral Sciences consists of two distinct schools—the School of Education and the School of Behavioral Sciences. The School of Education houses the Department of Teaching and Learning Sciences, and the Department of Educational Leadership and Higher Education; the School of Behavioral Sciences houses the Department of Psychology and the Department of Counseling.

The School of Education offers undergraduate, graduate and Alternative Certification (ACP) programs for educators and prospective educators. Using multiple teaching methods which address a variety of learning styles, the rigorous programs emphasize active, meaningful, field-based, student-centered, and technology-rich learning. Assessments align with national standards and utilize challenging criteria that are reliable, valid, clear, fair, and performance-based. The Educator Preparation Program (EPP), which is housed in the College of Education and Behavioral Sciences provides a number of different functions and services for students in the Educator Preparation Program (EPP). The EPP portion of the COEBS website provides details about those functions and services: [HBU.edu/EPP](http://HBU.edu/EPP)

## The School of Education: Undergraduate Programs

The undergraduate programs in the School of Education fulfill the mission of the University by preparing truly professional teachers for public and private early childhood, elementary, middle and high schools based on a liberal arts foundation. Each program leads to state teacher certification, meets state, regional, and national professional standards, and is accredited by the Texas Education Agency (TEA). Undergraduate programs are offered in the Department of Teaching and Learning Sciences, and the Department of Educational Leadership and Higher Education.

Each program requires coursework in academic foundations (Liberal Arts Core Curriculum), a teaching field, and professional teacher education. All of the requirements were cooperatively developed by HBU faculty and the School of Education Advisory Council. The Advisory Council includes the members of the University's Teacher Education Committee (education as well as arts and sciences professors), practicing professionals (teachers, administrators, regional service representatives, etc.), alumni, and community members.

**NOTE:** Individuals desiring to teach in accredited public and private Schools in Texas must be certified through the Texas Education Agency (TEA). Houston Baptist University makes the recommendation for certification based on state certification guidelines and requirements in place at the time of certification approval. TEA frequently changes certification levels and requirements. In order to meet new TEA guidelines, the University may change requirements described in this Catalog. Students should check with the EPP Office to verify current requirements.

### Teacher Certification Options

#### Elementary Education: Early Childhood through Grade Six (EC-6) Certifications

- Elementary Education: Core Subjects EC-6 with ESL Certification
- Elementary Education: Core Subjects EC-6 with Bilingual Certification
- Elementary Education: Core Subjects EC-6 with ESL & Special Education Certification

#### Middle Grades: Grades 4-8 Certifications

- Social Studies 4-8 with ESL Certification
- Science 4-8 with ESL Certification
- English, Language Arts and Reading 4-8 with ESL Certification
- Mathematics 4-8 with ESL Certification

#### High School: Grades 7-12 Certifications

- Science 7-12 with ESL Certification
- Social Studies 7-12 with ESL Certification
- English/Language Arts and Reading 7-12 with ESL Certification
- History 7-12 with ESL Certification

- Life Science 7-12 with ESL Certification
- Mathematics 7-12 with ESL Certification
- Physical Science 6-12 with ESL Certification

### **All Level: Early Childhood (EC) – Grade 12 Certifications**

- All Level Art Certification
- All Level Music Certification (See Department of Music)
- Physical Education Certification
- Spanish Certification

### **Supplemental Certifications**

- English as a Second Language (ESL) Supplemental
- Bilingual Education Supplemental
- Special Education Supplemental

## **Undergraduate Coursework Requirements:**

### **Elementary Education (EC-Grade 6) with ESL Certification**

This certification permits one to teach all subjects in general education classrooms from early childhood through grade six. Undergraduate students seeking this certification complete the Elementary Education (EC-6) with ESL major. This major includes English as a Second Language (ESL) coursework sufficient to sit for supplemental ESL certification.

#### Elementary Education (EC-6) with ESL Certification Requirements

### **Elementary Education (EC-Grade 6) with Bilingual Certification**

This certification permits one to teach all subjects in bilingual, dual language, and general education with ESL classrooms from early childhood through grade six. Undergraduate students seeking this certification complete the Elementary Education (EC-6) with Bilingual Certification major. Students learn to help children develop first and second language proficiency and to teach content material in a bilingual (English and Spanish) context. In order to begin this program, students must already be proficient in Spanish. They must demonstrate competency in reading, writing, speaking and listening in Spanish.

#### Elementary Education (EC-6) with Bilingual Certification Requirements

### **Elementary Education (EC-Grade 6) with Special Education & ESL Certification**

This certification permits one to teach all subjects in a “regular” education classroom from early childhood through grade six as well as special education (life skills, resource, Preschool Programs for Children with Disabilities, etc.) at those levels. To simultaneously acquire EC-6 with ESL and Special Education certification, students complete the Elementary Education (EC-6) with ESL and Special Education major.

#### Elementary Education (EC-6) with Special Education and ESL Certification Requirements

### **Middle Grades Certification (Grades 4-8)**

This option leads to grades four through eight (4-8) teacher certification in a chosen teaching field. In the undergraduate program, it requires completion of one of the teaching field majors listed below. Each of these majors includes content area and professional education coursework. These majors include English as a Second Language (ESL) coursework sufficient to sit for supplemental ESL certification also. The coursework requirements for each program can be accessed through the link listed under the program title.

- Science with ESL 4-8 Certification  
[Science with ESL \(4-8\) Teacher Certification Requirements](#)
- Social Studies with ESL 4-8 Certification  
[Social Studies with ESL \(4-8\) Teacher Certification Requirements](#)

- English/Language Arts and Reading with ESL 4-8 Certification  
[English/Language Arts and Reading with ESL \(4-8\) Teacher Certification Requirements](#)
- Mathematics with ESL 4-8 Certification  
[Mathematics with ESL \(4-8\) Teacher Certification Requirements](#)

### **High School Certification (Grades 7-12)**

This option leads to grades seven through twelve (7-12) teacher certification in a chosen teaching field. In the undergraduate program, it requires completion of one of the teaching field majors listed below. Each of these majors includes content area and professional education coursework. The coursework requirements for each program can be accessed through the link listed under the program title.

- Science 7-12 Certification  
[Science \(7-12\) Teacher Certification Requirements](#)
- Social Studies with ESL 7-12 Certification  
[Social Studies with ESL \(7-12\) Teacher Certification Requirements](#)
- English/Language Arts and Reading with ESL 7-12 Certification  
[English/Language Arts and Reading with ESL \(7-12\) Teacher Certification Requirements](#)
- History with ESL 7-12 Certification  
[History with ESL \(7-12\) Teacher Certification Requirements](#)
- Life Science with ESL 7-12 Certification  
[Life Science with ESL \(7-12\) Teacher Certification Requirements](#)
- Mathematics with ESL 7-12 Certification  
[Mathematics with ESL \(7-12\) Teacher Certification Requirements](#)
- Physical Science with ESL 6-12 Certification  
[Physical Science with ESL \(6-12\) Teacher Certification Requirements](#)

### **All-Level Certification (EC – Grade 12)**

This option leads to early childhood through grade twelve teacher certification in a chosen teaching field. In the undergraduate program, it requires completion of one of the teaching field majors listed below. Each of these majors includes content area and professional education coursework. The coursework requirements for each program can be accessed through the link listed under the program title.

- Art with EC- Grade 12 Certification  
[All Level Art Teacher Certification Requirements](#)
- Music with EC- Grade 12 Certification (See [Department of Music](#))  
[Bachelor of Music Education \(BME\) in Vocal/Keyboard Requirements](#)  
[Bachelor of Music Education \(BME\) in Instrumental Requirements](#)
- Physical Education/Kinesiology with EC- Grade 12 Certification  
[Kinesiology with EC-12 Physical Education Teacher Certification Requirements](#)
- Spanish with EC- Grade 12 Certification  
[Spanish \(EC-12\) with Teacher Certification Requirements](#)

## **Policies and Procedures for Undergraduate Educator Preparation Program (EPP)**

### **Required Pre-Program Coursework**

Undergraduate applicants should take EDUC 2320 Learning and Development and EDSP 2302 Survey of Exceptional Children during their first 30 hours. These courses are prerequisites for admission to the Educator Preparation Program. Students must earn a “C” or higher in each course in order to be admitted to the Educator Preparation Program.

In order to do fieldwork, which is required in many courses in the EPP and EDUC 2320 (a pre-program course), students must have documented criminal clearance. Criminal history clearance is also required for state licensure. **Note:** In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certification will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety (DPS) and Home Land Security.

### **Admission to the Undergraduate Educator Preparation Program**

1. Undergraduate applicants must complete an application and receive approval for admittance prior to beginning the program.
2. Program admission allows students to register for professional education classes: those with the EDBI, EDEC, EDUC, EDRE, EDSP, ETEC, and INDC rubrics (other than EDUC 2320 and 2330).
3. Applicants may begin the program during the fall or spring semesters. Applications should be submitted to the EPP Office. All applications are to be submitted and audited by the Director of the Educator Preparation Program (EPP) in the COEBS to determine if applicants meet the program admission requirements.

### **Admission Requirements for EPP:**

1. Completed application submitted on Chalk and Wire by the posted due date.
2. A minimum of 45 hours completed before beginning the program.
3. A minimum cumulative grade point average of 2.5 (based on all university/college coursework ever attempted)
4. Demonstration of English Oral Language Proficiency:
  - Grade of “C” or better in an oral communication course OR
  - Completed Speech Competency Form signed by an HBU professor AND
  - Admission interview. If possible, oral communication problems are noted in the admission interview, successful completion of an additional oral language screening assessment may be required. International students may be required to submit a TOEFL.
5. For bilingual education certifications (EC-6 Bilingual and EC-12 Spanish), successful completion of a Spanish language proficiency assessment that includes listening, speaking, reading and writing. Students who do not meet minimums standards on this assessment must successfully complete prescribed coursework and/or other prescribed learning experiences in each area where the minimum was not achieved.
6. A successful admission interview. The interview will determine the following:
  - Genuine desire to enter and follow a career in teaching
  - Personal and social orientation which shows promise of contributing to success in the teaching profession.
  - Physical and mental fitness which indicates potential classroom leadership.
  - Demonstration of attitudinal dispositions that are deemed necessary for successful teaching.

Students will receive written confirmation of their admission status (including an explanation of requirements that still need to be met if admission is denied). Upon admission, students must submit a written acknowledgement of acceptance into the EPP to the Director of the EPP. When the acknowledgment of acceptance into the EPP is received from the student, a Texas Education Agency account will be established for the student by the EPP. It is the student’s responsibility to create a TEA login and complete the personal data portion as required by TEA.

### **Retention in the Program**

The following conditions are necessary for retention in the EPP program:

1. A grade of “B” or better in EDUC 4301 or EDUC 4311 must be earned in order to take additional courses in the professional education course sequence and to count either course as a prerequisite for other courses.
2. Continued demonstration of the attitudinal dispositions that qualified the student for admission to the program.

3. If students fail to demonstrate an acceptable level of performance on one or more dispositions during any class or field experience, a report is filed in the School of Education office. If two reports occur, a conference is held in which difficulties are identified and means for improvement are explored. Sometimes specific interventions will be required. A third report results in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program.

### **Undergraduate Clinical Teaching**

Clinical teaching is among the final requirements for a teaching certification. It must be completed during the last semester in the program prior to graduation. During the clinical teaching semester, students must also complete EDUC 4400 Clinical Teaching Seminar which meets every Monday afternoon.

The application for *Undergraduate Clinical Teaching* must be submitted two semesters prior to the clinical teaching semester.

### **Prior to entry into the undergraduate Clinical Teaching Program, the following requirements must be met:**

- Admitted to the Educator Preparation Program and satisfied all requirements for retention in the program.
- Signed and agreed to practice the Texas Professional Code of Ethics for Teachers and signed a FERPA Consent to Release Educational Records and Information Form in order to participate in clinical teaching.
- Completed at least 96 semester hours.
- Earned and maintained a cumulative 2.5 GPA or higher in all coursework with no grade lower than a “C”.
- Completed at least 21 semester hours in content field(s) with a GPA 2.5 or above.
- Completed all required semester hours of professional education (*See degree plan for specific requirements*).
- Completed all coursework that includes field experience.
- Earned a “B” or better grade in EDUC 4301 or 4311.
- Successfully completed EDUC 4100.
- Filed a degree plan with the Office of Academic Records and the School of Education Office the first semester in the Pre-Ed Program.
- Filed for graduation with the Office of Academic Records two semesters prior to graduation.

### **State Certification Exams**

1. To receive state certification, prospective teachers must successfully complete the required state certification exams in both pedagogy and content areas.
2. HBU teacher education students are not allowed to take certification exams without authorization from the EPP Office. To gain approval to take a state exam, students must first pass the practice exam as determined by the EPP Office. Intensive review for these practice exams and the certification exams is provided in EDUC 4100.

### **Initial Certification Application Process**

Standard Initial Teaching Certifications are issued by the State of Texas, not the University. They are not automatically conferred upon graduation. Candidates must complete all requirements of a program before applying online with the Texas Education Agency for certification. Upon successful completion of the following requirements, Houston Baptist University will recommend the candidates for certification.

### **Certification requirements include:**

- All required State Assessments passed
- Application for certification completed by the student online at [www.tea.state.tx.us](http://www.tea.state.tx.us)
- Degrees conferred
- Completed fingerprinting process

- Completed audit by HBU Certification Officer

## **Graduate Study**

HBU's vision is framed by the Ten Pillars that include embracing the challenge of Christian graduate education. Consistent with this tenet, the College of Education and Behavioral Sciences emphasizes graduate study. The HBU graduate programs prepare students for teaching careers in public and private Schools in Texas, extend the classroom pedagogical skills of teachers, and develop leaders in School administration, counseling and educational diagnosis. Both Master of Education (MEd) degree programs and Alternative Certification programs requiring graduate coursework are offered. Seven of the MEd programs lead to initial teacher certification in the state of Texas. Others offer the possibility of adding professional certifications or simply expanding existing expertise.

Proficiencies: Graduate students enrolling in graduate programs leading to teacher certification must meet proficiencies established by the College of Education and Behavioral Sciences. TOEFEL scores are used as a basis for determining English proficiencies for candidates seeking admission into the Educator Preparation Program (EPP) at HBU.

## **The School of Education: Graduate Programs**

Graduate programs in the School of Education are offered through the departments of Department of Teaching and Learning Sciences, and the Department of Educational Leadership and Higher Education.

### **MEd Programs that lead to Initial Teacher Certification**

HBU offers the following seven graduate Curriculum and Instruction programs in which students can simultaneously earn an MEd and Texas teacher certification. Each program leads to state certification in different grades and content areas. Eligibility for the programs is determined by the undergraduate degree previously earned.

#### **Curriculum and Instruction with EC-6 Certification**

This option leads to both the MEd degree in Curriculum and Instruction and state Core Subjects EC-6 Certification. The student must meet all admission, retention, and certification requirements for teacher education.

#### MEd in Curriculum and Instruction with EC-6 Certification Requirements

#### **Curriculum and Instruction with EC-6 Bilingual Certification**

This option leads to both the MEd degree in Curriculum and Instruction and certification in EC-6 Bilingual. This certification permits one to teach all subjects in a Bilingual, Dual Language or General Education with ESL in classroom from early childhood through grade six.

#### MEd Curriculum and Instruction with EC-6 Bilingual Certification Requirements

#### **Curriculum and Instruction with 4-8 Certification in English Language Arts and Reading**

This option leads to both the MEd degree in Curriculum and Instruction and middle grades (4-8) certification in English Language Arts and Reading. The student must meet all admission, retention, and certification requirements for teacher education and have a certification plan completed by the certification officer.

#### MEd Curriculum and Instruction (English Language Arts and Reading 4-8 Certification) Requirements

#### **Curriculum and Instruction with 4-8 Certification in Math, Science, or Social Studies**

This option leads to both the MEd degree in Curriculum and Instruction and middle grades (4-8) certification in math, science or social studies. The student must meet all admission, retention, and certification requirements for teacher education and have a certification plan completed by the certification officer.

#### MEd Curriculum and Instruction (Mathematics, Sciences, or Social Studies 4-8 Certification) Requirements



### **Curriculum and Instruction with 7-12 Certification**

This option leads to both the MEd degree in Curriculum and Instruction and high school certification (grades 7-12). The student must meet all admission, retention, and certification requirements for teacher education and have a certification plan completed by the certification officer.

#### MEd in Curriculum and Instruction with 7-12 Certification Requirements

Additional coursework (undergraduate or graduate) in the teaching field may be required and is determined on an individual basis by the certification officer and documented in a certification plan. Certification also requires clinical teaching or a two semester internship and successful completion of content area and pedagogy and professional responsibility (PPR) state certification exams.

### **Curriculum and Instruction with All-Level Teacher Certification in Art, Spanish, Music or Physical Education**

This option leads to both the MEd degree in Curriculum and Instruction and all-level Texas teacher certification in art, physical education, Spanish, or music. The student must meet all admission, retention, and certification requirements for teacher education and have a certification plan completed by the certification officer.

#### MEd Curriculum and Instruction (All Level-Art, Spanish, Music, or Physical Ed Certification) Requirements

### **Curriculum and Instruction with Certification in EC-6 and Special Education**

This option leads to both the MEd degree in Curriculum and Instruction and certification in EC-6 with ESL and Special Education. This certification permits one to teach all subjects in a “regular” education classroom from childhood through grade six as well as special education (life skills, resource, PPCD, etc.) at those levels. It also permits one to teach Life Skills in Middle School and High School.

#### MEd Curriculum and Instruction (EC-6 and Special Education EC-12 Certification) Requirements

### **MEd Curriculum and Instruction Program (that does not lead to Certification)**

#### **Curriculum and Instruction**

The MEd in Curriculum and Instruction provides expertise related to curriculum content and instructional methodology. It allows individual students the opportunity to acquire expertise without the requirement of teacher certification. It also provides certified teachers the ability to increase their professional knowledge and skills and add supplemental certifications and specializations. Each Curriculum and Instruction program requires a core of courses and 18 hours of electives. This program is offered online.

#### MEd in Curriculum and Instruction Requirements

The following programs provide additional professional expertise and/or professional certifications (Bilingual Educator, Master Technology Teacher, and Reading Specialist). The professional certifications each have specific requirements in addition to coursework including state certification exams and provision of School/district service records to document teaching experience.

#### **Bilingual Education**

This degree program is designed for already certified teachers who wish to enhance their knowledge and skills in the bilingual classroom. It also permits students who possess valid Texas teacher certification in an area other than bilingual education to add a supplemental bilingual certification. To gain admission to the Bilingual Education program, the prospective student must achieve the prerequisite scores on proficiency tests in English and in Spanish. [Upon approval of the advisor, students who already possess Texas Bilingual Education Teacher Certification may, through presentation of appropriate undergraduate equivalent courses, substitute other graduate courses for required courses in the Bilingual MEd Program.]

#### MEd in Bilingual Education Requirements

## **Curriculum and Instruction with a Specialization in Instructional Technology\***

Students may obtain the Specialization in Instructional Technology by completing the requirements for the MEd degree in Curriculum and Instruction with a Specialization in Instructional Technology or by completing the twenty-seven (27) hours of instructional technology coursework included in the degree if they already possess a graduate degree. This does not lead to initial certification, and students do not have to be certified teachers to complete this degree program, but if seeking the additional Master Technology Teacher certification offered by the state, they must have completed 3 years of teaching as a certified teacher. This program is offered online as well as on campus.

### **MEd in Curriculum and Instruction with a Specialization in Instructional Technology Requirements**

*\* The MEd in Curriculum and Instruction with a Specialization in Instructional Technology program has been approved for closure by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). No new students are being admitted.*

## **Professional School Counseling**

The School counselor today is a vital member of the educational team on each campus. They help students in the areas of academic achievement, psychological and social development, and College/career development. For a person to be certified as a School counselor, the Texas Education Agency (TEA) requires that the student have two (2) years of successful teaching in an accredited School (as a certified teacher), earn an MEd degree with a minimum of 48 credit hours, be recommended by an accredited program, and successfully complete the required state certification exam. Admission to the program requires the student to be a certified teacher or demonstrate progress towards certification. The requirements for this major include a 350-clock hour practicum which must be satisfactorily completed in an accredited, university-approved school. Students who are teaching full time may require more than one semester to complete the 350 hours of internship. Students who do not complete all 350 hours in COUN 6391, may register for additional semesters of Counseling Internship.

### **MEd in Professional School Counseling Requirements**

## **Educational Administration**

The Educational Administration program prepares graduate students for positions as principals or assistant principals in elementary, middle or high schools and for such district-wide administrative positions as program directorships and supervisor or coordinator positions. To earn the Texas Standard Principal Certificate, the student must complete the thirty-six (36) semester hours detailed through the following link, earn the MEd degree, have a valid Texas teaching certificate, have completed two (2) years of successful teaching in an accredited School, and successfully complete the certification examination required by the Texas Education Agency (TEA). This program is offered online as well as on campus.

### **MEd in Educational Administration Requirements**

## **Educational Diagnostician**

The Educational Diagnostician program prepares students for professional certification by the state. Educational Diagnosticians administer individual standardized test batteries to determine eligibility of students for areas of exceptionality. Prior to admission to the Educational Diagnostician certification, an individual must hold: a baccalaureate degree from an accredited institution of higher education that at the time of attendance was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board and a valid classroom teaching certificate. To earn professional certification as an Educational Diagnostician, the student must successfully complete the forty-two (42) graduate hours listed at the following link and earn the MEd degree.

### **MEd in Educational Diagnostician Requirements**

## **Master of Education in Higher Education**

The Master of Education in Higher Education provides individuals who are interested in a variety of administrative and staff areas in higher education with the opportunity to explore the various facets of postsecondary institutions. This exploration is conducted from a Christian Worldview perspective. The MEd in Higher Education is a 33-hour non-thesis degree consisting of 24 hours of core courses and a 9-

hour specialization. Four specialization options are available: Business Management; Christian Studies; Counseling; or Learning, Technology, and Design.

MED Higher Education with Business Management Specialization Requirements

MED Higher Education with Christian Studies Specialization Requirements

MED Higher Education with Counseling Specialization Requirements

MED Higher Education with Learning, Technology, and Design Specialization Requirements

### **Reading Education**

The campus reading specialist serves as a resource to students, parents and teachers. They will learn leadership and communication skills as well as methods for improving the reading ability of students with a variety of different needs. To earn the Texas Professional Certificate as a Reading Specialist, a student must have a valid Texas teaching certificate, two years of successful teaching experience in an accredited elementary or secondary school, and a passing score on the appropriate state certification examination.

MEd in Reading Specialist Certification Requirements

### **Master of Science in Learning, Technology, and Design**

The world of instructional design and digital learning is rapidly changing, and the Master of Science in Learning, Technology, and Design addresses today's dynamic educational climate and the swiftly evolving demands of professionals within the current digital age. This program is tailored to equip the next generation of instructional designers and digital specialists in a variety of settings with the knowledge and skills necessary to bring transformative leadership to today's dynamic academic and professional landscapes. This fully online, 30-hour program provides students with highly applicable, authentic learning experiences to prepare for meaningful employment in educational institutions, corporations, nonprofit organizations, and government agencies.

MS in Learning, Technology, and Design Requirements

### **Earning Additional Certifications after Completing a Master's Degree**

If students already have a master's degree in education, but would like to earn an additional certification, they may be eligible for a deficiency plan. This plan requires between 18 and 27 hours in the field and will be created individually for each student based on previous coursework. In order to be approved for the state certification exams, the student must be able to demonstrate 2-3 years of teaching experience in an accredited school and pass the appropriate practice exam. Approval for this exam will be given by the student's academic advisor in coordination with the director for the Educator Preparation Program. When the student has scored 80% or above on the practice exam, they are eligible to take the TExES exam. Students must request their service records be sent to HBU's EPP office before the certification can be granted.

Possible deficiency plans are as follows:

- Reading Specialist Certification
- Master Technology Teacher Certification
- Educational Diagnostician Certification
- Principal Certification
- Counselor Certification
- Bilingual Supplemental Certification
- Superintendent Certification

### **Policies and Procedures for Graduate Educator Preparation Program**

#### **Admission Requirements:**

- Hold a bachelor's degree from an accredited university.
- Cumulative undergraduate GPA of 2.5 or higher on four-point scale or a 3.0 or higher on the last 60 hours of undergraduate coursework. Provisional admittance is sometimes possible. It requires that students complete six semester hours during their first semester with a GPA of 3.0 or higher in order to obtain full program admission and continue taking classes.
- Additional requirements may be required depending on degree and certification sought.

### **Steps in Completing a MEd Degree**

Students have five years after first enrollment to complete all requirements for the graduate degree. As students progress through the program, they should do the following:

- Apply to be accepted to the HBU Educator Preparation Program
- Complete all required coursework with grades of "C" or higher while maintaining a 3.0 GPA
- File a degree plan by the time they complete 12 hours
- File for candidacy when they complete 18 hours
- Successfully complete the written comprehensive exam after completion of a minimum of 24 hours and two MEd core courses
- Apply to graduate two semesters before graduation

### **School of Education Graduate Comprehensive Examination**

In order to earn a MEd, graduate students must successfully complete a comprehensive exam. To be eligible to take the Comprehensive Exam, a candidate must have completed a minimum of 24 hours of coursework which applies toward the degree including at least two MEd core courses. This culminating assessment measures mastery of course objectives as well as capacity to think globally regarding educational theory and practice. The rigor of the comprehensive assessment demands students to evaluate, analyze, and synthesize all learning experiences in the program.

### **Additional Policies and Procedures for Graduate Initial Teacher Certification Programs**

Admission to initial Graduate Teacher Certification Programs

Applicants must:

- Complete online forms for Graduate Admission being sure to select the MEd initial certification.
- Submit official transcripts from all universities and Colleges attended. All non-U.S. transcripts need to be evaluated by Spantran or Global Evaluators to be accepted. A minimum GPA of 2.5 is required for all prospective teachers.
- Successfully interview with School of Education faculty.

### **Initial Certification additional requirements:**

1. All Core EC-6 certifications, including those seeking Bilingual or Special Education who want to teach in EC-6 grades, require at least 3 hours of undergraduate coursework in each of the following areas: English, Math, Science, and Social Studies
2. Grade 4-8 and 7-12 certifications require 12 hours in the content area of certification. This also applies to those seeking certification in Special Education who want to teach in those grade levels
  - **Note:** Grade 7-12 Math and Science certifications require 15 hours in the content area.
  - **Note:** If an applicant does not meet these course requirements, they may take additional content coursework or take a Pre-Admission Content Test (PACT) from the Texas Education Agency **prior to applying to the program** to enter the program.
3. Have a successful admission interview conducted by the Educator Preparation Program. The interview will determine the following
  - A genuine desire to enter and follow a career in teaching.

- A personal and social orientation which shows promise of contributing to success in the teaching profession.
  - A physical and mental fitness which indicates potential classroom leadership.
  - Demonstrate attitudinal dispositions that are deemed necessary for successful teaching.
4. For bilingual education certifications (EC-6 Bilingual Generalists and EC-12 Spanish), successful completion of a Spanish language proficiency assessment that includes listening, speaking, reading and writing. Students who do not meet minimum standards on this assessment must successfully complete prescribed coursework and/or other prescribed learning experiences in each area where the minimum was not achieved.
  5. Application for a state criminal history review and documented criminal clearance is required prior to beginning some professional development coursework and is required for state licensure.
    - **Note:** In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession.
    - All applicants for Texas certification will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety (DPS) and Home Land Security.

**NOTE:** Individuals desiring to teach in accredited public and private Schools in Texas must be certified through the Texas Education Agency (TEA). Houston Baptist University makes the recommendation for certification based on state certification guidelines and requirements in place at the time of certification approval. TEA frequently changes certification levels and requirements. In order to meet new TEA guidelines, the University may change requirements described in this Catalog. Students should check with the EPP Office to verify current requirements.

### **Clinical Teaching**

Clinical teaching is among the final requirements for a teaching certification for those seeking initial certification. It is part of the professional education requirements. It must be done during the last semester in the program prior to graduation or certification. During the clinical teaching semester a student is required to attend EDUC 5000 Clinical Teaching Seminar on Monday evenings.

The student must have signed and agreed to practice the Texas Professional Code of Ethics for Teachers and signed a FERPA Consent to Release Educational Records and Information Form in order to participate in clinical teaching.

**A Clinical Teaching Graduate Application must be submitted at least 2 semesters prior to the clinical teaching semester.** Admission to clinical teaching is not automatic upon completion of required courses. It is contingent upon approval by the EPP Director.

1. Admission to the Educator Preparation Program and satisfaction of all requirements for retention in the EPP.
2. Signed and agreed to practice the Texas Professional Code of Ethics for Teachers and signed a FERPA Consent to Release Educational Records and Information Form in order to participate in clinical teaching.
3. Completed all of required semester hours of professional education (*See degree plan for specific requirements*)
4. Completed all coursework that includes field experience
5. Earned and maintained a cumulative 3.0 GPA or higher in all graduate coursework
6. Completed at least 12 semester hours as an undergraduate in their teaching field(s) with a 2.5 GPA or passed the TExES State Content test:
  - **Note:** 7-12 Math certification candidates must have completed at least 15 semester hours as an undergraduate in math with a 2.5 GPA.
  - **Note:** 7-12 Science certification must have completed at least 15 semester hours as an undergraduate in science with a 2.5 GPA.
7. Passed with an 80% or above all of the required HBU Practice Test(s)
8. Filed a degree declaration with the Academic Records and Education Office
9. Filed for graduation with the Office of Academic Records (2 semesters prior to graduation)

## State Certification Exams

To receive state certification, prospective teachers must successfully complete the required state certification exams in both pedagogy and content areas.

HBU initial certification graduate students are not allowed to take these exams without authorization from the College of Education and Behavioral Sciences. To gain approval to take a state exam, students must first pass the practice exam.

## Alternative Certification Program (ACP)

Houston Baptist University's Alternative Certification Program (ACP) is an alternate route to attaining initial teacher certification in Texas. The HBU ACP program has been approved by the Texas Education Agency (TEA) and complies with the U. S. Department of Education's rules as an acceptable alternative route to certification program under the No Child Left Behind (NCLB) Act. The program provides the opportunity for a student with a bachelor's degree who meets all requirements for admission to the ACP program to be employed as a full-time teacher in area school districts while completing the required coursework and considered "highly qualified" in accordance with applicable federal law.

Once the student has completed the 21 hours of required coursework, the student may apply those hours toward the requirements of an HBU Master's Degree in Curriculum & Instruction with Certification. Each MEd. degree requires a minimum of 36 hours.

## Alternative Certification Program Areas

Students in the ACP program may select one of the following certification areas:

<b>Early Childhood – Grade 6</b> <ul style="list-style-type: none"><li>• Core Subjects EC-6 with ESL</li><li>• Core Subjects EC-6 with Bilingual</li></ul>	<b>Grades 7-12</b> <ul style="list-style-type: none"><li>• English, Language Arts &amp; Reading 7-12</li><li>• Math 7-12</li><li>• Social Studies 7-12</li><li>• History 7-12</li><li>• Life Science 7-12</li><li>• Science 7-12</li></ul>
<b>Grades 4-8</b> <ul style="list-style-type: none"><li>• English, Language Arts, &amp; Reading 4-8</li><li>• Math 4-8</li><li>• Science 4-8</li><li>• Social Studies 4-8</li></ul>	<b>Grades EC-12</b> <ul style="list-style-type: none"><li>• Physical Education EC-12</li><li>• Art EC-12</li><li>• Music EC-12</li><li>• Spanish EC-12</li></ul>

## Coursework Requirements for Each Certification Area

### Core Subjects EC-6 with ESL Certification:

EDRE 5310: Reading for Pre-Adolescents

EDUC 5360: Math for Pre-Adolescents or EDUC 5350 Science for Pre-Adolescents

EDUC 5380: Essential Elements of Social Studies or EDUC 5375 Fine Arts, Music, and PE

EDUC 6302: Elementary School Curriculum and Instruction

EDSP 5302: Survey of Exceptional Children

EDBI 5305: Second Language Acquisition



EDRE 5351: Emergent Literacy  
EDUC 5101: Internship I  
EDUC 5201: Internship II

**Core Subjects EC-6 with Bilingual Supplemental Certification:**

EDUC 6302: Elementary School Curriculum and Instruction  
EDSP 5302: Survey of Exceptional Children  
EDBI 5305: Second Language Acquisition  
EDBI 5304: Teaching Methods of ESL  
EDBI 5350: Developing Literacy in the Bilingual Classroom OR EDRE 5310: Reading for Pre-Adolescents  
EDBI 5335: Spanish Writing Workshop  
EDUC 5360: Math for Pre-Adolescents OR EDUC 5350: Science for Pre-Adolescents  
EDUC 5101: Internship I  
EDUC 5201: Internship II

**Grades 4-8 with ESL Certification:**

EDRE 5330: Content Area Reading  
EDSP 5302: Survey of Exceptional Children  
EDUC 6301: Classroom Management or EDRE 5351 Emergent Literacy (ELA content)  
EDUC 6312: Secondary School Curriculum and Instruction  
EDBI 5305: Second Language Acquisition  
EDUC 5320: Teaching Methodology for Secondary Teachers  
EDUC 5101: Internship I  
EDUC 5201: Internship II

**Grades 7-12 with ESL Certification:**

EDRE 5330: Content Area Reading  
EDSP 5302: Survey of Exceptional Children  
EDUC 6301: Classroom Management  
EDUC 6312: Secondary School Curriculum and Instruction  
EDBI 5305: Second Language Acquisition  
EDUC 5320: Teaching Methodology for Secondary Teachers  
EDUC 5101: Internship I  
EDUC 5201: Internship II

**EC-Grade 12 Art, Music, Physical Education, or Spanish Certification:**

EDRE 5330: Content Area Reading  
EDSP 5302: Survey of Exceptional Children  
EDUC 6301: Classroom Management  
EDUC 5320: Teaching Methodology for Secondary Teachers  
EDUC 6302: Elementary School C & I  
EDUC 6301: Classroom Management  
EDUC 5101: Internship I  
EDUC 5201: Internship II

**Policies and Procedures for Initial Teacher Certification**

**Required Pre-program Coursework**

To be eligible for the HBU Alternative Certification Program (ACP):

1. All Core Subjects EC-6 certifications, including those seeking Bilingual, who want to teach in EC-6 grades, require at least 3 hours of undergraduate coursework in each of the following areas: English, Math, Science, and Social Studies.
2. 4th-8th and 7th-12th grade certifications require 12 hours in the content area of certification.

- **Note:** 7-12 Math and Science certifications require 15 hours in the content area.
  - **Note:** If an applicant does not meet these course requirements, they may take additional content coursework or take a Pre-Admission Content Test (PACT) from the Texas Education Agency **prior to applying to the program** to enter the program.
3. Demonstrate English Oral Language Proficiency through a “C” or better in an oral communication course, a signed Speech Competency Form completed by an HBU professor, or an admission interview. If possible oral communication problems are noted in the admission interview, successful completion of an additional oral language screening assessment may be required. International students may be required to submit a TOEFL examination.
  4. Have a successful admission interview conducted by an Educator Preparation Program Committee member(s). The interview will determine the following:
    - A genuine desire to enter and follow a career in teaching.
    - A personal and social orientation which shows promise of contributing to success in the teaching profession.
    - A physical and mental fitness which indicates potential classroom leadership.
    - Demonstrate attitudinal dispositions that are deemed necessary for successful teaching.
  5. For bilingual education certifications (EC-6 Bilingual and EC-12 Spanish), successful completion of a Spanish language proficiency assessment that includes listening, speaking, reading and writing. Students who do not meet minimum standards on this assessment must successfully complete prescribed coursework and/or other prescribed learning experiences in each area where the minimum was not achieved.
  6. Have an overall GPA of 2.5 or above on their undergraduate transcript from the graduating university or a 2.5 GPA in the last 60 hours of coursework.
  7. Application for a state criminal history review and documented criminal clearance is required prior to beginning some professional development coursework and is required for state licensure.

**Note:** In accordance with Article 6252-13c, Texas Civil Statutes, the Commissioner of Education may suspend or revoke a teaching certificate or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certification will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety (DPS) and Home Land Security.

Applicants interested in a certain certification area who do not have the required content hours of coursework may qualify for the program by completing additional content area coursework or taking a Pre Admission Content Test (PACT) from the state of Texas.

## Admission to the ACP Program

Program admission requires students to do the following:

- Complete the online forms for Graduate Admission selecting the Alternative Certification Program option.
- Submit official transcripts from all universities and Colleges attended documenting a minimum cumulative GPA of 2.5 based on all classes attempted. All non-U.S. transcripts must be evaluated by Spantran or Global Evaluators.
- Complete an Educator Preparation Program application
- Interview with the EPP Office successfully
- File a certification plan

## Retention in the Program

Students in the Alternative Certification Program (ACP) are enrolled in graduate coursework. Students are required to maintain a high level of performance and to comply fully with policies of the University. If a student’s cumulative grade point average falls below 3.0, the student will be placed on academic probation. Probationary status can be removed only when the cumulative GPA reaches the minimum of 3.0. Each student placed on academic probation must achieve a minimum 3.0 GPA during the student’s next semester of work or he/she will be

suspended and will not be allowed to apply for readmission until one full semester has passed. Students will then complete an application for Readmission and submit it to the College of Education and Behavioral Sciences. The process for readmission can be found at [HBU.edu/Readmission](http://HBU.edu/Readmission).

### **State Certification Exams**

A student cannot be employed by a school district, charter school, or accredited private school until the student has taken and passed the appropriate content area certification exam. Students must score 80% or higher on an HBU administered practice exam to qualify for approval by HBU to take a state exam. Review sessions and on-line modules assist students in achieving the required score. Certification exams are scheduled online through the Texas Education Agency (TEA).

### **Approval for Internship/Employment**

An internship is one of the final requirements for earning standard certification through the ACP program. The internship is a job with full teacher salary and benefits at a school district, charter school, or accredited private school.

Candidates admitted to the program will be eligible for Internship Certification and the internship once they have completed at least two courses, participated in a minimum of 30 hours of fieldwork, passed the content area TExES exam in their certification area, and are offered a job as a teacher by a school district, charter school, or accredited private school. It is the student's responsibility to secure the job, although HBU will assist with job fairs as well as with fieldwork placements in districts. A letter stating the student's eligibility for employment will be generated by the College of Education and Behavioral Sciences.

### **Standard Teacher Certification**

Students will be recommended for standard certification once they have:

- Completed the required coursework for their certification area
- Passed any remaining Content exams needed
- Passed the EC-12 Pedagogy and Professional Responsibilities (PPR) exam
- Completed the internship year successfully
- Applied online through TEAL for standard certification in their certification area

**NOTE:** Individuals desiring to teach in accredited public and private Schools in Texas must be certified through the Texas Education Agency (TEA). Houston Baptist University makes the recommendation for certification based on state certification guidelines and requirements in place at the time of certification approval. TEA frequently changes certification levels and requirements. In order to meet new TEA guidelines, the University may change requirements described in this Catalog. Students should check with the EPP Office to verify current requirements.

### **EdD, Executive Educational Leadership (EdD)**

The doctoral program in Executive Educational Leadership (EdD) is designed for individuals who already hold a master's degree from an accredited institution and have demonstrated strong leadership skills in an educational setting. It is a selective program, designed to be completed with a Residential cohort of approximately 20 individuals and an online cohort of students. The courses are offered in a fixed sequence and are designed to accommodate the working professional.

This program aims to produce graduates with the knowledge and skills to be hired and retained as high-quality administrators in public and private school systems. The program will provide learning experiences that will help to develop students' professionalism (e.g., ethical knowledge, values-based decision making, critical and systemic thinking, leadership and cooperation) in addition to coursework that provides the foundational knowledge for success in their discipline.

Initial academic advisement is carried out by the Director of the Doctoral Program. Once candidates are admitted, they are assigned an advisor from among the doctoral faculty.

### **Special Requirements**

The EdD program is designed as a three-year program for a cohort of students.

- Each EdD student is expected to enroll and successfully complete each course.
- The student is expected to advance to candidacy and complete all courses and examinations within the period specified by the EdD doctoral unit.
- The student is expected to maintain at least a 3.0 GPA with no grades below a B in any Doctoral courses.
- The student must pass all required examinations within two attempts.

A student who fails to make satisfactory progress may be officially disqualified from the university upon recommendation of the program faculty and in accordance with the established university policies.

### EdD in Executive Educational Leadership Requirements

### **EdD, Special Education Leadership (EdD)**

The doctoral program in Special Education Leadership (EdD) is designed for individuals who already hold a master's degree from an accredited institution and have demonstrated strong leadership skills in an educational setting. It is a selective program, designed to be completed with a residential cohort of approximately 20 individuals. The courses are offered in a fixed sequence and are designed to accommodate the working professional.

This program aims to produce graduates with the knowledge and skills to be hired and retained as high-quality special education administrators in public and private school systems. The program will provide learning experiences that will help to develop students' professionalism (e.g., ethical knowledge, values-based decision making, critical and systemic thinking, leadership and cooperation) in addition to coursework that provides the foundational knowledge for success in their discipline.

Academic advisement is carried out by the Director of the Doctoral Program through the doctoral faculty.

### **Special Requirements**

The EdD program is designed as a three-year program for a cohort of students.

- Each EdD student is expected to enroll and successfully complete each course.
- The student is expected to advance to candidacy and complete all courses and examinations within the period specified by the EdD doctoral unit.
- The student is expected to maintain at least a 3.0 GPA with no grades below a B in any doctoral courses.
- The student must pass all required examinations within two attempts.

A student who fails to make satisfactory progress may be officially disqualified from the university upon recommendation of the program faculty and in accordance with the established university policies.

### EdD in Special Education Leadership Requirements

### **EdD, Executive Leadership in Mental Health and Human Services (EdD)**

The doctoral program in Executive Educational Leadership in Mental Health and Human Services (EdD) is designed for individuals who already hold a master's degree from an accredited institution and have demonstrated strong leadership skills in a variety of Mental Health and Human Service settings. It is a selective program. The courses are offered online in a fixed sequence and are designed to accommodate the working professional.

This program aims to produce graduates with the knowledge and skills to be hired and retained as high-quality administrators in mental health and human service agencies or to start business of their own. The program will provide learning experiences that will help to develop students' professionalism (e.g., ethical knowledge, values-

based decision making, critical and systemic thinking, leadership) in addition to coursework that provides the foundational knowledge for success in their discipline.

Initial academic advisement is carried out by the Director of the Doctoral Program or the Mental Health/Human Services Program Coordinator with the assistance of staff advisors. Once candidates are admitted, they are assigned an advisor from among the doctoral faculty.

### **Special Requirements**

The EdD program is designed as a three-year program for students.

- Each EdD student is expected to enroll and successfully complete each course.
- The student is expected to advance to candidacy and complete all courses and examinations within the period specified by the EdD doctoral unit.
- The student is expected to maintain at least a 3.0 GPA with no grades below a B in any Doctoral courses.
- The student must pass all required examinations within two attempts.

A student who fails to make satisfactory progress may be officially disqualified from the university upon recommendation of the program faculty and in accordance with the established university policies.

### **EdD in Executive Leadership in Mental Health and Human Services Requirements**

## **School of Behavioral Sciences**

### **Department of Counseling**

The Department of Counseling is part of the College of Education and Behavioral Sciences in the School of Behavioral Science (CoEBS). This Department houses the Master of Arts in Clinical Mental Health Counseling, Marriage & Family Therapy, Christian Counseling, Christian Psychology, Christian Psychological Studies and Human Services, as well as Masters of Education in Professional School Counseling. Graduates go on to work in a variety of settings, including private practices, universities, clinics, hospitals, mental health agencies, churches, and schools.

#### **Goals and Purposes**

The goal of the Department of Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state and national standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively;
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

The courses support these specific objectives by providing the foundational knowledge for ethical practice in the mental health fields. These are core areas of knowledge required by each state licensing board. In addition, the courses emphasize understanding of the scope of the profession and professional development.

### **Department of Psychology**

The Department of Psychology offers both undergraduate and graduate programs. The curriculum is designed to introduce the student to basic understandings in the scientific, systematic study of behavior and mental processes of

organisms, including humans. The bachelor's degree with a major in psychology does not prepare the graduate for immediate placement as a professional psychologist. Consequently, students who wish to become professional psychologists must be prepared to do graduate study. Flexible course offerings at the upper level make psychology an excellent companion major to many disciplines.

### **Undergraduate Psychology**

The undergraduate psychology program fulfills the mission of the University by preparing students for many different career fields through teaching interpersonal, analytical, and critical-thinking skills that will be required in any professional environment. Students who major in psychology can expect a balanced curriculum that includes a required introductory course, methodology courses, advanced content courses, and an integrating capstone experience. Students who minor in psychology can expect to take core courses that are foundational to each discipline. Furthermore, the elective offerings within the psychology minor allow students to tailor their learning in a way that best complements their chosen major. By providing multiple settings for learning: classroom, computer laboratory, informal and formal contacts with faculty and peers, field placement, externships and co-curricular activities (e.g. Psi Chi honor society), the undergraduate psychology program produces graduates who think scientifically, speak and write well, and respect and appreciate others.

#### Psychology Major Requirements

#### Psychology Major – Marriage and Family Track Requirements

#### Psychology Minor Requirements

### **Undergraduate Psychology (Accelerated MAP track)**

The Accelerated MAP offers the same critical examination of the field of psychology as the standard undergraduate track, but also provides the student the opportunity to begin working toward a Masters of Arts in Psychology during their senior year. Students who are accepted into this degree plan will complete two graduate level courses during their final semester as an undergraduate. This degree plan allows students to complete both a Bachelor of Arts in Psychology as well as a Master of Arts in Psychology in a five-year period. Students cannot choose this program as Freshman, but can apply once they reach Sophomore status. This program provides the student with an excellent opportunity to start a terminal degree in psychology a full year sooner than the traditional track.

#### Psychology Major Requirements (Accelerated MAP track) (Undergraduate)

#### Psychology Major Requirements (Accelerated MAP track) (Graduate)

### **Pre-Professional Art Therapy Program**

The pre-professional Art Therapy Program at HBU is a 45-hour program. Students must complete 18 hours in Art, 18 hours in Psychology and 9 hours in Art Therapy. The program culminates with a semester-long capstone experience which is designed to help students develop their application of art therapy to various populations and settings. Upon graduation, pre-professional Art Therapy majors are expected to continue on to a Master of Arts in Art Therapy program. Certified practitioners integrate the fields of human development and visual art (painting, drawing, sculpting, etc.) with current theories and models of counseling.

#### Pre-Professional Art Therapy Major Requirements

## **Graduate Programs in Psychology and Counseling**

### **Master of Arts in Christian Counseling**

To earn the Master of Arts in Christian Counseling degree, a student must complete the course requirements as outlined in the following degree plan with no grades less than "C". 1. Students must be fully admitted to the program or have departmental approval prior to taking any coursework. 2. The student must be admitted to candidacy in order to receive the MACC. 3. The student must complete a minimum of seventy-two (72) graduate hours. These courses must have been completed with a GPA of 3.00 on a four-point scale with no grade less than "C" and with eighteen (18) semester hours at the 6000-level. 4. The student must demonstrate satisfactory



completion of a comprehensive examination. 5. The student must satisfactorily complete a practicum and an internship.

Master of Arts in Christian Counseling Requirements (including post-graduation requirements necessary for licensure)

**Additional Information:** The coursework provided meets the academic requirements for licensure as a Licensed Professional Counselor Associate in the state of Texas. Students have to complete a practicum/internship, consisting of a minimum of 300 clock-hours with at least 100 clock-hours of direct client contact, in a University-approved counseling setting, under the supervision of a licensed mental health practitioner as part of the degree plan. Before licensure as an LPC-A, graduates must apply to the Texas State Board of Examiners of Professional Counselors and pass the National Counselor Exam and the Texas Jurisprudence Exam. Once licensed as an LPC-A, graduates must complete 3000 supervised hours to attain full licensure as an LPC.

#### **Master of Psychology – General (MAP-General)**

The M.A. in General Psychology does not provide training that leads to licensure and, therefore, does not lead to independent practice. To earn the Master of Arts degree in Psychology - General, a student must complete the coursework as outlined in the following degree plan with no grades less than "C".

Master of Arts in Psychology Requirements

#### **Master of Arts in Clinical Mental Health Counseling**

Additional Information: Current academic requirements for applicants to the Texas State Board of Examiners of Professional Counselors for licensure as a Professional Counselor may be satisfied in this program. Students complete a supervised counseling practicum and Internship I and II experience, consisting of a minimum of 700 clock hours in a University-approved counseling setting under the supervision of a licensed mental health practitioner, as part of the degree plan.

Before licensure as an LPC-A, graduates must apply to the Texas State Board of Examiners of Professional Counselors and pass the National Counselor Exam and the Texas Jurisprudence Exam. Once licensed as an LPC-A, graduates must complete 3000 supervised hours to attain full licensure as an LPC.

Master of Arts in Clinical Mental Health Counseling Requirements

#### **Master of Arts in Human Services \*\***

The Master of Arts in Human Services (MA-HS), offered completely in an online format, is a 30-hour degree program that is increasingly sought after in the marketplace and provides multiple job opportunities throughout the rapidly expanding mental health field. While the program does not lead to state level licensure in counseling, core areas of targeted learning, along with distinct concentrations of specialized study, will enhance the capacity to develop successful careers in behavioral health management, crisis intervention, community and faith-based services, corrections, hospital and treatment settings, and other forms of people helping in both public and private settings. Presented from a Christian worldview, the degree program is designed to foster a broad understanding of the needs of diverse populations, as well as the critical systems necessary to effectively operate human service programs.

There are two specialty training areas from which the student may choose: marriage and family and professional life coaching.

Master of Arts in Human Services – Marriage and Family

Master of Arts in Human Services – Professional Life Coaching

*\*\*(No new students are being admitted to the Addiction and Recovery, Crisis Response and Trauma Care, Human Sexuality, and Military and Veteran Care programs at this time. Program closures have been approved by SACSCOC.)*

Master of Arts in Human Services – Addiction and Recovery

Master of Arts in Human Services – Crisis Response and Trauma Care

Master of Arts in Human Services – Human Sexuality

Master of Arts in Human Services – Military and Veteran Care

### **Master of Arts in Marriage and Family Therapy**

The Master of Arts in Marriage and Family Therapy program provides individuals with an interest in working with couples and families the academic requirements to become a Licensed Marriage and Family Therapist Associate in the state of Texas. Our 60-hour program provides students with a thorough background in individual, group, couples, marital and family theories and techniques, as well as clinical practice. The program is taught from a Christian worldview, incorporating both Christian and secular approaches to working with marriages and families.

Master of Arts in Marriage and Family Therapy Requirements

### **Master of Arts in Psychology – Specialist in School Psychology (MAP-SSP)**

The Master of Arts in Psychology- SSP program prepares students for licensure as a Specialist in School Psychology (SSP) under the guidelines of the Texas State Board of Examiners of Psychologists (TSBEP). The LSSP credential is granted by the Texas State Board of Examiners of Psychologists (TSBEP) which is an independent board and not an academic program.

Master of Arts in Psychology – Specialist in School Psychology (MAP-SSP) Requirements

### **Master of Arts in Psychology – Licensed Specialist in School Psychology (MAP-LSSP Re-specialization) \*\***

Educational diagnosticians and school counselors seeking credentialing by the Texas State Board of Examiners of Psychologists (TSBEP) as an LSSP can develop a modified plan once formally admitted to the MAP-LSSP Respecialization program. The plan will be designed according to requirements set forth by TSBEP and the Psychology Department at Houston Baptist University. At a minimum, such student will be required to complete at least 30 hours of coursework which will lead to the MAP-LSSP and include the successful completion of the Licensed Specialist in School Psychology Internship (on-campus supervision and actual placement in school setting under the supervision of an LSSP). The LSSP credential is granted by the TSBEP which is an independent board and not an academic program. Upon completion of the re-specialization degree plan, students must apply to the TSBEP for credentialing.

*\*\* (No new students are being admitted to the program at this time. Program closure has been approved by SACSCOC.)*

For students who are seeking either LSSP Re-specialization or their LSSP but who have already received a Master's degree in a related field, the exact courses needed will be determined by the Director for Graduate Studies in Psychology.

### **Master of Arts in Christian Psychology**

To earn the Master of Arts in Christian Psychology degree, a student must complete the course requirements as outlined in the following degree plan with no grades less than "C". 1. Students must be fully admitted to the program or have departmental approval prior to taking any coursework. 2. The student must be admitted to candidacy in order to receive the MACP. 3. The student must complete a minimum of seventy-two (72) graduate hours. These courses must have been completed with a GPA of 3.00 on a four-point scale with no grade less than "C" and with eighteen (18) semester hours at the 6000-level. 4. The student must demonstrate satisfactory completion of a comprehensive examination. 5. The student must satisfactorily complete practicum and internship.

Masters of Arts in Christian Psychology Requirements (including post-graduation requirements necessary for licensure)

The coursework provided meets the academic requirements for licensure as a Licensed Psychological Associate in the state of Texas (and many other states). Students have to complete a practicum/internship, consisting of a minimum of 400 clock hours with at least 150 hours of direct client contact in a University-approved therapy setting under the supervision of a licensed clinical psychologist as part of the degree plan. Before becoming a LPA, graduates also need to pass the EPPP Exam, Texas Jurisprudence Exam, apply to the Texas State Board of Examiners of Psychologists

### **Master of Arts in Christian Psychological Studies**

The MACPS degree is a 30-hour program designed to prepare students for a doctoral program in psychology by training them in a Christian psychology approach. Students must take a core curriculum and a specialized curriculum (customized to the student's intended specialization for their doctoral studies). The program does not lead to licensure.

### **Masters of Arts in Christian Psychological Studies Requirements**

#### **College of Education and Behavioral Sciences Graduate Certificates\*\***

The COEBS Graduate Certificates aim to provide the opportunity for increased knowledge at the graduate level in an area of interest. Each certificate is comprised of four 3-hour credit courses in an area of interest, totaling 12 credit hours. The following Graduate Certificates are offered by the College of Education and Behavioral Sciences:

Certificate in Marriage and Family Studies\*

Certificate in Human Sexuality Studies\*

Certificate in Addiction & Recovery Studies\*

Certificate in General Psychology Studies\*

Certificate in Professional Life Coaching\*

Certificate in Military and Veteran Studies\*

Certificate in Instructional Design\*

\* This certificate does not lead to licensure or any professional specialization. There is no government or state board which oversees this certificate program.

*\*\* (No new students are being admitted to these programs at this time. Program closures have been approved by SACSCOC.)*

# College of Arts and Humanities

School of Fine Arts

Undergraduate Programs

Graduate Programs

School of Humanities

Undergraduate Programs

Graduate Programs



# School of Fine Arts

The School of Fine Arts is founded on the belief that our God is the great Artist. We worship God when we create art from the patterns He created. Whether these artistic expressions are literary, dramatic, musical, visual, or even in the field of New Media, we understand that we were made to create in imitation of our creator.

The School of Fine Arts believes that Art is integral to the living of a full life. Towards that end, we offer courses and degrees in visual arts, music, creative writing, digital arts, cinema, and mass media.

## Undergraduate Programs

### Department of Visual Arts

HBU offers a Bachelor of Fine Arts degree (BFA) and a Bachelor of Art (BA) degree in Studio art. Both BFA and BA degrees prepare an individual for studio art though the BFA is a more intensive program, which thoroughly prepares one for the possibility of further graduate studies. The BA requires less studio hours, which is best for students who would like to double major.

The Visual art program is designed to help the student develop a personal, critical attitude toward his/her life situation through creative involvement. The beginner is offered a variety of courses that provide technical training, historical background and professional competence while maintaining the dignity of individual opinion and direction. These studies are designed to generate interest and promote the understanding of art, which comes in part through analysis of creative works of past and present. A Senior Seminar provides an opportunity for the student's area of specialization to be the central theme in a final project.

The Department of Visual Arts offers instruction in five basic studio areas: Drawing, Painting, Ceramics, Sculpture, and Printmaking. The members of the art faculty bring a wealth of professional experience to their studios and their students. Students in the studio areas have the unique opportunity of receiving feedback in both individual and group critique sessions. The goal of the art faculty is to nurture and encourage students of all levels of experience in finding their visual voices and developing their own visual language.

The Visual Arts program also offers an All Level Art with Teacher Certification degree in conjunction with the College of Education and Behavioral Sciences.

### Advanced Placement

Advanced Placement (AP) in Art may be awarded for incoming students provided that the following criteria are met:

1. The student arranges for official AP scores to be sent from their high school to the HBU Office of Academic Records.
2. The student presents the AP portfolio compiled through the high school art program to the HBU Art faculty for evaluation.
3. The student receives written approval from the chair of the Department of Visual Arts to accept the scores and portfolio in lieu of a lower level art course(s).

Each evaluation will be made on a case-by-case basis. No more than six (6) semester hours may be awarded for AP credit.

### Special Requirements

Art majors are required to participate in annual student exhibitions and other exhibits, programs, and lectures. The University reserves the right to permanently retain one (1) work from each student in each class. The art faculty will decide the disposition of these works. Other works may be held temporarily for use in specific exhibitions. These will be available to owners no later than two (2) years after the lending date.

### **Student Exhibition Experiences**

Art majors must participate in at least one (1) approved exhibition during both junior and senior years. These opportunities must be approved by the department chair and mentored by a member of the Art faculty. Art majors are also expected to participate in the organization and presentation of the annual Student Art Exhibition (Spring Semester).

### **Thesis Exhibition and Exit Exam in Art**

Every art major is required to hold a Thesis exhibition, which professionally displays art works produced by the student during his/her undergraduate studies. The exit exam in Art is presented in the form of a formal portfolio review juried by a committee of Art faculty. The review is offered in the final week of Fall and Spring Semesters, and should be scheduled by the student in the semester of graduation.

### **Bachelor of Arts Degree**

The Bachelor of Arts in Studio Art degree allows the student to pursue a major or minor in art and another unrelated discipline.

### **Bachelor of Fine Arts Degree**

The Bachelor of Fine Arts in Studio Art is considered a professional degree according to the National Association of Schools of Art and Design (NASAD).

The BFA, Bachelor of Fine Arts, is an excellent choice of degrees for those wishing to attend graduate school for a Master of Fine Arts degree.

#### Bachelor of Fine Arts (BFA) in Studio Art Major Requirements

#### Bachelor of Arts (BA) in Studio Art Major Requirements

#### All Level Art with Teacher Certification Requirements

#### Studio Art Minor Requirements

#### Art History Minor Requirements

### **Online Art History Certificate**

This certificate allows those interested in art history to expand their knowledge in this area. There are a variety of target audiences including continuing education students, prospective art majors, history enthusiasts, and lovers of art wishing to expand their understanding and appreciation for the discipline. The online offering extends the possibility to acquire this knowledge to a larger audience not confined to HBU's residential campus.

#### Certificate in Art History Requirements

Please refer to the current Department of Visual Arts Handbook for further details.

## **Department of Cinema, Media Arts, and Writing**

### **Cinema & New Media Arts**

The Cinema & New Media Arts (CNMA) program provides a challenging creative environment for students to develop their artistic abilities and prepare for future work in multimedia production. Taking advantage of developing technology, the curriculum is uniquely focused on new opportunities available to filmmakers, media artists, and storytellers in the twenty-first century. The program offers students ample opportunities for practical, hands-on experience coupled with mentorship from experienced faculty members. All of this is designed to prepare students for a variety of pursuits, including filmmaking, digital design, journalism, video games, and emerging opportunities in new media and technology.



Three degrees are available to CNMA students: a streamlined 40 credit hour BA in Mass Media Arts, a comprehensive 61 credit hour BFA in Cinematic Arts, and a 58 credit hour BFA in Interactive Media & Digital Design.

The **BA in Mass Media Arts** begins with five foundational classes in visual media, storytelling, communication theory, and business skills before offering students a variety of media-related electives. Students can select film/video production classes, creative writing and journalism courses, and special topics like public relations or video game design. Mass Media Arts students also take part in multiple professional internships with Houston-based media companies and organizations. Each graduate of the Mass Media Arts degree completes a professional portfolio showcasing his or her best work within the program.

#### Bachelor of Arts in Mass Media Arts Requirements

The **BFA in Cinematic Arts** expands this curriculum by providing students a comprehensive education in filmmaking and video production. In addition to the foundational CNMA classes, our Cinematic Arts students take multiple classes within specific areas of specialization, such as screenwriting, directing, editing, or cinematography. The degree also offers numerous classes in film history and theory designed to provide students important foundations for their artistic work. The final year of the Cinematic Arts degree is focused on faculty-directed practicums and a two-semester Senior Project designed to showcase the student's best cinematic skills.

#### Bachelor of Fine Arts in Cinematic Arts Requirements

The **BFA in Interactive Media & Digital Design** connects the foundational CNMA curriculum to a dynamic range of new digital multimedia opportunities within interactive media (websites, video games, application development) and digital design (digital image manipulation, motion graphics, CGI animation). A combination of specialized digital application courses and traditional Studio Art courses provide a rich, skills-based fine arts context, while business and legal courses prepare students for successful work within marketing and freelance media production.

#### Bachelor of Fine Arts in Interactive Media & Digital Design Requirements

The **BFA in Graphic Design**, in coordination with HBU's Visual Arts program, provides students with a comprehensive pre-professional degree in graphic design, preparing them for new opportunities in a wide variety of design-related media fields. The BFA degree prepares students in traditional artistic principles through 33 hours of Studio Art courses, then follows this foundation with an additional 34 hours in digital media. The degree program also includes key courses in career preparation, including a professional internship and portfolio development.

#### Bachelor of Fine Arts in Graphic Design Requirements

A **minor in Cinema & New Media Arts** is also available.

#### Cinema & New Media Arts Minor Requirements

#### **CNMA Placement Process**

All students interested in majoring in a Cinema & New Media Arts degree must first complete 15 hours of the CNMA Program Core to determine readiness in key proficiencies such as technical experience or creative aptitude. The CNMA faculty will evaluate each student based on a Proficiency Rubric (outlined in the Cinema & New Media Arts Handbook) to determine whether the student is ready to enter one of the CNMA majors, or the student may continue under a provisional status until certain proficiencies are met. As the required "gateway" to enter the CNMA program, failure to pass the CNMA Placement Process will require the student to consider an alternative major degree program with only the option of a minor in Cinema & New Media Arts. Please refer to the current Cinema & New Media Arts Handbook for further details.

#### **Writing**

The Writing program prepares students to explore the creative potential of the written word. Like J. R. R. Tolkien and C. S. Lewis, this program approaches the act of writing as an act of sub-creation in which the writer worships

God the artist in the writing of original work. Students take intensive writing workshops in poetry, fiction, nonfiction, and playwriting with well published writers in these fields. Furthermore, through this program students connect with the rich opportunities the writing community of Houston offers such as publication experiences, professional writing internships, writing conferences, and readings from world famous writers. A Major and a Minor are offered.

#### Writing Major Requirements

#### Writing Minor Requirements

### **Department of Music**

Houston Baptist University's Department of Music is committed to offering a world class music education where student artists expand their creative gifts, and ultimately contribute their talents to the Western classical music heritage. Designed to provide a broad aesthetic experience for both the music major and the general student, the program introduces undergraduates to the fine arts along with the theories that underlie them, and offers opportunities for creative involvement and enrichment in various ensembles. With the campus' location so near Houston's cultural center, students also regularly enjoy outstanding artists, lecturers, theater, and other renowned musical performances.

The music curricula provide the specialization and depth of study necessary for performance (voice, piano, and organ), or teacher certification (vocal/keyboard or instrumental). Qualified non-majors may participate in one of the performing ensembles. Students who wish to major in music must apply for acceptance to a degree program that leads to a Bachelor of Arts (BA) in Music, a Bachelor of Music (BM) (performance—voice, piano, or organ), or a Bachelor of Music Education (BME) (teacher certification – vocal/keyboard or instrumental).

#### **Freshmen and Transfer Students**

Incoming freshman, transfer students, and other currently enrolled students who wish to major or minor in music must audition (demonstrate their talent for performance) for the faculty in their major applied area before being admitted to the Department. Three or four auditions are held each year between January and August. A prospective student may register for an audition at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

Incoming students who wish to major or minor in music and have limited music theory experience must familiarize themselves with the rudiments of music theory at [www.musictheory.net](http://www.musictheory.net). Please refer to the current Department of Music Handbook for further details.

#### **Applied Music**

Individual instruction is offered for majors and minors in voice, piano, organ, brass, woodwinds, percussion, strings, and composition. All students enrolled in applied music for credit will be required to take a jury examination at the end of each semester. Please refer to the current Department of Music Handbook for more specific information.

Music majors must be registered for applied music in their area of concentration until they pass the Sophomore Review (MUSI 0003) and meet any recital requirements (MUSI 3090 Performance Recital and / or MUSI 4090 Senior Recital).

All lower level applied music courses (lessons) will carry an MUSI 11XX or 12XX number and all upper level applied music courses (lessons) will carry an MUSI 31XX or 32XX number. Please refer to the current Department of Music Handbook for further details.

#### **Husky Band**

The Husky Band is a prominent and visible representative of the University, with engagements at home football and basketball games, and collaborates with various student organizations on campus. As an academic initiative and group, the Husky Band and its auxiliary group, the Color Guard, are not student organizations, but reside within the Department of Music. The Color Guard adds color and visual display through the choreography of flags, rifles, and

sabers at HBU's football games. All band members, including Color Guard members, must register for MUSI 1111 (Husky Band) to participate in the ensemble.

### **Music Ensembles**

Any approved student who meets the audition requirements may participate in an ensemble. Music majors must participate in Schola Cantorum (MUSI 2111), University Singers (MUSI 1113), Opera Workshop Ensemble (MUSI 1119), Chamber Music Ensemble (MUSI 2112), or Band (MUSI 1111) each semester in residence. Keyboard majors are required to participate in one ensemble and may be assigned accompanying duties.

**Choral Activities:** Music majors with an emphasis in voice must participate in Schola Cantorum (MUSI 2111) or University Singers (MUSI 1113) each semester. Students may register for Opera Workshop Ensemble (MUSI 1119) as available or required by degree plan.

**Instrumental Activities:** Music majors with an emphasis in instrumental music must participate in the Chamber Music Ensemble (MUSI 2112), Band (MUSI 1111) or, with permission, select another ensemble each semester.

All music scholarship students must fulfill the following criteria to maintain eligibility for the financial award: 1) enrollment as a full-time student pursuing a Bachelor of Music, Bachelor of Music Education, or Bachelor of Arts degree, 2) maintain an overall GPA of 2.5 for all courses taken at HBU, 3) enrollment each semester in an ensemble (except Clinical Teaching semester), 4) enrollment in at least 12 credit hours per semester, and 5) earn a grade of B or higher in applied lessons. Music majors who switch from the major in music to the minor or another degree will no longer be eligible for music scholarships. Please refer to the current Department of Music Handbook for further details.

### **Keyboard Proficiency**

All music majors must be enrolled in keyboard studies until the minimum requirements for keyboard proficiency (MUSI 0002) as set forth in the current Department of Music Handbook have been met and the examination has been passed. In certain instances, students who have passed a keyboard proficiency examination may be permitted to waive further keyboard studies. This examination shall be administered regularly at the end of each semester and at other times as required. The keyboard proficiency examination must be completed before student teaching, internship, or presentation of senior recital. Please refer to the current Department of Music Handbook for further details.

### **Sophomore Review Examination**

The purpose of the Sophomore Review (MUSI 0003) is to assess the progress made by each music major during his or her first two years of study. Students will enroll in MUSI 0003 at the end of the fourth semester (after earning about 60 semester hours of applicable music credit toward their degree) and be concurrently enrolled in MUSI 2323 Theory IV and MUSI 2023 Theory IV Lab. Transfer students with 60 hours or more of transfer credit must take the Sophomore Review Examination at the end of their first semester after being admitted to the Department of Music. It consists of four parts: 1) A well-written essay regarding their choice of major and career path; 2) A student performance in a Department of Music Forum; 3) An interview with Sophomore Review Committee; 4) performance of a self-prepared selection on their jury. Each student will have a maximum of two attempts to pass all sections of Sophomore Review (pass / fail grade). As the required "gateway" course to all upper level (MUSI 3000 and 4000) courses, failure to pass all four parts of MUSI 0003 after two attempts will require the student to consider an alternative major degree program with the only option of a minor in music. Please refer to the current Department of Music Handbook for further details.

### **Jury Examinations In Music**

Every student enrolled in a private applied music course will be required to take a jury examination at the end of each semester of study. The jury will consist of the members of the faculty in the student's major field of performance. Please refer to the current Department of Music Handbook for further details.

### **Student Forum and Concert Attendance Requirement**

All music majors enrolled as full-time students (12 or more credit hours) must register every semester for and pass at least six semesters of MUSI 0001, Forum Recital Attendance. Please refer to the current Department of Music Handbook for further details.

### **Student Recital Requirements**

The Bachelor of Arts (BA) in Music students and the Bachelor in Music Education (BME) students are required to perform one recital of 30 minutes duration (MUSI 3090). All other Bachelor of Music students are required to perform both performance (MUSI 3090) and senior (MUSI 4090) recitals. Please refer to the current Department of Music Handbook for further details.

#### Bachelor of Music Education (BME) in Vocal/Keyboard Requirements

#### Bachelor of Music Education (BME) in Instrumental Requirements

#### Bachelor of Music (BM) in Vocal Performance Requirements

#### Bachelor of Music (BM) in Piano Performance Requirements

#### Bachelor of Music (BM) in Organ Performance Requirements

#### Bachelor of Music (BM) in Keyboard Performance Requirements

#### Bachelor of Music (BM) in Music Theatre Requirements

#### Bachelor of Arts (BA) in Music Requirements

#### Minor in Music Requirements

## **Graduate Programs**

### **Master of Fine Arts in Creative Writing**

The HBU Master of Fine Arts (MFA) in Creative Writing is a Christian-based, 45-hour low-residency program with specialization in the areas of poetry and fiction. The MFA is a terminal degree, and the primary goal of our graduate education in creative writing is professional excellence. Students are equipped to produce and revise graduate-level creative work in 15 hours of rigorous writing workshops and 6 hours of one-on-one thesis instruction. Students also acquire a theoretical and practical understanding of their disciplines through classes on techniques and methods in which students study canonical works of literature as models of creative excellence.

The MFA degree is offered in an accelerated low-residency model, designed to meet the needs of today's students, while emphasizing a strong commitment to excellence in craft, analysis, and creativity. Every January and May, students and faculty gather either at HBU's campus or for a writers' retreat in cities like Galveston or Austin. Each of the residencies feature workshops and extensive interaction with notable authors and screenwriters serving as guest instructors, as well as ongoing mentorship from HBU's exceptional full-time writing faculty. Between residencies, students work from home, maintaining connections with their cohort through online workshops and ongoing coursework.

#### Master of Fine Arts in Creative Writing Degree Requirements

### **Master of Fine Arts in Screenwriting**

The HBU Master of Fine Arts (MFA) in Screenwriting is a 48-hour terminal degree offered in a low-residency model that prepares students to write professionally for film, television, and new media. With a focus on small workshops, the MFA in Screenwriting challenges students to develop a compelling cinematic voice and style,

coupled with a clear understanding of business realities within the industry. Students are also introduced to related fields of expertise, including marketing, interactive media, and new technologies.

The MFA degree is offered in an accelerated low-residency model, designed to meet the needs of today's students, while emphasizing a strong commitment to excellence in craft, analysis, and creativity. Every January and May, students and faculty gather either at HBU's campus or for a writers' retreat in cities like Galveston or Austin. Each of the residencies feature workshops and extensive interaction with notable authors and screenwriters serving as guest instructors, as well as ongoing mentorship from HBU's exceptional full-time writing faculty. Between residencies, students work from home, maintaining connections with their cohort through online workshops and ongoing coursework.

#### Master of Fine Arts in Screenwriting Degree Requirements

##### **Master of Fine Arts in Studio Arts**

The HBU Master of Fine Arts (MFA) is a Christian-based, two-year studio program with specialization in the areas of two-dimensional studies (painting, drawing, printmaking) and three-dimensional studies (sculpture, ceramics). MFA candidates accepted into the program are offered a studio space, teaching assistant experience as well as scholarships for study. The Department of Visual Art, housed in the School of Fine Arts is located in the University Academic Center, a 44,000 square foot state of the art facility, which possesses fully equipped labs in printmaking, painting, drawing, ceramics, and sculpture as well as working studios for its full time art faculty. This fusion of artist faculty members making art on campus fosters a closer creative community and an opportunity for graduates to fully engage with their faculty team.

The facilities also include a Contemporary Art Gallery and a Fine Arts Museum that allow MFA candidates to examine aspects of art history as well as contemporary art production. The faculty of the MFA consist of outstanding, nationally recognized artists as well as frequent guest artists who are invited to campus to work with the students. In addition to studio courses, graduate seminars in Writing in the Arts, Gallery and Museum Practices, and Thesis/Portfolio Development, along with a sequence of four Art History courses, round out the MFA curriculum.

#### Master of Fine Arts in Studio Arts Requirements

# School of Humanities

The School of Humanities offers a wide range of courses and areas of study where students are exposed to some of the greatest thinkers and writers of Western Civilization. These courses encourage students to think about how people live their lives, the ethical and moral dilemmas they face, and the importance of good decision-making. Humanities majors make great employees because they are thinkers, communicators, and decision-makers.

For instance, the study of History allows students to examine why some leaders and nations succeed while others fail. The study of Government and Law confronts students with fundamental questions about freedom, equality, and order. The English and Great Texts majors invite students to consider the human experience through influential documents, literature, and poetry. The study of Communications and Sociology allows them to understand fundamental human dynamics, such as the way people communicate and interact. Furthermore, becoming bilingual in a second language like Spanish will open up a multitude of opportunities and advantages.

## Undergraduate Programs

### Department of English, Communication, Great Texts, and Modern Languages

#### English Language and Literature

The most powerful tool we have is language. English majors at Houston Baptist University focus on exploring the artistry of words as well as developing the tools for critical thinking and writing. Whether reading a Shakespearean tragedy or a corporate report, those studying English can learn to interpret the world around them and translate their thoughts into clear language, preparing them for the workplace, graduate study, and a trajectory of lifelong learning. Our graduates enter the fields of teaching, law, professional writing, creative writing, and business as they take their ability to interpret language with them into professional and personal endeavors. English majors investigate a variety and range of authors, works, genres, movements, periods, and places of origin, all while honing their skills in oral and written communication. Our English B.A. degree is a flexible 30-hour major.

Information about internships, teacher certification, and departmental honors for English majors is available from the department.

[English Major Requirements](#)

[English Minor Requirements](#)

#### Speech Communication (Minor only)

The focus of the curriculum of the Speech Communication minor is to develop the argumentation and advocacy skills that are necessary for participation in a democratic society. Since ancient Greek and Roman times, public speaking has been considered both as the foundation of a liberal arts education and as an essential skill of democratic citizenship. The speech minor is designed for students interested in argumentation and advocacy.

The Department of English, Communication, Great Texts, and Modern Languages features a competitive mock trial team which provides students the opportunity to hone critical thinking and persuasive skills in a competitive atmosphere. Weekly practices prepare the team for local, state, and national competition.

[Speech Communication Minor Requirements](#)

#### Great Texts

The Great Texts program integrates a variety of disciplines in the humanities, and it is an ideal option for those preparing for teaching or graduate studies in the humanities. The program emphasizes critical thinking and analysis

of significant literary, historical, and classical texts. Each major or minor in Great Texts allows students to explore the works of Shakespeare, Classical Mythology, and other Great Texts. In addition to the degree requirements, students will be able to choose from a wide selection of courses in which to continue their studies. The optional capstone oral exam provides Great Texts Majors with an opportunity to demonstrate their ability to consider great ideas and influential texts from an interdisciplinary perspective and to defend a written argument before a faculty panel. Please contact the program coordinator for further information.

#### Great Texts Major Requirements

#### Great Texts Minor Requirements

### **Spanish**

The Spanish program offers courses for complete beginners as well as native speakers, so all students may deepen their appreciation for and fluency in the Spanish language. Students learn to speak with confidence, read with comprehension, and write in a professional manner. This proficiency allows them to partner and communicate with multiple communities, both locally and internationally.

Spanish majors and minors can choose from courses covering a wide variety of linguistic, literary, cultural, and professional topics, including (for example) Business Spanish, Medical Spanish, Hispanic Literature, The Art of Translation, Spanish Film Studies, Hispanic Popular Music, and Advanced Spanish Grammar. From *Don Quixote* to the writing of Gabriel García Márquez, exposure to the variety of literature from the Iberian Peninsula and Latin America in the original language develops reading comprehension and broadens the student's appreciation of the beauty of the Hispanic contributions to the Western Tradition. Present throughout all Spanish courses is the emphasis on the role that culture plays in our understanding of the world, enabling students from all backgrounds to gain an appreciation for the diversity of the Spanish-speaking world, found in literature, music, film, and beyond.

Information about internships, teacher certification, and departmental honors for Spanish majors is available from the department. For information regarding Spanish placement exams and for Heritage Spanish Credit by Examination see <https://hbu.edu/academics/academic-resources/testing/spanish-placement-exam/>

#### Spanish Major Requirements

#### Spanish Minor Requirements

## **Department of History, Philosophy, Law and Society**

### **History**

Studying the past provides students with a better understanding of the present. Examining the major events, movements, and personalities that have helped shape the modern era enriches a student's worldview, promotes cultural literacy, and produces enlightened citizenship. History students develop skills in research and analysis, while developing proficiency in written and oral communication. The History major prepares students for graduate work in History and also prepares students for careers in law, education, business, Christian ministry, government, and archival and museum vocations.

Information about internships, teacher certification, and departmental honors for History majors is available from the department.

#### History Major Requirements

#### History Minor Requirements

### **Philosophy**

Philosophy is an underlying element of every field of study and permeates all aspects of culture and society, including matters of faith. As a result, the history of philosophy is a necessary context for understanding contemporary problems and issues. HBU's philosophy courses are designed to help students explore the



contribution of philosophy to Christian thought, and to consider Christian perspectives on philosophy. In addition, the study of philosophy helps students develop critical skills for use in all areas of life. HBU is committed to enhancing student's abilities as they aim toward excellence. Whether one engages in Christian ministry or seeks some other professional vocation, a well-developed mind and the capacity for clear and cogent expression are essential components for effective service. The study of philosophy, tempered by a Christian worldview, aids in this goal.

#### Philosophy Major Requirements

#### Philosophy Minor Requirements

### **Criminal Justice**

The HBU Criminal Justice program is designed to prepare students for vocations in the criminal justice field (local, state and federal government, police, penal system, the court system, etc.). To improve students' understanding of crime and the criminal justice systems and familiarize them with the key concepts and terminology utilized in the field, this degree focuses on three core elements: police, courts, and corrections. The program allows students to examine individual rights protected by the Constitution and balance them against a community's need for public safety and public order. The program highlights the complexities of the criminal justice discipline and encourages students to think critically and employ ethical reasoning by presenting real-life examples faced by criminal justice practitioners and asking the student to balance values, criminal procedures, and the law when coming up with solutions.

#### Criminal Justice Major Requirements

#### Criminal Justice Minor Requirements

### **Family Studies**

The Family Studies program is designed to provide students with a fundamental understanding of the essential dimensions of family life. Students will study the theories, contexts, and processes used to understand the dynamics of family interaction related to communication, sexuality, childhood, economics, and family roles. This field of study will help prepare students who are planning careers in fields such as marketing, counseling, ministry, social work, public administration and community service.

#### Family Studies Major Requirements

#### Family Studies Minor Requirements

### **Legal Studies/Pre-Law (Major only)**

The Legal Studies program is designed to prepare students for law school or other similar graduate programs by providing a solid background in politics, philosophy, economics, and history. The program draws from several disciplines in the Humanities (Government, History, and Speech Communication) and other areas as well (Economics, Business, and Philosophy). Students in this major are introduced to topics that will help them plan for careers in law, such as business law, criminal law, and trial law. The program emphasizes our nation's founding principles, a reliance of the rule of law, and a belief in natural law as the foundation for American jurisprudence. The Legal Studies major presents a rigorous educational program that provides the fundamentals for success in graduate or law school and the practice of law while upholding ethics and values consistent with the mission of the School of Humanities and the University.

#### Legal Studies Major Requirements

### **Medical Humanities**

A major or minor in Medical Humanities will help prepare students for any number of careers in the growing healthcare field. These undergraduate courses will introduce students to healthcare as a practice and profession from a liberal arts perspective. Students will take courses that not only provide them with a number of essential skills necessary for success help them to think and interact on a professional level in a variety of health-related environments.

### Medical Humanities Major Requirements

### Medical Humanities Minor Requirements

#### **Political Science**

The study of political science assists students in developing reasoning and analytic skills and builds competencies in written and oral communication. The Political Science program at HBU focuses on theories of government, political institutions, government processes, and political behavior. Students are offered courses in political theory, U.S. foreign policy, national politics, American government, public policy, international relations, and law. The Political Science major prepares students for careers in law, business, public service, education, journalism, or any other field that requires strong analytic and communication skills. The major also increases political awareness and promotes active citizenship and political participation.

Political Science majors interested in pursuing internship credit for work related to their field of study should contact the department chair. Only three (3) hours of internship credit will be counted toward the major.

### Political Science Major Requirements

### Political Science Minor Requirements

#### **Sociology (Minor only)**

The Sociology Minor is a course of study in the field of sociology that provides a background in culture, social interaction, and social institutions. Students will learn the context of social change, the major philosophies of psychological movements throughout history, and theoretical explanations for social experience. Sociology is a valuable liberal arts minor for students planning careers in criminology, social psychology, public administration, gerontology, ministry and market research.

### Sociology Minor Requirements

#### **Bachelor of Arts, Interdisciplinary Studies Major**

The Interdisciplinary Studies program is designed to offer students the opportunity to form a course of study across several disciplines. There is a long and fruitful history of scholars exploring multiple areas in support of their projects. The interdisciplinary degree is suited for students whose academic or personal goals require that they take courses from a number of different disciplines across the university and who are best served by not majoring in any particular field. The classes taken are ones that are offered by the existing academic units on campus. Students should work closely with their advisor in determining whether or not this degree is right for them and for determining what classes will best suit their goals.

### Bachelor of Arts, Interdisciplinary Studies Requirements

#### **The Honors College**

The mission of the HBU Honors College is to provide students with an interdisciplinary curriculum rooted in the Christian faith that cultivates knowledge, character, and wisdom by examining the great works of Western civilization and exploring timeless questions.

The Honors College provides a unique general education core curriculum in the liberal arts, social and natural sciences for exceptional undergraduates. It fosters curiosity and creativity, challenges students to grow intellectually, socially and spiritually, and inspires life-long learning.

Students in the Honors College examine the great works of Western civilization and hone their reading, writing and critical thinking skills through spirited discussions with their peers and distinguished faculty. Some courses are

taught by a team of professors so that students learn from various perspectives and recognize the interconnectedness of all knowledge.

Honors College classes are taught in a seminar setting and are structured to include co-curricular activities including symposia, roundtables, undergraduate research, service learning projects, and broad exposure to cultural and learning opportunities in Houston and beyond. Honors Scholars are encouraged to participate in additional learning experiences including study abroad programs, the National Honors College convention, and others.

Admission to the Honors College is by application only. There are no minimum SAT, ACT, or GPA requirements to apply to the Honors College, but students who have been admitted to the Honors College in recent years have had an average SAT score of 1280 (which is equivalent to an average ACT score of 29) and an average high School GPA of 3.6. (The SAT score includes only the critical reading and mathematics scores.) Because the ideal Honors College candidate is a well-rounded individual who excels in a diversity of fields, strong applications to the Honors College usually include two letters of recommendation (one academic, one character) and evidence of leadership experience and service to the church and community.

Only students accepted into the Honors College may take Honors College courses. The Honors Scholars do not take the complete complement of Liberal Arts Core Curriculum courses since the Honors College curriculum meets the general education requirements of the University. In addition, students must complete the University mandated competencies (see below). The Honors curriculum does not constitute a major but does provide the foundation courses for any undergraduate degree offered by the University.

Honors College students are required to complete the Honors Core (43 hours) plus all university mandated competencies. Students who leave the Honors College prior to completing the Honors core will be required to meet the Liberal Arts Core Curriculum requirements not met by analogous courses in the Honors College core curriculum. The Liberal Arts Core Curriculum courses do not meet the Honors College core requirements and may not be substituted for Honors classes.

#### Honors College (Core Only) Requirements

### **The Academy**

In keeping with HBU's Ten Pillars, the Academy extends the challenges and rewards of university classes to exceptional high school students, providing them with the opportunity to earn transferable college credit through a flexible yet rigorous curriculum founded on great works of Western civilization. The Academy's approach is straightforward yet challenging, seamlessly integrating university standards and credits into a rich and rewarding high school experience.

Academy students are trained to learn directly from primary sources, using class time to engage with their professor and classmates as they seek increased understanding of the text at hand. By emphasizing reading, writing, and critical thinking, the Academy seeks to cultivate skills that transcend academic disciplines and are both applicable and necessary for all college majors and career paths.

All Academy classes are taught by dedicated Christian faculty who value the interdisciplinary nature of the Academy's curriculum. Class sizes are kept intentionally small in order to foster deep, lasting relationships among faculty members and students. Academy faculty invite students to approach each text from a place of Christian charity and authority.

The Academy offers classes on the campus of Houston Baptist University and on the campuses of our partner schools. Classes offered on the campuses of our partner schools are limited to students enrolled at those schools.

Additional benefits of the Academy include:

- Unique two-semester courses designed specifically for the Academy
- The opportunity to enroll in select traditional university classes at HBU at the low Academy tuition rate (reserved for high school juniors and seniors and subject to dean's approval)

- Automatic acceptance into HBU's Honors College upon admission to HBU, with Academy faculty recommendation

## Graduate Programs

### Masters of Liberal Arts

The Master of Liberal Arts (MLA) offers students an interdisciplinary panorama of knowledge in art, literature, history, culture, and science. The MLA is designed for those who have completed their undergraduate education but who wish to continue intellectual enrichment in a formal academic environment. A thesis option is available.

The Master of Liberal Arts program at HBU is dedicated to training students in the classical model of education, preparing them to serve in a variety of professions and vocations. The degree is designed for students desiring a broad and deep course of study in the Liberal Arts with an emphasis on the Great Books of the Western Tradition.

Students in the MLA program represent a variety of educational backgrounds and ages. The degree is of particular interest to those in areas such as education, business, law, medicine, and engineering who desire a high-level inquiry into the liberal arts. Classes meet once each week in the evening. A selection of courses from the various liberal arts is offered each semester.

While the MLA at HBU is flexible enough to satisfy the particular interests of each student, we do not subscribe to the common "grab bag" approach to Liberal Arts. Instead, we provide a core of twelve elective courses in the Western Tradition that is both chronologically progressive and cohesive to enable students to grasp the flow and development of ideas that have shaped the modern world. Other elective courses are focused on essential figures (e.g., St. Augustine), periods (e.g., Tudor England), and topics (e.g., democracy, logic, church/state relations). Also, the MLA encourages students to craft their degree around one of three optional areas of emphasis (Classical Learning, Research, and General Liberal Arts).

### Master of Liberal Arts Program Requirements

#### The Accelerated Masters of Liberal Arts

The Accelerated Master of Liberal Arts (AMLA) degree provides the opportunity for students to earn a graduate degree in five years from their matriculation as an undergraduate freshman. The AMLA is a track of study within the existing MLA program, built upon the current purpose and vision of the traditional MLA degree—to train students in classical education and prepare them for careers with a deep understanding of the liberal arts. The AMLA is a 155-credit hour degree including the 125-credit hour undergraduate degree.

Students would begin graduate coursework toward an MLA degree during their senior year by completing up to nine MLA hours.

The AMLA has some additional requirements not found in the traditional MLA:

1. Admission to the AMLA degree program in the second semester of their junior year (having earned at least 82 undergraduate hours upon application and 96 before beginning the AMLA). Students must also:
  - a. have at least a 3.0 CGPA upon admission;
  - b. submit two written pieces of work for consideration by the director of the MLA; and
  - c. pass an entrance interview with a panel of two MLA faculty.
2. Completion of at least three (3) hours of graduate work during their undergraduate degree with a CGPA of at least 3.0.
3. Completion of a six (6) hour MLA thesis as part of graduate coursework;
4. Completion of a total of 30 graduate hours for the degree.

#### Sample Student Schedule for AMLA #1

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
--	-------------	---------------	---------------

Senior Year	Undergraduate Coursework + 3 hour MLA course	Undergraduate coursework + 3 hour MLA course	6 hours MLA
MLA Year	9 hours MLA	3 hours MLA course 6 hour MLA Thesis	

### Sample Student Schedule for AMLA #2

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Senior Year	Undergraduate Coursework + 3 hour MLA course	Undergraduate coursework + 3 hour MLA course	
MLA Year	9 hours MLA	9 hours MLA	6 hour MLA Thesis

*Undergraduate = 125 hours*

AMLA = 155 hours including undergraduate

### Accelerated Master of Liberal Arts Degree Requirements

#### **Masters of Liberal Arts with Specialization in Education**

The Master of Liberal Arts with Specialization in Education degrees offer students interested in a career in classical/Christian/public education an opportunity to prepare for Texas teacher certification for 4-8 or 7-12, EC-6 Generalist, EC-12 Art, Music, Physical Education or Spanish.

A student will take 18 credit hours of MLA coursework and will register for the Alternative Certification Program to earn 18 credit hours of defined Education coursework. Students are required to adhere to the admissions standards for both programs. Any MLA scholarships would be applied to coursework in the Alternative Certification Program.

#### Master of Liberal Arts with Specialization in Education (4-8 or 7-12)

#### Master of Liberal Arts with Specialization in Education (EC-6 Generalist)

#### Master of Liberal Arts with Specialization in Education (EC-12) (Art, Music, PE, or Spanish)

#### **Master of Arts in History**

The mission of the Master of Arts in History (MAH) is to develop students who are equipped to learn, teach, and write about history in the light of the Christian faith. The MAH degree is ideal for current teachers who want to enhance their classroom expertise in history as well as budding scholars who aim to pursue doctoral studies and a career in higher education. The *course of study* consists of 30 credit hours of classes on scholarly research, the philosophy of history, European and American history, and a variety of more specialized topics. A 30-hour thesis track option is available on a case-by-case basis, at the discretion of the Department of History and Great Texts.

#### Master of Arts in History (Thesis Track) Requirements

#### Master of Arts in History (Non-Thesis Track Requirements)

#### **Master of Arts in Philosophy**

The mission of the Master of Arts in Philosophy (MAPhil) is to develop students who are capable of serving their community and the Church successfully in a variety of vocations, including academic, parachurch, and

ecclesiastical professions. The MAPHil degree is intended to offer students training in the critical and philosophical skills that are useful for their further academic study and also for their growth as followers of God. MAPHil graduates may continue their education at the doctoral level.

Master of Arts in Philosophy (with Thesis) Requirements

Master of Arts in Philosophy (without Thesis) Requirements

**School of Humanities Graduate Certificates**

The School of Humanities Graduate Certificates provide graduate-level instruction in specific areas of interest through certificate programs. A certificate can be sought in conjunction with any Master's degree or pursued and awarded on its own. The following Graduate Certificates are offered by the School of Humanities:

Certificate in Philosophy of Religion Requirements

# School of Nursing and Allied Health

Undergraduate Majors Programs  
Graduate Programs





# School of Nursing and Allied Health

The School of Nursing and Allied Health provides professional learning experiences in kinesiology and nursing. The School's mission contributes to the University's mission by providing academic, spiritual, and professional excellence to prepare nurses and allied health providers for service in the health care and sport management community.

## Undergraduate Programs

### Department of Kinesiology

The kinesiology curriculum is designed to introduce the student to basic understandings and skills in the areas of human movement, wellness and management of fitness and sport. It fosters the total development of the individual: physically, mentally, and socially. An undergraduate student may elect to major in Kinesiology: Specialization in Wellness Management (which does not lead to teacher certification), Kinesiology- Specialization in Allied Health (which does not lead to teacher certification), Kinesiology—Specialization in Sport Management (which does not lead to teacher certification), or Kinesiology—Specialization in Teacher Education (which leads to all-level teacher certification). The degree plan for Kinesiology: Specialization in Teacher Education is located in this Catalog in the College of Education and Behavioral Sciences section.

Sport Management is an exciting and growing field of study, allowing practical experience to coincide with classroom learning. The B.S. in Kinesiology—Specialization in Sport Management at Houston Baptist University provides students an in-depth look at the world of sport as a business enterprise. With a major in Sport Management, students will learn to understand sport as a business with special consideration given to principles of marketing, management, media, and law. This degree will prepare students to work in professional sport, collegiate sport, and other sport business driven enterprises. The program at Houston Baptist University is unique because it combines both kinesiology and business. Students are required to take a number of courses from the Archie W. Dunham College of Business along with their kinesiology courses to fulfill the requirements of this degree.

BS in Kinesiology Allied Health Requirements

Kinesiology Specialization in Wellness Management Requirements

Kinesiology Specialization in Sport Management Requirements

Kinesiology Minor Requirements

### Department of Nursing

#### Bachelor of Science Degree in Nursing

The School of Nursing and Allied Health faculty developed an innovative curriculum for the undergraduate nursing programs that are designed to prepare nurses who practice competently within and significantly impact acute care and community settings. The logical sequencing of the curriculum includes:

- Studies in a Christian Liberal Arts Core Curriculum that includes a strong base of humanities and fine arts requirements as well as Christianity.
- Prerequisites for scientific and behavioral science foundations for the study of nursing.
- Development of basic knowledge, skills and values in nursing (Perspectives on the Health Care Delivery Systems, Health Assessment, Pathophysiology-Pharmacology, and Core Nursing Competencies).
- Studies become more in-depth with application of major concepts in nursing and development of nursing competencies in courses on Adult Health, which includes acute, chronic, and critical illnesses, and Specialty Care which includes Mental Health Nursing, Obstetrical Nursing, Pediatric Nursing, Community Population Health, and Critical Care Across the Lifespan. The focus includes individuals, families, groups, and communities.

- Additional knowledge, skills and values are developed in Nursing Research. Nursing Leadership is the focus of the courses Transition to Practice and Professional Issues in Nursing.
- In addition, throughout the program, students are expected to participate in Nursing Student Association to develop professionalism and contribute to the profession.
- Demonstration of competence in reading English, Writing English, and functional use of computer technology.
- Community life and worship activities are included and expected throughout the program.

The goal of the School of Nursing and Allied Health is to educate nurses to create health care delivery systems to meet the needs of individuals, families and groups in society. Health care focuses on health promotion and disease prevention, as well as community-based care. The curriculum reflects this focus and includes opportunities for service-based learning. All courses required for the BSN degree are offered at HBU.

Applicants to the nursing program are to meet the same admission requirements that all applicants must meet as stated in the Houston Baptist University Catalog.

Objective criteria (TEAS Admission Test; and grade point averages, science grade point average, completion of all pre-requisites towards the degree; and hours taken at HBU), are used to rank candidates for selection for entry into the program, depending on the number of eligible candidates and availability of faculty and clinical experiences. Standardized exams are given at checkpoints throughout the curriculum and a comprehensive exam is administered at the end of the undergraduate programs. The exams are used as measures of retention of learning and competence to enhance students' ability to take the RN licensure exam.

Houston Baptist University's School of Nursing and Allied Health offers a rigorous nursing curriculum that includes academic and clinical performance requirements. To be awarded a Bachelor of Science Degree in Nursing, the student must successfully complete both elements of the program. Students who receive a nursing degree from Houston Baptist University will have been exposed to the skills and knowledge necessary to pass the NCLEX-RN licensure exam and perform the clinical tasks typically expected of registered nurses. The Houston Baptist University School of Nursing and Allied Health does not guarantee that each person admitted to its nursing program will pass all elements of the program, or that those graduated from the program will be able to pass the licensure exam and/or secure employment as a nurse. Attaining these goals depends on the degree to which the student diligently applies him or herself to the studies, and on the economic forces influencing the health care industry. Neither of these factors is within the control of the Houston Baptist University School of Nursing and Allied Health.

The BSN nursing programs are accredited by the following agencies:

Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3390 Peachtree Road, NE, Suite 1400  
Atlanta, Georgia 30326  
Telephone: (404) 975-5000  
Fax: (404) 975-5020  
Website: [www.acenursing.org](http://www.acenursing.org)

Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033-4097  
Telephone: (404) 679-4500  
Website: [www.cacscoc.org](http://www.cacscoc.org)

Texas Board of Nursing  
333 Guadalupe #3-460  
Austin, TX 78701  
Telephone: (512) 305-7400  
Website: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**NOTE: RN licenses are issued by the Texas Board of Nursing, not the University.** The Board of Nursing may refuse to admit a person to the R.N. licensure examination if the person has been convicted of any felony or a misdemeanor involving moral turpitude, or to any individual with lack of fitness or good character to practice nursing by any reason of physical or mental illness, intemperate use of alcohol or drugs, or unprofessional or dishonorable conduct which is likely to deceive, defraud, or injure patients or the public. Under its procedures, the Board is required to conduct a background check of these areas.

An individual enrolled or planning to enroll in the nursing education program who has reason to believe he or she may be ineligible for the R.N. license, may petition the Texas Board of Nursing for a declaratory order as to the person's eligibility. Neither the University nor its faculty can answer this question for a person. The Board of Nursing may be reached at: Texas Board of Nursing, 333 Guadalupe #3-460, Austin, TX 78701, (512) 305-7400 website: [www.bon.state.tx.us](http://www.bon.state.tx.us).

### **Bachelor of Science in Nursing (BSN)**

The BSN program prepares professional nurses for general practice in a variety of roles and settings. In the various roles and settings, the BSN nurse will facilitate the designing of health care systems for providing cost effective, competent care to individuals, families, groups and communities. The baccalaureate program is preparatory for leadership in nursing and interdisciplinary health care teams and graduate education.

#### **Bachelor of Science in Nursing Major Requirements**

#### **Admission Procedures and Polices for the Baccalaureate Degree in Nursing**

To be considered for admission to the Bachelor of Science in Nursing degree program, applicants are required to have:

- Been accepted to HBU through the general undergraduate admission process.
- Met the minimum 3.0 GPA **cumulative** and 3.0 Science GPA
- Transcripts that reflect no more than two grades of "D" or "F" in the required science courses, or more than one grade of "D" or "F" in a nursing course (**if more, not eligible for admission**)
- ATI TEAS admission test. Please contact the School of Nursing for further details regarding the TEAS exam.
- Completed all nursing prerequisite courses (see above) with grade of "C" or better.
- Been selected for program entry after applying to the nursing program.
- A clear criminal background check and no evidence of drug or alcohol use/abuse.

#### **Progression in the Program**

To progress within the nursing program courses involving direct patient care, students are required to have:

- An overall GPA of 2.75 or higher.
- No grade less than a "C" in the nursing courses.
- Satisfactory performance on the Math Proficiency Exam for Nurses.
- Transcripts that reflect no more than two grades of "D" or "F" in the required science courses, or no more than one grade of "D" or "F" in a nursing course.
- A clear criminal background check and no evidence of drug or alcohol use/abuse.
- Completed hospital orientation modules, including any specific orientation requirements for assigned clinical agency.
- Current CPR for health care providers, including newborn, infant, pediatrics and adult, and AED training.
- Updated required immunizations.
- Updated annual tuberculosis screening.
- A current statement of good health from a physician.

## **Graduation**

Candidates eligible for graduation with a Bachelor of Science in Nursing degree are required to:

- Complete a minimum of 120 semester hours for the baccalaureate degree in nursing with a GPA of 2.75 or higher.
- Have earned the prescribed number of points in the Nursing Student Association.
- Apply to take the State Board Examination for RN licensure.
- Complete all general requirements for graduation as outlined in the Catalog, including CLW points (different from NSA points, which are also required).

## **RN-to-BSN online, competency-based completion program for registered nurses prepared with an Associate Degree.**

Candidate applications are reviewed individually by the admissions office and the nursing faculty for BSN completion status. RN-BSN Admissions requirements:

- Texas Resident
- Graduation from an Associate Degree nursing program
- Unencumbered Texas RN license or eligible to sit for NCLEX-RN exam (After first unsuccessful attempt on NCLEX-RN students may not progress in the RN-BSN program without proof of RN licensure.)
- Work experience as RN preferred
- 2.75 GPA
- Membership in a nursing professional organization (such as TNA or specialty) preferred
- RN-BSN students must complete all the requirements for the BSN degree before graduation including CLW points.

## **RN-to-BSN Degree (Online) Requirements**

### **BSN-Honors College**

Highly motivated freshmen who are admitted into HBU's Honors College and who are interested in nursing may apply for joint admission between the Honors College and the School of Nursing and Allied Health. Through this admission, freshman Honors College students are pre-approved and receive Provisional Admission to the nursing program from the Dean of Nursing and Allied Health. They pursue a special coursework sequence which allows them to complete both the Honors College requirements and the BSN program requirements in four (4) years by taking select nursing courses during their sophomore year.

Students must pass the nursing courses and remain full time in the Honors College to stay in the joint admission program. Students can receive full admission into the BSN program in their third (Junior) year after successfully completing all the School of Nursing and Allied Health criteria including criminal background check clearance from the Texas Board of Nursing.

## **Graduate Nursing Programs**

### **Master of Science in Nursing (MSN)**

The MSN program prepares professional nurses for post-graduate roles as a Family Nurse Practitioner or a Primary Care Pediatric Nurse Practitioner. Graduates have increased autonomy and independence in their practice and are eligible to apply for national certification. The accessible on-line program integrates the AACN Master's Essentials and the IOM's Future of Nursing: Leading Change, Advancing Health Recommendations. (Pillars I, III, & X)

The degree of Master of Science in Nursing provides the graduate the opportunity to complete the following program outcomes:

1. Synthesize theory and concepts from nursing and other disciplines for applications in the care of clients
2. Provide advanced nursing care based upon in-depth client assessment in an area of specialization

3. Evaluate ethical, moral, and legal precepts in client care
4. Design culturally competent interventions based on current, valid evidence
5. Apply research methods to investigate problems that influence advanced nursing care
6. Analyze public policy and issues that affect advanced nursing practice and health care delivery systems
7. Collaborate with other disciplines to provide care in a variety of settings
8. Integrate peer review and/or peer guidance in advanced practice
9. Participate in leadership and development of the profession
10. Enhance the basis for life-long learning and/or doctoral study

### **MSN, Family Nurse Practitioner**

The Family Nurse Practitioner (FNP) track will prepare the graduate to function as the primary health care provider for clients of all ages. FNP's conduct health promotion, perform health assessment, and manage well, acutely ill, and chronically ill clients of all ages in ambulatory and sub-specialty settings. Graduates will meet the criteria to sit for either the American Academy of Nurse Practitioner or the American Nurses Credentialing Center Family Nurse Practitioner certification exam.

#### **MSN, Family Nurse Practitioner Degree Requirements**

### **MSN, Pediatric Nurse Practitioner-Primary Care**

The Pediatric Nurse Practitioner-Primary Care (PNP-PC) track will prepare the graduate to function as the primary health care provider for children and adolescents. PNP-PCs conduct health promotion and child development, perform developmental and health assessment, and manage well, acutely ill, and chronically ill children and adolescents in ambulatory and sub-specialty settings. Graduates are eligible to sit for Primary Care Pediatric Nurse Practitioner certification through the American Nurses Credentialing Center (ANCC) or the Pediatric Nursing Certification Board (PNCB).

#### **MSN, Pediatric Nurse Practitioner-Primary Care Requirements**

**Graduation:** Candidates eligible for graduation with a Master of Science in Nursing degree are required to 1) Complete the required semester hours for the MSN track they are enrolled in with a GPA of 3.0 or higher and 2) complete all general requirements for graduation as outlined in the Catalog.

The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE).

655 K Street NW  
Suite 750  
Washington DC 20001

### **Master of Science in Kinesiology: Specialization in Sport Management**

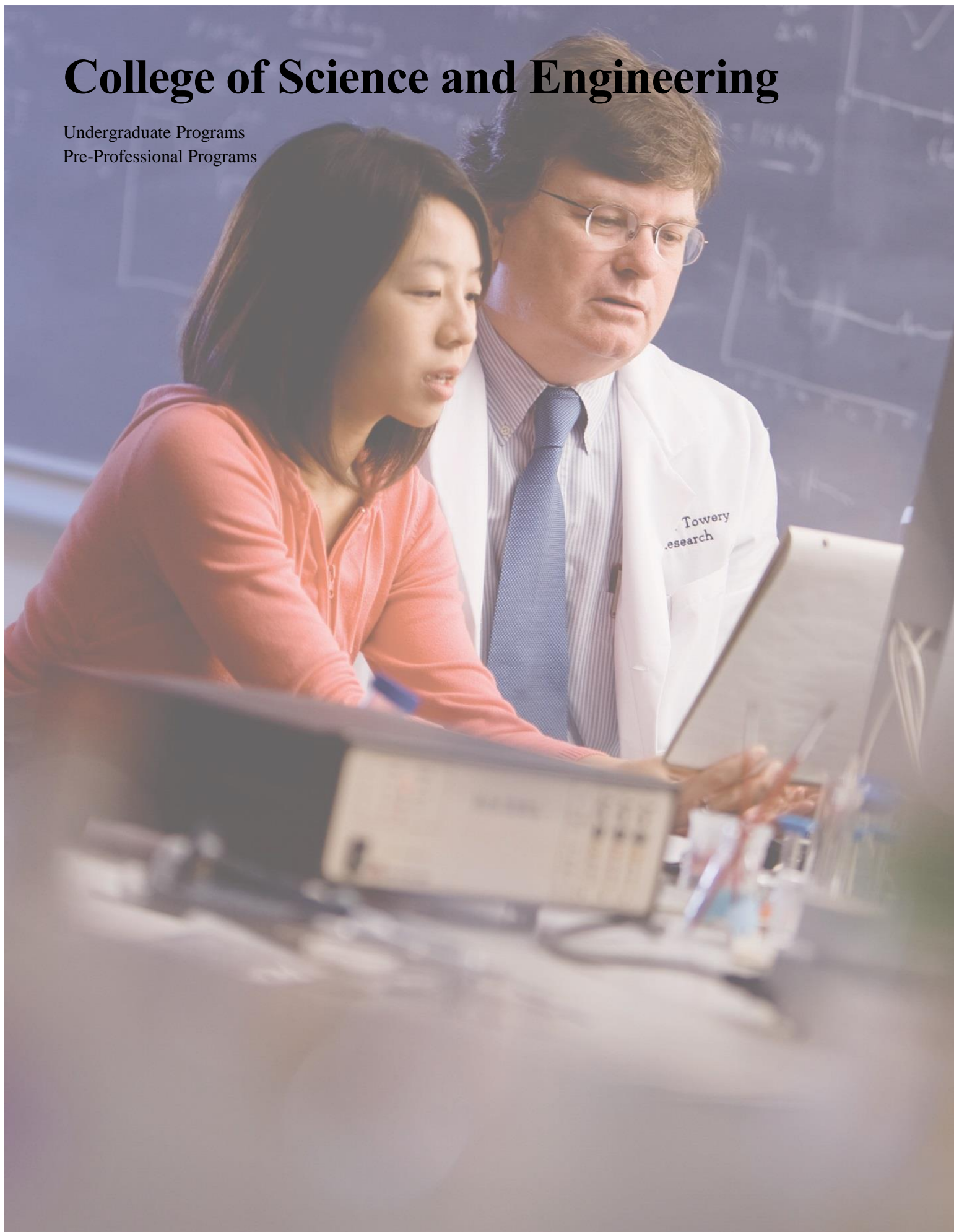
The Master of Science in Kinesiology: Specialization in Sport Management prepares students for an advanced career in the business of sport. The M.S. in Sport Management allows students to hone their skills in the classroom with advanced courses in such areas as sport marketing, sport finance, and sport facility and event management. Furthermore, graduates from this program will further their knowledge with opportunities in internships and research.

**Graduation:** Requirements for a degree in Master of Science in Kinesiology include completion of the degree plan with either the thesis or non-thesis option plus completion of all HBU Graduate School criteria.

#### **Master of Science in Kinesiology: Sports Management Requirements**

# College of Science and Engineering

Undergraduate Programs  
Pre-Professional Programs



# College of Science and Engineering

The purpose of the Houston Baptist University College of Engineering and Science is to build engineers and scientists for tomorrow, who employ biblical principles for solving problems, discovering truth in the created world, and serving God and Man.

## Undergraduate Degrees Offered

Bachelor of Science in

- Biology
- Biochemistry and Molecular Biology
- Chemistry
- Computer Science
- Cyber Engineering
- Electrical Engineering
- Information Systems
- Mathematics

## DISTINCTIVES

The programs in the College of Science Engineering are distinguished by the following major features, providing unique and significant advantages to students, graduates, and employers.

### Christian Principles and Foundation:

The Christian mission of the HBU COSE is important to the faculty, administration, and the students. It is also important to the healthcare industry, allied health professions, information security, and other executives who need professionals that are ethical, consistent, and principled.

### Engineering-based Cyber Programs:

The programs at HBU provide the only cyber-focused B.S. degrees in any university in the Houston metro area. Cybersecurity is an area of emphasis in all engineering and computing programs at HBU.

### Health Professions Advising:

The College offers specialized advising for students planning to continue their education by attending medical, dental, optometry, pharmacy, physical therapy, physician assistant, or graduate engineering school. The advising program is open to all HBU students interested in a medical or health professions career. Activities in the program include membership and participation in the appropriate pre-professional student organization, trips to medical and dental schools, and workshops offered by the Health Professions Office.

### Industry Engagement:

Many industrial partners and individuals support the College by providing learning and work experiences (e.g. internships), assisting with lab development, sponsoring projects, providing guest and adjunct instructors, employing interns and graduates, and advising on curriculum design and improvement.

### Project-based Learning:

Engineering and computer science students learn to address cyber related issues (e.g., security, internet of things, embedded systems, software protection, network defense) from the beginning of the freshman year. The first-year curriculum utilizes a versatile hardware platform (mobile electronics and computing kit) to provide students with hands-on projects in an immersive learning environment.

### Undergraduate Research Opportunities:

Students in all programs are encouraged to work with faculty at HBU and with collaborators at regional medical schools and universities to design and conduct experiments leading to new discoveries and results.



## **Department of Biology, Biochemistry, and Molecular Biology**

### **Major in Biology**

The Biology Department at Houston Baptist University emphasizes the biomedical/biotechnology area of biology. HBU Biology is especially strong in Cell and Molecular Biology, Microbiology, and Animal Systems. The program, taught by faculty with earned Doctorates (e.g., from Yale, UCLA, University of Houston, Texas A&M University), prepares students for a wide variety of careers including health professions, graduate school, nursing, education, and industry.

Graduates of HBU Biology have become PhDs, physicians, dentists, bio technicians, researchers, teachers, and other interesting professionals. They work in the fields of allied health, quality control, ecology, animal and plant science, consulting, lab management, forensics, and related sales areas.

HBU Biology prepares students for their careers by offering biology courses with an academically rigorous, contemporary curriculum. HBU Biology faculty serve as mentors to enable students to develop professional attitudes required for success and service.

HBU Biology provides mentoring and experiences that enable students to grow in a Christian environment that integrates the principles of biological sciences with their faith.

Departmental honors are available in Biology.

[Biology Major Requirements](#)

[Biology Minor Requirements](#)

### **Major in Biochemistry-Molecular Biology**

The College of Science and Engineering provides the interdisciplinary training necessary to prepare students for success in careers in the biological and biochemical sciences. HBU faculty from Biology, Chemistry, Math and Physics teach and mentor in this major. The Biochemistry-Molecular Biology (BCMB) major incorporates the training needed for students to compete for spaces in medical school, dental school and graduate programs in the biological and biochemical sciences, in addition to entry-level employment in biomedical research at academic institutions and in the biotechnology industry. Departmental honors are available in BCMB. The BCMB program is accredited by the American Society for Biochemistry and Molecular Biology.

[Biochemistry-Molecular Biology Major Requirements](#)

## **Department of Chemistry, Mathematics and Physics**

### **Major in Chemistry**

The chemistry major includes courses in general, bio, inorganic, organic, analytical, and physical chemistry. Calculus I and II and two courses in calculus-based physics are also required. The curriculum provides laboratory experiences and includes a senior research project. Internships and additional undergraduate research opportunities, outside of course requirements, are available to qualified chemistry majors. Chemistry graduates commonly pursue graduate school, industrial employment, and further study in various health professions.

[Chemistry Major Requirements](#)

[Chemistry Minor Requirements](#)

### **Major in Mathematics**

The mathematics major combines coursework in both pure and applied mathematics with computer applications. It is designed to prepare students for graduate study or for careers in business, government, and industry. Mathematics courses are also offered to support other programs, including business, chemistry, education, engineering, the health professions, and physics.

Mathematics graduates often find employment with companies in technological fields such as computer science, engineering, statistics, and actuarial science and are also highly valued by employers in non-technological fields because of their proven problem-solving abilities. A mathematics degree also provides a solid foundation for students who wish to pursue further studies. Departmental honors are available in Mathematics.

#### Mathematics Major Requirements

#### Mathematics Minor Requirements

#### **Teacher Certification** (See College of Education and Behavioral Sciences)

All science and engineering majors are encouraged to pursue teaching careers. The demand for, and the impact of, such careers in STEM teaching are significant. The Colleges of Science and Engineering and Education and Behavioral Sciences cooperatively offer teacher certification in the following areas:

- 4-8 Science
- 4-8 Mathematics
- 7-12 Science
- 7-12 Life Science
- 7-12 Mathematics
- 6-12 Physical Science

#### **Pre-Professional Programs**

The College of Science and Engineering also offers (in addition to advising for HBU degree requirements) specialized advising for students planning to continue their education after obtaining a degree from HBU by attending medical, dental, optometry, pharmacy, physical therapy, physician assistant, or an engineering graduate school. The requirements as listed below are frequently updated by maintaining close contact with all professional schools. However, professional schools are continually modifying their curriculum, so students should consult with the health professions director for the most current requirements for a post-baccalaureate program.

#### **Pre-Health Post Baccalaureate Certificate**

HBU's Pre-Health Post-Baccalaureate Certificate Program will academically prepare students with a bachelor's degree for a health profession school (i.e. Medical, Physician Assistant, Dental, Pharmacy, or Graduate School in the Biological or Chemical Sciences). In addition to academic preparation with graduate-level courses, students will be guided through the application and admission process for health profession schools with application workshops and mock admission interviews. The HBU Pre-Health Post-Baccalaureate Certificate Program is designed to give students an opportunity to further their educational journey toward a Health Profession or Graduate school by offering pre-requisite and recommended courses with a faith-centered curriculum.

#### **Pre-Medical / Pre-Dental Program**

The pre-medical/pre-dental program is open to all HBU students interested in a career in medicine or dentistry. The program is not a major; rather it is a series of classes and activities designed to prepare students for entry into these schools. Activities in the program include membership and participation in the appropriate pre-professional student organization (Alpha Epsilon Delta, the Pre-Professional Honor Society and the Pre-Dental Society), trips to medical and dental schools, and workshops offered by the Health Professions Office. Students are also encouraged to seek shadowing opportunities with area health care professionals and to perform community service as individuals or in conjunction with one of the student organizations.

Entry into a health professions school is a competitive process. Application to medical and dental schools may occur early in the summer after a student's junior year if prerequisite courses are complete and a student has a competitive GPA and MCAT/DAT score. If these conditions are not met, it may be in the student's best interest to delay application until they obtain a competitive GPA and admissions test score. Texas medical and dental schools require evaluation letters. They may be submitted in one of two forms. 1). A Composite Letter of Evaluation from

their Health Professions Office 2.) Three individual letters of evaluation. The HBU Health Profession Office provides a Composite Letter of Evaluation for qualified students.

The **Composite Letter of Evaluation Package** is preferred by the professional schools. This package contains comments by the science faculty, advisors, and evaluations performed by the Applicant Evaluation Committee. Requirements for students to receive a Composite Letter are available in the Health Professions Office.

Pre-Medical and Pre-Dental prerequisite courses may change at any time without notice to Houston Baptist University. A current list of requirements for admission is maintained in the Health Professions Office of the College of Science and Engineering.

### **Pre-Chiropractic Program, Texas Chiropractic College, and Parker Chiropractic College**

A current list of requirements for admission to these chiropractic colleges is maintained in the Health Professions Office of the College of Science and Engineering. It is the student's responsibility to check often with Texas Chiropractic College for any updates as these requirements may change without notice to HBU.

### **Pre-Optometry Program**

A current list of requirements for admission is maintained in the Health Professions Office of the College of Science and Engineering. Pre-optometry prerequisite courses may change at any time without notice to Houston Baptist University. It is the student's responsibility to check often with the professional school for any updates. Students are encouraged to participate in the activities of our HBU Pre-Optometry Professional Society (HBU POPS).

### **Pre-Pharmacy Program**

Students who plan to enter the field of pharmacy may complete the prerequisite courses at Houston Baptist University before applying for admission to a school of pharmacy. A current list of requirements for admission is maintained in the Health Professions Office of the College of Science and Engineering. Pre-Pharmacy prerequisite courses may change at any time without notice to Houston Baptist University. It is the student's responsibility to check often with the professional school for any updates.

### **Pre-Physical Therapy Program**

A current list of requirements for admission is maintained in the Health Professions Office of the College of Science and Engineering. Pre-Physical Therapy prerequisite courses may change at any time without notice to Houston Baptist University. It is the student's responsibility to check often with the professional school for any updates. Since programs vary in entrance requirements, students should confirm the specific admission requirements for each school.

### **Pre-Physician Assistant Program**

Students who plan to enter the field of Physician Assistant may complete the prerequisite courses at Houston Baptist University before applying for admission to a Physician Assistant program. A current list of requirements for admission is maintained in the Health Professions Office of the College of Science and Engineering. Pre-Physician Assistant prerequisite courses may change at any time without notice to Houston Baptist University. It is the student's responsibility to check often with the professional school for any updates.

## **Department of Engineering**

The College of Science and Engineering at Houston Baptist University offers B.S. degrees in Cyber Engineering, Electrical Engineering, and Computer Science. These degrees produce graduates in high demand in many of our nation's critical infrastructure industries. Cybersecurity is an area of special emphasis in these degrees at HBU, threaded throughout each curriculum from the first year to the senior year. Please see the information available on these programs on the HBU website, or elsewhere in the catalog.

### **Learning by Doing**

Engineering students learn to address cyber related issues (e.g., security, internet of things, embedded systems, software protection, network defense, programming, mobility, and cloud computing) from the beginning of the

freshman year. The first-year projects curriculum utilizes a unique mobile technology platform (electronics and computing kit) to provide students with hands-on projects. Students learn the intricacies of engineering and computing in an immersive learning environment. This curriculum cultivates problem solving and critical thinking skills. Students look at problems (typically in the cyberspace domain), design algorithms and propose them as solutions, and analyze the effectiveness of their implementation.

### **Professional Learning Experiences**

All students in the Engineering program complete a year-long senior project directed by faculty but sponsored by industrial partners. HBU staff assist students in identifying internship opportunities. By interacting directly with engineers working in industry, students gain practical and real-world problem-solving experience to enhance their learning.

### **Major in Cyber Engineering**

The Cyber Engineering Program (CYEN) is a four-year undergraduate degree best described as the intersection of Computer Science (CS) and Electrical Engineering (EE) applied to the cyberspace domain. Cyber engineers incorporate electrical engineering and computer science to understand cyberspace and use skills developed in digital forensics, security policy, and network defense to perform cybersecurity tasks, as well as work on engineering hardware and software. Cyber engineers design secure systems at the interface of operational technology (sensors and things that move) and information technology (the digital world).

The CYEN program is designed to prepare students to embark on a variety of opportunities in cyber-related fields; its core consists of a series of cyber courses. These courses are designed to motivate the application of theoretical concepts learned in other courses and to promote discovery of the underpinnings of EE and CS. Combining intense coursework and open-ended problems, the projects-based cyber courses provide students with an immersion in Cyber Engineering.

#### Cyber Engineering Major Requirements

#### 2021-2022 Honors Core with Cyber Engineering Degree Requirements

### **Major in Electrical Engineering**

The Electrical Engineering curriculum is designed to meet the challenges of expanding professional opportunities. From foundations in the basic sciences of mathematics, physics, and chemistry, the program progresses through the engineering sciences to emphasize the roles of electrical theory in the analysis, synthesis, design, and operation of electronic devices and systems. A coordinated laboratory program and series of projects supplement classroom instruction, stimulate creativity, and develop professional competence.

#### Electrical Engineering Major Requirements

#### 2021-2022 Honors Core with Electrical Engineering Degree Requirements

### **Major in Computer Science**

The computer science curriculum is designed to provide students with a foundational education in mathematics, science, and the humanities; an in-depth study of computing, including the practical and theoretical aspects of both hardware and software; and an opportunity for graduate study or a challenging position in industry. Because of the rapid pace of change in the field, the program places primary emphasis on fundamental computing concepts including multi-disciplinary applications.

#### Computer Science Major Requirements

#### 2021-2022 Honors Core with Computer Science Degree Requirements

### **Major in Information Systems**

An Information Systems degree prepares students to analyze computing problems and design, implement, and evaluate solutions for technology in a business or commercial setting. Students will learn computing theory,

programming, computer architecture, as well as accounting, predictive analytics, and management principles for information systems management.

### Information Systems Major Requirements

### 2021-2022 Honors Core with Information Systems Degree Requirements

#### **Accreditation**

Accreditation of engineering and computer science undergraduate degree programs is provided by ABET (previously called the Accreditation Board for Engineering and Technology). ABET guidelines require that the initial application for accreditation include information from the first class of graduates, which HBU anticipates in Spring of 2022. As is common for new engineering programs, the College of Science and Engineering will request that our accreditation be made retroactive so that it applies to the original, charter class of graduates. The College leadership has extensive experience in evaluating engineering programs for ABET accreditation and in leading successful accreditation reports and results. The degree programs at HBU have been designed with ABET accreditation as a key feature. Curriculum, courses, educational objectives, and student outcomes for these programs meet the definitions and criteria for accreditation. Assessment processes have been designed to enable sufficient data for evaluation and continuous improvement.

#### **Pre-Engineering Program**

##### **Program Description**

For those students who wish to pursue a major in a field of engineering not offered by HBU, the pre-engineering program is designed to prepare students to complete an engineering degree after two years of full-time study at HBU followed by two to three years of full-time study at a university that offers alternate engineering programs. The exact time required will depend on the university and the field of engineering chosen. The pre-engineering program allows students to take many of their engineering, math, and science courses and some of their general elective courses at HBU before transferring.

The Dean of the College will provide students with advice and assistance in selecting courses to prepare them to transfer. The Dean will work with the student and the university that the student plans to attend after leaving HBU to verify that the courses taken at HBU will satisfy that school's requirements.

To be recommended for admission to an engineering school, students must complete all required courses with a grade of a "C" or higher and maintain a cumulative Quality Point Average of at least 2.5.

##### **Advantages and Opportunities of Pre-Engineering**

For students who wish to begin their studies at HBU and later transfer to an engineering college that offers alternate fields of engineering, HBU offers an excellent starting place. While at HBU, students benefit from the University's quality academic programs based on strong Christian values, small classes with easily accessible faculty, and many opportunities to participate in a variety of extracurricular activities, including student chapters of professional organizations, music, sports, student government, and fraternities and sororities. The College provides many opportunities for all students, including first and second-year students (and pre-engineering students), to interact with industry professionals and work on realistic projects while learning fundamentals.

# Course Descriptions



# Academy (ACAD) Course Descriptions

## ACAD 1006 Introduction to Great Books II

Prerequisite(s): None

Introduction to Great Books and Composition II is a literature and writing course centered on the The Lord of the Rings and selections from authors that students will read in depth in their dual-credit classes, such as Plato, Hopkins, Alcott, Aristotle, and St. Paul. The class also uses Harvey's English Grammar and Composition for composition lessons, with a particular emphasis on the argumentative essay.

# Accounting (ACCT) Course Descriptions

## ACCT 1301 Survey of Accounting

Prerequisite(s): None

Corequisite(s): None

This course covers the basics of accounting information. Students will examine financial statements to determine what is communicated to stakeholders. This knowledge will help students gain decision-making and problem-solving abilities that are needed outside the classroom. The course introduces both financial accounting and managerial accounting to provide an overall perspective about the introductory accounting topics and presentation so that students can become effective users of accounting information. ACCT 1301 cannot be counted for credit towards an accounting major.

## ACCT 2301 Principles of Accounting I

Prerequisite(s): None

An introduction to the identification and analysis of business transactions and the financial accounting information system that captures them. Included is the flow of activities within the system culminating in the four basic financial statements of a for-profit business. Emphasis is placed on the use of these financial statements to make business credit and investment decisions.

## ACCT 2303 Principles of Accounting II

Prerequisite(s): ACCT 2301

An introductory course designed for managers throughout the organization and the tools they use in performing the planning and controlling of operations. Students will be introduced to: internal use reporting developed from the accounting information system; budgeting; determining product costs; and analyzing costs as to function and behavior. Interesting questions are discussed such as: How does a manager use accounting goals to motivate employees? How does a marketing department determine price? How does an organization determine what data to capture in the accounting information system?

## ACCT 3303 Cost Accounting

Prerequisite(s): ACCT 2303

An in-depth study of the accounting tools managers use in performing the planning and controlling of operations. Students will develop and analyze internal reports for service as well as manufacturing companies; determine how the cost of a product is determined under several cost flow systems; allocate the costs of support departments; prepare detailed variances and interpret the results.

## ACCT 3304 Individual Income Taxes

Prerequisite(s): ACCT 2303

Current federal revenue acts affecting individual tax returns; procedures for computing the income tax liability of individuals. Practice in solving typical problems and in the preparation of tax returns.

## ACCT 3315 Intermediate Management Accounting

Prerequisite(s): ACCT 2303

Corequisite(s): None

An in-depth study of the accounting tools managers use in performing the planning and controlling of operations. Students will develop and analyze internal reports for service as well as manufacturing companies, determine how the cost of a product is determined under several cost flow systems, allocate the costs of support departments, and prepare detailed variances and interpret the results.

## ACCT 3317 Accounting Information Systems

Prerequisite(s): ACCT 2303



An active, hands-on class that equips the accountant with both knowledge and skills to evaluate and create an accounting information system; work with a relational data base; evaluate and implement control systems; and assess and implement an accounting reporting system. Also included are current uses of technology in accounting utilizing several software applications.

#### ACCT 3321 Intermediate Financial Accounting I

Prerequisite(s): ACCT 2301

This course aims at equipping students with the fundamental financial accounting concepts and techniques underlying the preparation and interpretation of financial statements of business organizations. It also covers the procedures involved in recording business transactions and events using the double-entry system, conceptual framework for financial reporting, codification of accounting standards, and the accounting for cash and receivables.

#### ACCT 3322 Intermediate Financial Accounting II

Prerequisite(s): ACCT 3321

This course focuses on an in-depth study of the financial accounting concepts, practices and challenges of accounting for inventories, property, plant and equipment, depreciation, intangible assets, investments, current liabilities and contingencies, and non-current liabilities (bonds and notes).

#### ACCT 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 4200 Accounting Communication

Prerequisite(s): ACCT 3322

Corequisite(s): None

This course addresses basic writing mechanics; effective business writing principles, including organization, clarity, and conciseness; ability to exchange technical information and ideas with co-workers and other professionals; prepare documents and presentations that are concise, accurate, and supportive of the subject matter; document and cross-reference work performed and conclusions reached in an accurate manner; assist clients in recognizing and understanding implications of critical business issues by providing recommendations and informed opinions; and prepare and present written work products in the form of memos, letters, opinions, and reports—such as audit reports—to others.

#### ACCT 4201 Accounting Research

Prerequisite(s): ACCT 4302

Corequisite(s): None

This course addresses the identification, organization, and integration of diverse sources of information such as online authoritative literature and pronouncements to reach a conclusion or make a decision. Additionally, this course addresses the analyzation of accounting and taxation issues by reviewing information, using empirical data and analytical methods, recognizing data in patterned activities, forecasting, and integrating data. CPA's may be asked to conduct research and analysis when providing attest services, professional accounting services, or professional accounting work for clients and/or employers.

#### ACCT 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 4301 Advanced Accounting

Prerequisite(s): ACCT 3322

Study and application of generally accepted accounting principles (GAAP) to specialized problems in mergers and acquisitions; consolidated financial reporting; partnership accounting; foreign currency transactions; foreign currency translation and remeasurements for reporting purposes. Study of GAAP for government and nonprofit entities, fund accounting and reporting practices.

#### ACCT 4302 Auditing

Prerequisite(s): ACCT 3317 and ACCT 3322

Standards and procedures in making audits and examinations of the accounting records of business enterprises; preparation of work papers; the content and forms of qualified and unqualified auditor's opinions; types of audits; ethics of the profession.

#### ACCT 4311 Specialized Problems

Prerequisite(s): ACCT 3303 and ACCT 3321

This course will cover the more complex problems in financial and managerial accounting not covered in ACCT 3303 Cost Accounting and ACCT 3321 Intermediate Financial Accounting I.

#### ACCT 4314 Taxation for Corporations and Other Entities

Prerequisite(s): ACCT 3304

Federal income tax determination for corporations and the impact of decisions on the corporation and shareholders; tax issues relating to "S corporations", partnerships, estates and trusts. Tax research is a substantial component of the course, representing one-third of the course content.

#### ACCT 4315 Advanced Management Accounting

Prerequisite(s): ACCT 3315

Corequisite(s): None

This course integrates the content of the accounting program curriculum by exploring how managers utilize accounting principles and practices to improve organizational activities. An integrated reporting approach is utilized to understand methods that optimize the long-term value of the firm. An experiential approach to learning is applied to managerial topics like enterprise risk management, non-financial metrics of investment value, the impact of artificial intelligence on efficiency metrics, blockchain methods of capturing and presenting data, and the managerial effect of government accounting policies on for-profit and non-profit organizations.

#### ACCT 4322 Advanced Auditing Issues

Prerequisite(s): ACCT 4302

Corporate governance issues and the impact on the auditing profession and accounting disclosures, additional attestation requirements from auditors, other non-attestation engagements, internal audit and audit committees, compliance and government audit, and legal liability of accounts. The course includes a substantial research and writing component representing two-thirds of the course content.

#### ACCT 4337 Financial Statement Analysis and Valuation

Prerequisite(s): ACCT 3321 and MIS 3330 and FINA 3320

Study and application of analytical tools and techniques for analyzing corporate financial statements and related information. Financial statement analysis enables the user to assess the operating, investing, and financing activities of the corporation in an industry context to make inferences regarding historical success as well as prospective profitability and cash flows.

#### ACCT 4340 Accounting Internship I

Prerequisite(s): ACCT 2303 and approval of the department chair

Corequisite(s): None

The course is an integrating field experience by which students learn actual business practices by undertaking responsible roles in an organization. The students develop interpersonal skills while acquiring practical knowledge in their disciplines. The students are exposed to various work roles and career choices. This course may be repeated twice for credit. Open to junior and senior H-campus (residential) students only.

#### ACCT 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 5302 Auditing

Prerequisite(s): ACCT 3317 and ACCT 3323

The study of standards and procedures in making audits and examinations of the accounting records of business enterprises; preparation of work papers; the content and forms of qualified and unqualified auditor's opinions; types of audits; audit objectives, audit risk, materiality, and ethics of the profession.

#### ACCT 5311 Advanced Accounting

Prerequisite(s): ACCT 3323

Study and application of various methods under generally accepted accounting principles (GAAP) to specialized problems in mergers and acquisitions; consolidated financial reporting; partnership accounting; foreign currency transactions; foreign currency translations, derivatives, hedge accounting and remeasurements for reporting purposes. This course provides an introduction to International Financial Reporting Standards (IFRS).

#### ACCT 5314 Taxation for Corporations and Other Entities

Prerequisite(s): ACCT 3304

The study of federal income tax issues pertinent to various business entities and their owners. Consideration is given to how federal tax law affects the formation and operation of Corporations, Partnerships, and S Corporations. Distributions to owners and the liquidation of these entities are also covered. Tax research is a substantial component of the course representing one-third of the course content.

#### ACCT 5360 Survey of Accounting

Prerequisite(s): None

This course covers the basics of what accounting information is, what it means, and how it is used. Students will examine financial statements and determine what they do and do not communicate. This knowledge will help gain decision-making and problem-solving abilities that are needed outside the classroom. The course introduces both financial and managerial accounting to provide an overall perspective about the introductory accounting topics and presentation. The course is also intended to help students learn how to become effective users of accounting information. As such, the course provides a balance between the preparer and the user points of view. The course includes coverage of legal and ethical issues facing accountants as well as highlighting international accounting differences. This course must be taken within the first 12 semester hours in the program. Graduate Business programs only.

#### ACCT 5362 Accounting Principles

Prerequisite(s): None

This course is designed to introduce students to the basic principles and techniques of both financial and managerial accounting. It examines the procedures and processes involved in the preparation of basic financial statements and cost-related reports for managerial use. It also covers the application of these principles in evaluation, interpretation, and utilization of accounting information in credit, investment, strategic, organizational and operational decisions.

#### ACCT 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ACCT 6313 International Accounting Issues

Prerequisite(s): ACCT 6320

As global corporations span national boundaries, they must interact with many different accounting practices and systems. This course deals with a wide variety of international accounting issues, including, but not limited to, the different types of accounting standards in the Americas, Asia, and Europe; issues of reporting and disclosure; issues of foreign translation when considering financial statements; issues of standardizing and harmonizing financial reporting; issues of managerial planning and control; and ethical issues of international accounting. Graduate Business programs only.

#### ACCT 6320 Accounting Theory Seminar

Prerequisite(s): ACCT 5362

Study of current and alternative financial theories of measurement, valuation, and reporting, including relevant historical development. This readings course introduces the student to the body of literature that influenced the development and evolution of generally accepted accounting procedures.

#### ACCT 6322 Advanced Auditing Issues

Prerequisite(s): ACCT 6320

Corequisite(s): None

An advanced review of the auditing and attestation function, as defined by the American Institute of CPAs. The review encompasses the areas of (a) ethics, professional responsibilities and general principles, (b) assessing risk and developing a planned response, (c) performing further procedures and obtaining evidence, and (d) forming conclusions and reporting.

#### ACCT 6345 Tax Seminar

Prerequisite(s): ACCT 6320

Research and casework related to current topics in federal income taxation are presented. Particular attention is given to planning for tax minimization.

ACCT 6347 Seminar in Managerial Accounting

Prerequisite(s): ACCT 3303

This course introduces principles and concepts of management accounting for strategic decision making and focuses on the use of managerial accounting information and its impact on business efficiency and effectiveness. Topics include management control, business unit evaluation, and strategic cost management. Also includes activity-based management, target costing, target pricing, balanced scorecard, and financial measures of performance.

ACCT 6348 Commercial Law and Regulation for Accountants

Prerequisite(s): BUSA 6320

This course is the study of professional and legal responsibilities and legal implications of business transactions, particularly as they relate to accounting and auditing, and the application of that knowledge to common business transactions. This course provides knowledge of general business environment and business concepts needed to understand the underlying business reasons for and accounting implications of transactions. Our primary objective in this class is to transfer the body of knowledge needed to answer questions likely to appear on the CPA, CMA, CIA, or other professional examinations and to provide a foundation of knowledge of business law for accountants.

ACCT 6352 Accounting for Managers

Prerequisite(s): ACCT 5362 and ECON 5363

The course covers accounting application and information relevant to managers in the current corporate environment. It includes analyzing corporate financial statements to assess the operating, investing, and financing activities of the corporation in an industry context; internal accounting topics like C-V-P analysis; decision-making and budgeting. Topics relevant to a public company like the IPO process and SEC filings will also be covered. The course includes coverage of legal and ethical issues facing accountants as well as highlighting international accounting differences. Graduate Business Programs only.

ACCT 6355 Accounting for Sustainability

Prerequisite(s): ACCT 6352

Corequisite(s):

Several standard-setting and metric-defining organizations have emerged to create a “Big Four” of sustainability outcomes measurement. Students will review the promulgated standards of the Global Reporting Initiative (GRI), the Sustainability Accounting Standards Board (SASB), the United Nations Sustainable Development Goals (SDGs), and the International Integrated Reporting Council (IIRC). Key Concepts: Dow Jones Sustainability Indices, ESG Reporting, “Six Capitals” Model, and Triple Bottom Line.

ACCT 6365 Integrating Accounting and Finance for New Ventures

Prerequisite(s): None

This course focuses on the integration of models and constructs from managerial accounting and corporate financial management - developing perspectives and applications specifically for entrepreneurs engaged in new venture development. The objective is to equip entrepreneurs with an exceptional working knowledge of accounting and finance matters directly related to managing an emerging firm. Topics include: a) detailed financial ratio analysis of the balance sheet and income statement, b) a comprehensive understanding of the time value of money - using both a financial analyst calculator and computer spreadsheets, c) pro forma modeling of cash flows, assets, debt, and equity, d) capital budgeting - net present value [NPV], internal rate of return [IRR], and benefit-to-cost ratios [B:C], e) tax accounting issues for C-corporation, Subchapter-S, and LLC venture structures, f) Sources and Uses of Funds budgeting, and g) investor capitalization and valuation techniques for privately-held companies.

ACCT 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

ACCT 6390 Seminar in Accounting Research

Prerequisite(s): None

Independent instructor-guided research in accounting topics of current interest. Research areas may include financial accounting, cost accounting, auditing, and taxation.

# Armed Force Science (AFSC) Course Descriptions

## AFSC 1201 Foundations of the USAF I

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 1202 Foundations of the USAF II

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 2201 Evolution of Air Power I

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 2202 Evolution of Air Power II

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 3301 Air Force Leadership I

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 3302 Air Force Leadership II

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 3801 Field Training

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 4301 National Security Affairs I

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

## AFSC 4302 National Security Affairs II

For course description and prerequisites for this course, please [contact the Air Force ROTC at University of Houston.](#)

# Apologetics (APOL) Course Descriptions

## APOL 3301 Worldview Apologetics: 'Testing Everything' with C.S. Lewis & Francis Schaeffer

Prerequisite(s): Junior/Senior Standing

The course begins with a focused, in-depth reading of Lewis and Schaeffer. Then it examines thinkers who serve as models of how to extend and apply, or revise and modify, their apologetics arguments, and may include works by Nancy Pearcey, Alvin Plantinga, Herman Dooyeweerd, J. Richard Pearcey, Albert Wolters, Mark Noll, George Marsden, Gene Edward Veith, and many others, enriched by shorter readings such as articles, book excerpts, and primary source documents.

## APOL 3302 Worldview Apologetics: Surviving and Thriving at the University

Prerequisite(s): Junior/Senior Standing

This course provides students with tools to analyze the prevailing secular theories across a variety of fields, to think critically about underlying assumptions, and to argue persuasively for a credible Christian perspective. The course gives a worldview introduction to several subject areas, which may include math, English, science, business, political philosophy, the arts & humanities. Readings include books specific to each of the subject areas, enriched by shorter readings such as articles, book excerpts, and primary source documents.

## APOL 3303 Apologetics for Everyone

Prerequisite(s): None

Corequisite(s): None

A survey of the contemporary approaches to apologetics, including philosophical apologetics, cultural apologetics, and biblical apologetics. The course will also introduce students to some contemporary issues in apologetics, such as the relationship between science and faith, and common challenges to traditional Christian ethics.

## APOL 3304 Scripture and Apologetics

Prerequisite(s): CHRI 1301

Corequisite(s): None

A course designed to introduce students to biblical apologetics, including an analysis of contemporary methods of biblical criticism, views of the inspiration of scripture, defense of the trustworthiness of the scriptural narratives, and the historicity of the resurrection.

#### APOL 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### APOL 4301 Apologetics Communication

Prerequisite(s): None

Corequisite(s): None

A practical course designed to help students develop the ability to communicate effectively through public speaking, social media, interpersonal communication, popular writing, and debate.

#### APOL 4302 Science and Faith

Prerequisite(s): PHIL 1313

Corequisite(s): None

Cross-Listing(s): None

This course will examine the relationship between science and faith, including an examination of the reasons for a perceived tension between the two in modern history, and various models for how the two can be mutually enriching.

#### APOL 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### APOL 5111 Mentored Ministry

Prerequisite(s): None

An internship in a ministry program. HBU faculty will provide oversight and mentorship in partnership with a ministry. Can be taken multiple times for credit.

#### APOL 5211 Mentored Ministry

Prerequisite(s): None

An internship in a ministry program. HBU faculty will provide oversight and mentorship in partnership with a ministry. Can be taken multiple times for credit.

#### APOL 5281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### APOL 5310 Apologetics Research and Writing

Prerequisite(s): None

A practical course designed to develop graduate-level writing and reading skills and introduce students to writing in the discipline of apologetics. The course will focus on developing a robust drafting, writing, and revision process; using primary and secondary source materials; writing with clarity and correctness; and writing for both academic and popular audiences. Readings will introduce students to both philosophical and cultural apologetics.

#### APOL 5311 Mentored Ministry

Prerequisite(s): None

An internship in a ministry program. HBU faculty will provide oversight and mentorship in partnership with a ministry. Can be taken multiple times for credit.

#### APOL 5315 Evangelism for Everyone

Prerequisite(s): None

An introductory study of personal evangelism designed to equip students to understand their cultural context, to share the gospel naturally and effectively, and to respond appropriately to issues raised as they communicate their faith in Christ.

#### APOL 5320 Philosophy of Religion: Faith & Reason

Prerequisite(s): None

This course will deal with basic issues in philosophy of religion, such as: theistic arguments, the problem of evil, the relationship between faith and reason, miracles, and life after death. (Offered as PHIL 5320.)

#### APOL 5325 Introduction to Missions

Prerequisite(s): None

This course of study is designed to introduce the student to the biblical, theological, historical, and practical basis for Christian missions. Special attention will be given to current practices and contemporary issues related to global missions.

#### APOL 5330 Ancient Philosophy and Culture

Prerequisite(s): None

Christianity was shaped by Jewish, Roman, and Greek cultural forces. This class will examine the Classical heritage of the Faith. Class will survey ancient philosophy, theater, and poetry. Course will survey texts such as Theogony, Odyssey, Bacchae, Frogs, Republic, Aeneid, and Metamorphosis to examine the roots of contemporary Western Christian faith.

#### APOL 5340 Medieval Philosophy & Culture

Prerequisite(s): None

A survey of the ideas, cultural developments, and literature of Medieval Europe, from the Fall of Rome to the beginning of the Renaissance. The course will cover topics such as the medieval Christian contribution to science, philosophy, art, and education; the rise of Islam and the Christian response; and the integration of faith and reason as expressed in medieval literature, art, and philosophy.

#### APOL 5350 Modern and Postmodern Culture

Prerequisite(s): None

An exploration of ideas and cultural developments from the 16th Century to the present, focusing especially on the relationship between reason and faith, the cultural consequences of modernity, and the apologetics challenges and opportunities of the present day. Students will read philosophical, cultural, and literary texts by a range of authors, including some non-Christians. Apologetics topics include issues such as doubt and suffering; pro-life issues; sexuality and marriage; and the integration of reason and imagination into apologetics.

#### APOL 5360 Film, the Visual Arts, and Apologetics

Prerequisite(s): None

An exploration of the potential of film and visual art for use in apologetics, focusing on the principles of interpreting artworks, especially with regard to discerning the worldviews embodied in particular artworks and using artworks to foster dialogue on apologetics issues.

#### APOL 5370 C. S. Lewis and Imaginative Apologetics

Prerequisite(s): None

C. S. Lewis is the most influential public apologist of the 20th century, and his influence continues to grow. This course will explore Lewis's thought as expressed in his fiction, poetry, apologetics, and/or academic works, and assess his contribution to the work of imaginative apologetics.

#### APOL 5380 'Mere Christian' Theology and Apologetics Implications

Prerequisite(s): None

An examination of the rational coherence of core Christian doctrines, including the Trinity, the Incarnation, and the Resurrection. Other topics may include Christian Exclusivism, Substitutionary Atonement, Heaven and Hell, etc.

#### APOL 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### APOL 5382: Readings in Apologetics

Prerequisite(s): None

Corequisite(s): None

Involves selected primary and secondary apologetics readings within specific areas as designated by the professor.

#### APOL 6310 Apologetics Communication

Prerequisite(s): None



A practical course designed to develop techniques used in interpersonal, group, public, social media and other mass communication settings. The focus will be on developing individual ability to communicate Christian thought for effective engagement with culture.

#### APOL 6320 Science and Faith

Prerequisite(s): None

This course will explore the history of the relationship between science and religion, including the alleged hostility between the two. It will examine various accounts of the compatibility between the two and ways they can be understood as mutually enriching. Other topics in the philosophy of science and how they interact with theism may be considered. (Offered also as PHIL 6320.)

#### APOL 6321 Philosophy of History and the Resurrection

Prerequisite(s): None

Philosophical assumptions affecting the study of history will be examined and dealing explicitly with miraculous occurrences, and most especially, evidences for the resurrection of Christ.

#### APOL 6322 Philosophical Theology

Prerequisite(s): None

A rigorous examination of the coherence of theism that addresses the Biblical justification and the proper conceptual formulation (or qualification) of divine attributes such as incorporeality, necessary existence, aseity, eternity, simplicity, omnipotence, omniscience, divine goodness and moral perfection, and the philosophical formulation of historically orthodox doctrines of the Trinity, the Incarnation, justification and the Atonement, divine creation and providence, the nature of the Eucharist, the nature of the indwelling of the Holy Spirit, and questions of individual and universal eschatology.

#### APOL 6323 Philosophical Apologetics: Frameworks and Issues

Prerequisite(s): None

An introduction to different apologetic methodologies and kinds of argument used in the defense of the Christian faith. The relative merits of classical apologetics/natural theology, evidentialism, presuppositionalism, reformed epistemology, and cumulative case methodologies will be discussed while addressing theistic arguments relying on reason, natural and historical evidences, revelation, and subjective religious experience.

#### APOL 6324 Theistic Arguments

Prerequisite(s): None

An examination of the nature of theistic proofs that focuses on rigorous consideration of various theistic arguments from the standpoint of modern analytic philosophy of religion. Cosmological arguments, teleological arguments, ontological arguments, arguments from providence, moral arguments, arguments from consciousness, arguments from religious experience, arguments from miracles and historical evidences, prudential arguments (e.g., Pascal's wager), and more may be considered.

#### APOL 6325 Theistic Ethics and Moral Apologetics

Prerequisite(s): None

Various arguments grounding objective morality in the existence of God will be considered, as will various forms of the moral argument for God's existence. The nature of divine moral perfection and the dialectic among divine love, mercy and justice may be considered, along with the philosophical problem of evil and moral tensions in the Bible (animal sacrifices, capital punishment for non-capital offenses, the Canaanite conquest, etc.).

#### APOL 6330 World Religions

Prerequisite(s): None

A course exploring world religions and the Christian response to them. Particular emphasis will be on the way in which one can engage participants in non-Christian religions and communicate Christian thought in various cultures.

#### APOL 6331 Leadership and Evangelism in the Local Church

Prerequisite(s): None

This course will study strategies for increasing the effectiveness of evangelism training and outreach in the context of the local church.

#### APOL 6332 Evangelism Through Small Groups

Prerequisite(s): None

This class will train students to facilitate small groups designed to help non-Christians work through their spiritual questions, make biblical discoveries, and move toward faith in Christ. It will also examine strategies for churches and ministries to leverage evangelistic small groups to impact their communities.

#### APOL 6333 Apologetics and Evangelism in Practice

Prerequisite(s): None

This advanced course in apologetics and evangelism will train students to incorporate apologetics in evangelism. It will be heavily focused on examining individual and institutional case studies.

#### APOL 6336 Missional Church Planting

Prerequisite(s): None

This advanced course in church planting addresses the biblical basis, missiological principles, and methods necessary for planting domestic and cross-cultural churches, with an emphasis on the cultural context.

#### APOL 6340 Eastern Philosophy and Culture

Prerequisite(s): None

A course exploring Eastern philosophy and culture and the Christian response to them. Particular emphasis will be on the way in which one can engage participants in non-Christian religions and communicate Christian thought in various cultures.

#### APOL 6350 The Problem of Evil

Prerequisite(s): None

This course will examine the problem of evil as a challenge to theistic and Christian belief, and explore different responses to the challenge, both classic and contemporary.

#### APOL 6370 Literature and Apologetics

Prerequisite(s): None

An exploration of the use of literature in apologetics, focusing on the theory and practice of imagination as a mode of knowing and communicating truth. Theoretical perspectives will include those of C.S. Lewis, George MacDonald, and J.R.R. Tolkien. Other materials will include a range of classic and contemporary texts that explore theological themes in both fictional and non-fictional modes, by Christian and even occasionally by non-Christian authors.

#### APOL 6375 Creative Writing and Apologetics

Prerequisite(s): None

This course is an exploration of the practice of creative writing as a mode of cultural apologetics. Students will read and analyze classic and contemporary texts with regard to genre, form, style, and technique, and will write and workshop their own creative pieces, including poetry, fiction, and literary nonfiction, culminating in a critical reflection and portfolio. The course will also include theoretical perspectives on creative writing as a mode of imaginative apologetics. Other topics that may be covered include publication options, multi-media creative writing, and writing for children and young adults.

#### APOL 6380 Scripture and Apologetics Implications

Prerequisite(s): None

A survey and evaluation of contemporary methods of biblical criticism and their implications for the authority of scripture, the historical reliability of scriptural narratives, and the doctrine of inspiration.

#### APOL 6390 Thesis

Prerequisite(s): None

This course, which should be taken in the final semester of the program as a culminating project, focuses on independent research and writing to produce a thesis. The course is designed for students who intend to go on to a doctoral program or do academic research and publication in the field of apologetics.

## Biblical Aramaic (ARAM) Course Descriptions

#### ARAM 4310 Biblical Aramaic

Prerequisite(s): HEBR 2312 and HEBR 2322 and HEBR 3311

An introduction to the vocabulary, grammar, and syntax of biblical Aramaic designed to give the students the skills necessary for translation and interpretation of the Aramaic portions of the Bible.

#### ARAM 5310 Biblical Aramaic

Prerequisite(s): HEBR 5301 and HEBR 5302 and HEBR 6301

An introduction to the vocabulary, grammar, and syntax of biblical Aramaic designed to give the students the skills necessary for translation and interpretation of the Aramaic portions of the Bible.

ARAM 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Art History (ARHS) Course Descriptions

ARHS 5319 Structures of Poetry

Prerequisite(s): None

Structures of Poetry teaches students to read poetry thoughtfully, accurately, and wisely. Students who are experienced with reading poetry will emerge from this course as capable readers. Students who have read much poetry will emerge from this course with a much fuller understanding for the way a poem functions.

ARHS 5328 The Holocaust: After 50 Years

Prerequisite(s): None

Students read poetry, fiction, personal narratives, and essays that reflect the Holocaust experience. Through their reading and research papers, a visit to the Holocaust Museum, and viewing films, students come to understand the history of anti-Semitism and how it culminated in the greatest crime against humanity of the 20th century. Students also consider subsequent genocides and discuss whether or not the hope "Never again" can ever be realized.

ARHS 5340 Expressionism and the Arts

Prerequisite(s): None

This course will examine the expressive aspects of the Hellenistic, Baroque, and Romantic eras, but will emphasize the artistic movement of the late nineteenth and early twentieth centuries known as Expressionism. Emphasis will be on the European and American experience.

ARHS 5382 The Greek World

Prerequisite(s): None

This course introduces students to the world of Ancient Greece. The goals of the course are to read the foundational texts of the Archaic, Classical, and Hellenistic periods, to place them in their historical, philosophical, and archaeological contexts, and to consider their impact on western civilization. Authors read in this class may include: Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle and Thucydides.

ARHS 5383 The Roman World

Prerequisite(s): None

This course introduces students to the world of Ancient Rome. The goals of the course are: to read the foundational texts of the Republican and Imperial periods, to place them in their historical, philosophical, and archaeological contexts, to understand the interrelationship between the Greek and Roman worlds, to discuss the emergence of Christianity in its classical context, and to consider the impact of Ancient Rome on western civilization. Authors read in this class may include: Vergil, Cicero, Lucretius, Horace, Plautus, Terrence, Suetonius, Tacitus, and Pliny.

ARHS 5384 The Medieval World

Prerequisite(s): None

This course introduces students to the Medieval World. The goals of the course are to read the foundational texts of the Medieval period, to place them in their historical, philosophical, and architectural contexts, to understand the relationship between the Classical Antiquity and the emergence of Christian Europe, and to consider the impact of the Medieval period on western civilization. Authors read in this class may include: Boethius, Augustine, Aquinas, Dante, Bede and Chaucer.

ARHS 5385 The Renaissance and Reformation

Prerequisite(s): None

This course introduces students to the period of the Renaissance and Reformation. The goals of the course are: to read the foundational texts of the Reformation period, to place them in their historical, philosophical, and religious contexts, to understand the relationship between the Classical Antiquity, the middle ages, and the emergence of early modern Europe, and to consider the impact of the Renaissance and Reformation on western civilization. Authors read in this class may include: Luther, Calvin, Machiavelli, Erasmus, Petrarch, Shakespeare, Milton and Donne.

#### ARHS 5386 The Enlightenment

Prerequisite(s): None

This course introduces students to the period of the Enlightenment. The goals of the course are: to read the foundational texts of the Enlightenment period, to place them in their historical, philosophical, scientific and religious contexts, to understand the relationship between the Classical Antiquity, the scientific revolution, and the emergence of representative democracy, and to consider the impact of the Enlightenment on western civilization. Authors read in this class may include: Locke, Hobbes, Pope, Swift, Austen, Voltaire, Rousseau and Kant.

#### ARHS 5387 The Modern World

Prerequisite(s): None

This course introduces students to the period of Romanticism and Modernity. The goals of the course are: to read the foundational texts of Romanticism and Modernism, to place them in their historical, philosophical, scientific, and religious contexts, to understand the relationship between the Romanticism and Modernism, and to consider the impact of these movements on the post-modern world. Authors read in this class may include: Goethe, Wordsworth, Nietzsche, Eliot, Einstein and Beckett.

#### ARHS 5388 The Last Fifty Years

Prerequisite(s): None

This course introduces students to recent developments in western civilization. Special attention will be given to Postmodernism and how has it influenced American culture. The goals of the course are: to examine the critical moral, political, economic, and social questions of the 20th century, and to understand the connection between this period and those that have preceded it. Special attention will be given to primary source readings.

#### ARHS 5390 Western Culture and Human Experience

Prerequisite(s): None

These courses are a core component of the MLA program and offer a broad overview of history, politics, art, and philosophy. MLA 5390 will cover the years from the time of classical Greece through the medieval period; MLA 5391 will cover the Renaissance, Reformation, and Early Modern period; MLA 5392 will cover from the French revolution through Modern times.

#### ARHS 5391 Western Culture and Human Experience II

Prerequisite(s): None

This course offers a broad overview of history, politics, art, and philosophy. ARHS 5391 will cover the Renaissance, Reformation, and Early Modern periods.

#### ARHS 5392 Western Culture and Human Experience II

Prerequisite(s): None

ARHS 5392 offers a broad overview of history, politics, art, and philosophy. The course will cover the period from the French revolution through Modern times.

#### ARHS 5393 Turning Points of the 19th Century

Prerequisite(s): None

This course explores turning points and upheavals in Europe in the context of the Post-Industrial Revolution. The course covers Genre painting and Realism, leading to rebellious movements in the art world, including Impressionism, Post-Impressionism, Symbolism, and beginnings of Expressionism at the turn of the century. Attention is also given to the formation of "fine arts" academies and the acceleration of art production in the late 19th century.

#### ARHS 5394 Sharping Modernism

Prerequisite(s): None

This course begins at the turn of the 20th century and continues into the 1930's. The art world is seen through the lens of the political and societal effects of the World Wars. The material investigates the ideas and impact of important Modern Art movements, including Expressionism, Dada, Futurism, Surrealism, Cubism, as well as "art for art's sake (Whistler), the Vienna Secession (Klimt), and Fauvism (Matisse). Special attention will also be given to International Exhibition of Modern Art in 1913, which would become the first Armory Show.

#### ARHS 6324 The Art of Being Human

Prerequisite(s): None

This course is an introduction to the humanities. It reaffirms the liberal arts tradition that maintains that the humanities constitute the best and brightest expressions of all people. The emphasis is on the interaction between the arts, religion, and philosophy, and on the humanities, believing that this approach helps us to see artists and philosophers at work, trying to solve real problems that we all know about.

#### ARHS 6375 Van Gogh and the Post-Impressionist Movement

Prerequisite(s): None

The course deals with the major formative phase of the modern movement in art. Both Impressionist and Post Impressionist styles and artists will be examined. The focus of the course is concerned with the expressive and lively paintings of this modern master. His style will be traced from his early days in his native Holland, through his contact with the Impressionists in Paris, to his final days in Southern France.

#### ARHS 6376 Michelangelo and Leonardo

Prerequisite(s): None

This course is concerned with a study of the art of two of the great masters of the High Renaissance in Italy--Michelangelo Buonarroti and Leonardo da Vinci. These two great individuals, who have had a tremendous impact in western culture from their own times through our own era, will be studied through a variety of their works.

#### ARHS 6377 Contemporary Art Movements

Prerequisite(s): None

This course is designed to provide an overview of the major visual art movements of the 20th century and to extend an investigation into the current art scene. An introduction will begin with study of the influence of late 19th century movements such as Impressionism, Post-Impressionism, and Art Nouveau.

#### ARHS 6378 The Gothic Cathedral

Prerequisite(s): None

This course examines the architectural development of the Christian Basilica from the middle of the twelfth through the sixteenth century. The Gothic Cathedral is an enduring symbol of the Middle Ages and provides one of the most important links between ancient and modern times.

#### ARHS 6385 Modern Architecture

Prerequisite(s): None

This course is designed to provide an overview of the major developments of architecture of the 20th century pioneers. The study will include the following: the innovations of the tall buildings in America, the Bauhaus in Germany, the development of major masters of the 20th century, and new forms from new materials. An important objective of the course is to explore current architects and their contemporary efforts, and a substantial part of the course will include an investigation of the architecture of the metropolitan Houston area.

#### ARHS 6386 Art Impressionism

Prerequisite(s): None

This course is designed to cover the movement of Impressionism in art during the latter part of the 19th century. It is recognized as the beginning point of the modern era in art. Works by the major artists of the group to be examined include Degas, Monet, Manet, Renoir, and Pissaro.

#### ARHS 6392 Modern Masters - Picasso

Prerequisite(s): None

This course consists of a thorough study of the life and art of the twentieth-century master artist, Pablo Picasso. His long and productive career is studied in the context of the complex arena of twentieth century art.

#### ARHS 6393 The New and the Avant-Garde

Prerequisite(s): None

This course begins with a shift in Western Art from Paris to New York and the end of WWII. New international collectives in art and architecture begin to form in Europe and the US, including Constructivism and Suprematism, the Bauhaus, as well as avant-garde methods of Abstraction and Color Field Painting. The Neo-Dada group, Fluxus, and other global art collectives are formed in the postwar era. American artists gain momentum and begin to form historical 20th century art movements impacted by a postwar economic boom, the beginning of the Civil Rights Movements, and the Cold War.

#### ART 6394 Postmodern to Present

Prerequisite(s): None

This course recognizes the effect of global communication and mass production in the postmodern world. With particular focus on the United States, the course includes the larger movements of Abstract Expressionism in the 1950's, leading to Pop Art of the 1960's, followed by Minimalism, Feminism, Earthworks, Performance Art, Public Art, and the current climate of globalization in the 21st Century. The course will also connect this recent past to our more local present, by including special attention to exhibitions and artworks in Houston's art spaces, as well as current events in media with discussion on how today's working artists are both part of history and making new history.

# ART (ART) Course Descriptions

## ART 1303 Art Methods and Materials

Prerequisite(s): None

An introductory course concerned with basic art techniques and materials. The student will become acquainted with processes and the materials of painting, drawing, printing, sculpture, and ceramics.

## ART 1313 2D Design

Prerequisite(s): None

In this introductory course, the student makes a thorough study of the principles and elements of design and visual devices that make up a work of art. By means of two and three-dimensional problems, students make personal application of these concepts.

## ART 1323 3D Design

Prerequisite(s): None

In this more advanced course, the student continues with a thorough study of the principles and elements of design and visual devices that make up a work of art. By means of two and three-dimensional problems, students make personal application of these concepts.

## ART 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## ART 2343 Art Appreciation

Prerequisite(s): None

This course provides a comparative analysis of various modes of expression in all of the visual arts through description and evaluation. Emphasis is made upon historical movements, language, media, and stylistic identity. The survey is designed to prompt the student to see art as a personal experience and to respond more sensitively to the visual arts in a cultural context.

## ART 2372 Water Media - Painting I

Prerequisite(s): None

During this course students will be introduced to the use and development of water media techniques, both transparent and opaque. These courses will serve as preparatory for upper level painting classes both advanced and experimental.

## ART 2380 Printmaking I: Basic

Prerequisite(s): None

This course begins a series of introductory experiences to printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will introduce the student to a broad understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

## ART 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## ART 2384 Sculpture I: Basic

Prerequisite(s): None

In this course emphasis is placed on beginning a basic understanding of three-dimensional design problems and an initial exploration of various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

## ART 2387 Life Drawing I: Basic

Prerequisite(s): ART 2394

This figure drawing class is a basic introduction to the following techniques, skills, and knowledge: gesture drawing, contour, cross contour, flash pose, memory drawing, descriptive poses, moving action, modeled drawing, descriptive poses, quick contour, extended contour, the long composition, studies of body parts, water color studies, oil studies.

## ART 2391 Ceramics I: Basic

Prerequisite(s): None

In this introductory course, students work with hand-built and wheel-thrown techniques of forming pottery. Experimentation with glaze formulation, glazing, firing and the search for a form language that expresses the individual are emphasized.

#### ART 2394 Drawing I: Basic

Prerequisite(s): None

This course introduces students to basic exercises using various drawing media and subject matter with an emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 2397 Painting I: Basic

Prerequisite(s): None

This introduction to studio experiences course is based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 3305 Art for the Secondary School

Prerequisite(s): Admission to the HBU Educator Preparation Program

This course involves the production of art using media and processes considered appropriate for middle school and senior high school art programs. Emphasis is placed on combining technique, exploration of media and interrelation of art appreciation with art activities.

#### ART 3330 Gallery and Museum Practices

Prerequisite(s): None

The course allows students a hands-on participation of fine arts gallery management and a formal study of museum operations. Students study major art facilities in Houston and collectively organize an art exhibition as part of their course of study.

#### ART 3331 Gallery and Museum Practices

Prerequisite(s): None

The course allows students a hands-on participation of fine arts gallery management and a formal study of museum operations. Students study major art facilities in Houston and collectively organize an art exhibition as part of their course of study.

#### ART 3332 Gallery and Museum Practices

Prerequisite(s): None

The course allows students a hands-on participation of fine arts gallery management and a formal study of museum operations. Students study major art facilities in Houston and collectively organize an art exhibition as part of their course of study.

#### ART 3335 Color Theory

Prerequisite(s): None

An introductory course concerned with basic art techniques and materials of the study of color. The student will become acquainted with processes and the materials of understanding and applying color theory. The course will first develop the vocabulary of color followed by the construction of the color wheel and other significant color structure formations. A major part of the course will be dedicated to the studio application of painting, drawing and design color applications by the students. The course will include the following applications of color studies: vocabulary of color, theories of color, applying color theory, color wheels, naming colors, three attributes of color, mixing of color, moving from theory to practice, using value of color, using intensity of color, using harmony of color, color in nature, symbolism of color, and creating a personal palette of color.

#### ART 3353 History of Art: Prehistoric through Gothic

Prerequisite(s): None

Painting, sculpture and architecture are reflections of man's thinking (social, religious, and political) and the means through which he has sought to satisfy needs common to man of every age. The unique contribution made by each culture toward our art heritage is stressed along with influences of one culture on another.

#### ART 3355 Experimental Drawing

Prerequisite(s): ART 2394 or ART 2395 or ART 2396

Directed study of a minimum of thirty clock hours for each hour of credit. Topics and projects are selected based on student interest and need. Open to Art majors only.

#### ART 3363 History of Art: Renaissance through Modern

Prerequisite(s): None



Beginning with the sixteenth century, this course traces the development of modern art movements. Stylization, social factors, and important innovations that shape the destiny of man and his arts will be considered.

#### ART 3370 Printmaking II: Basic

Prerequisite(s): ART 2380

This course begins a more refined experience of learning printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more developed understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### Art 3372 Water Media - Painting II

Prerequisite(s): None

During this course students will have an intermediate experience in the use and development of water media techniques, both transparent and opaque. These courses will serve as preparatory for upper level painting classes both advanced and experimental.

#### ART 3373 History of Modern Art

Prerequisite(s): None

This course is an overview of the development of the visual arts during the latter part of the nineteenth through the entire twentieth century. Beginning with the Post-Impressionist movement in Europe and continuing through the multitude of 'isms' of the twentieth century, the study will progress to the present day Avant Garde ideas of the art world. Modern art masters such as Matisse, Picasso, Duchamp, Pollock, and Rothko will be a focus of the course. Movements such as Cubism, Abstract Expressionism, Dadaism, Pop Art, and Avant Gardism will be presented as each flows through the entirety of the modern movement.

#### Art 3374 Printmaking II: Intermediate

Prerequisite(s): ART 2380

This course continues a more refined experience of learning printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more developed understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### ART 3375 Art of the Renaissance

Prerequisite(s): None

Michelangelo, Leonardo, and Raphael created art in one of the most fascinating historical and artistic periods in Western culture, the High Renaissance. From debunking the Da Vinci code to treasure hunting for Bruegel's proverbs, this course not only focuses on some of the world's greatest achievements in art and the individuals responsible for making them, it sets the stage for art in Western culture for centuries to come.

#### ART 3376 Printmaking II: Advanced

Prerequisite(s): ART 2380

This course concludes a more refined experience of learning printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more developed understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### ART 3380 American Art

Prerequisite(s): None

From New York to Los Angeles, from Native America to Jackson Pollock, this course traverses the US geographically, philosophically and socially in search of major influences on and developments in American Art. Students will explore art made outside the European canon and develop an awareness and appreciation for the American heritage in artistic production.

#### ART 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ART 3383 European Heritage in Art History

Prerequisite(s): None

This course will occur during art study in Europe such as Artis Study abroad in Florence. Students will be based in Florence where they will attend daily walking lectures at most of the churches, museums and galleries of Florence. On site lectures will be held five or more days a week and will vary each day depending on the site visited. Renaissance is the major area studied through students electing a side trip to Germany during the month stay in Florence will also encounter contemporary art. During this study abroad semester students will record detailed journal notes from each daily lecture.

#### ART 3384 Sculpture II: Basics

Prerequisite(s): ART 2384

In this course emphasis is placed on beginning a refined understanding of many three-dimensional design problems and continuing to explore various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 3385 Experimental Drawing

Prerequisite(s): ART 2394

Directed study of a minimum of thirty clock hours for each hour of credit. Topics and projects are selected based on student interest and need. Open to art majors only.

#### ART 3386 Sculpture II: Intermediate

Prerequisite(s): ART 2384

In this course, emphasis is placed on continuing to develop a refined understanding of many three-dimensional design problems and continuing to explore various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 3387 Life Drawing II: Basic

Prerequisite(s): ART 2387

This figure drawing class introduces a more developed experience of the following techniques, skills, and knowledge: Gesture drawing, contour, cross contour, flash pose, memory drawing, descriptive poses, moving action, modeled drawing, descriptive poses, quick contour, extended contour, the long composition, studies of body parts, water color studies, oil studies.

#### ART 3388 Life Drawing II: Refined

Prerequisite(s): ART 2387

This figure drawing class continues with a more developed experience of the following techniques, skills and knowledge: Gesture drawing, contour, cross contour, flash pose, memory drawing, descriptive poses, moving action, modeled drawing, descriptive poses, quick contour, extended contour, the long composition, studies of body parts, water color studies, and oil studies.

#### ART 3389 Sculpture II: Applied

Prerequisite(s): ART 2384

In this course, emphasis is placed on accomplishing a refined understanding of many three-dimensional design problems and continuing to explore various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 3391 Ceramics II: Basic

Prerequisite(s): ART 2391

In this refined skills level course, students begin to mature in their work with hand-built and wheel-thrown techniques of forming pottery. Experimentation with glaze formulation, glazing, firing, and the search for a form language that expresses the individual are emphasized.

#### ART 3392 Ceramics II: Intermediate

Prerequisite(s): ART 2391

In this second refined skills level course, students continue to mature in their work with hand-built and wheel-thrown techniques of forming pottery. Experimentation continues with glaze formulation, glazing, firing, and the search for a form language that expresses the individual are emphasized.

#### ART 3393 Ceramics II: Advanced

Prerequisite(s): ART 2391

In this third refined skills level course, students continue to mature in their work with hand-built and wheel-thrown techniques of forming pottery. Experimentation continues with glaze formulation, glazing, firing, and the search for a form language that expresses the individual are emphasized.

#### ART 3394 Drawing II: Basic

Prerequisite(s): ART 2394

This course introduces students to a more refined series of drawing exercises using various media and subject matter with emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 3395 Drawing II: Intermediate

Prerequisite(s): ART 2394

This course continues to guide students through a series of refined drawing exercises using various media and subject matter with emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 3396 Drawing II: Advanced

Prerequisite(s): ART 2394

This course completes the refined series of drawing exercise using various media and subject matter with emphasis on the human figure. anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 3397 Painting II: Basic

Prerequisite(s): ART 2397

This course begins a series of more refined studio experiences. It is based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 3398 Painting II: Intermediate

Prerequisite(s): ART 2397

This course continues a series of more refined studio experiences. It is based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 3399 Painting II: Advanced

Prerequisite(s): ART 2397

This course concludes a series of more refined studio experiences. It is based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ART 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ART 4392 Senior Seminar: Studio

Prerequisite(s): See Senior Seminar note in "Undergraduate Degree Requirements" in the HBU Catalog.

This course provides a format for the production of a body of art works in a studio setting. The student will go through a process in which s/h presents a written document presenting the proposal for the body of works, the process by which the works are to be made or produced, and the aesthetic ideas which are the basis of the works. Part of the research includes meeting with the entire Art faculty for the purpose of enriching the possibilities for the chosen media. The final grade will be determined by a jury of the entire Art faculty.

#### ART 4361 Apprenticeship I: Advanced Studio

Prerequisite(s): Advanced Studio Art (Ceramics, Drawing, Painting, Printmaking, Sculpture, or Water Media) course at either the 3000 or 4000 level

The HBU Art Apprenticeship Program is an art studio concentration for individual art students who are accepted on an individual basis to do academic work in an apprentice capacity with one of the artist-in-residence members of the faculty. The students will be accepted into the program by invitation from the department chairman upon a review of the student's portfolio and academic records by the department's artists-in-residence. Upon acceptance into the program, the student will work toward individual semester hours designed as Apprenticeship credit hours.

#### ART 4362 Apprenticeship II: Advanced Studio

Prerequisite(s): Advanced Studio Art (Ceramics, Drawing, Painting, Printmaking, Sculpture, or Water Media) course at either the 3000 or 4000 level

The HBU Art Apprenticeship Program is an art studio concentration for individual art students who are accepted on an individual basis to do academic work in an apprentice capacity with one of the artist-in-residence members of the faculty. The students will be accepted into the program by invitation from the department chairman upon a review of the student's portfolio and academic records by the department's artists-in-residence. Upon acceptance into the program, the student will work toward individual semester hours designed as Apprenticeship credit hours.

#### ART 4363 Apprenticeship III: Advanced Studio

Prerequisite(s): Advanced Studio Art (Ceramics, Drawing, Painting, Printmaking, Sculpture, or Water Media) course at either the 3000 or 4000 level

The HBU Art Apprenticeship Program is an art studio concentration for individual art students who are accepted on an individual basis to do academic work in an apprentice capacity with one of the artist-in-residence members of the faculty. The students will be accepted into the program by invitation from the department chairman upon a review of the student's portfolio and academic records by the department's artists-in-residence. Upon acceptance into the program, the student will work toward individual semester hours designed as Apprenticeship credit hours.

#### ART 4364 Experimental Painting

Prerequisite(s): ART 2397 and (ART 3397 or ART 3398 or ART 3399)

Directed study of a minimum of thirty hours for each hour of credit. Topics and projects are selected based on student interest and need. Open to Art majors only.

#### ART 4372 Water Media - Painting III

Prerequisite(s): None

During this course, students will have an advanced experience in the use and development of water media techniques, both transparent and opaque. These courses will serve as preparatory for upper-level painting classes--both advanced and experimental.

#### ART 4380 Printmaking III: Basic

Prerequisite(s): ART 3370 or ART 3374 or ART 3376

This course begins the final more complex series of printmaking learning experiences. Students in this course will start to apply more highly developed printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more sophisticated understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### ART 4382 Printmaking III: Intermediate

Prerequisite(s): ART 3370 or ART 3374 or ART 3376

This course continues the final more complex series of printmaking learning experiences. Students in this course will apply more highly developed printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more sophisticated understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### ART 4383 Printmaking III: Advanced

Prerequisite(s): ART 3370 or ART 3374 or ART 3376

This course completes the final more complex series of printmaking learning experiences. Students in this course will apply more highly developed printmaking procedures in relief, intaglio, lithography, serigraphy, and experimental forms. The course will give the student a more sophisticated understanding of the possibilities of the printmaking media. Individual solutions are encouraged after basic technical procedure has been learned.

#### ART 4384 Sculpture III: Basics

Prerequisite(s): ART 3384 or ART 3386 or ART 3389

In this course, students begin to develop a more advanced understanding of the many three-dimensional design problems associated with sculpture. Students will continue their exploration of various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 4385 Sculpture III: Intermediate

Prerequisite(s): ART 3384 or ART 3386 or ART 3389

In this course, students continue to develop a more advanced understanding of the many three-dimensional design problems associated with sculpture. Students will continue their exploration of various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 4386 Sculpture III: Advanced

Prerequisite(s): ART 3384 or ART 3386 or ART 3389

In this course, students complete a more advanced understanding of the many three-dimensional design problems associated with sculpture. Students will continue their exploration of various media in a variety of approaches including additive, subtractive, manipulative, and casting techniques.

#### ART 4387 Life Drawing III: Basic

Prerequisite(s): ART 3387 and ART 3388

This figure drawing introduces students to an advanced experience with the following techniques, skills, and knowledge: Gesture drawing, contour, cross contour, flash pose, memory drawing, descriptive poses, moving action, modeled drawing, descriptive poses, quick contour, extended contour, the long composition, studies of body parts, water color studies, oil studies.

#### ART 4388 Life Drawing III: Refined

Prerequisite(s): ART 3387 and ART 3388

This figure drawing class completes the advanced experience with the following techniques, skills, and knowledge: Gesture drawing, contour, cross contour, flash pose, memory drawing, descriptive poses, moving action, modeled drawing, descriptive poses, quick contour, extended contour, the long composition, studies of body parts, water color studies, oil studies.

#### ART 4391 Ceramics III: Basic

Prerequisite(s): ART 3391 or ART 3392 or ART 3393

In this first advanced course, students begin to produce more complex work with hand-built and wheel-thrown techniques of forming pottery. Experimentation continues with glaze formulation, glazing, firing and search for a form language that expresses the individual are emphasized.

#### ART 4392 Ceramics III: Intermediate

Prerequisite(s): ART 3391 or ART 3392 or ART 3393

In this second advanced course, students carry on with more complex work using hand-built and wheel-thrown techniques of forming pottery. Experimentation continues with glaze formulation, glazing, firing, and the search for a form language that expresses the individual are emphasized.

#### ART 4393 Ceramics III: Advanced

Prerequisite(s): ART 3391 or ART 3392 or ART 3393

In this third advanced course, students complete complex work with hand-built and wheel-thrown techniques of forming pottery. Experimentation concludes with glaze formulations, glazing, firing, and the search for a form language that expresses the individual are emphasized.

#### ART 4394 Drawing III: Basic

Prerequisite(s): ART 3398 or ART 3395 or ART 3396

This course begins the final series of drawing courses. This course introduces students to more complex exercises using various drawing media and subject matter with emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 4395 Drawing III: Intermediate

Prerequisite(s): ART 3394 or ART 3395 or ART 3396

This course continues the final series of drawing courses. Students in this course will work on more complex drawing exercises using various media and subject matter with emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 4396 Drawing III: Advanced

Prerequisite(s): ART 3398 or ART 3395 or ART 3396

This course completes the final series of drawing courses. Students in this course will continue to work on complex drawing exercises using various drawing media and subject matter with emphasis on the human figure. Anatomical rendering, contour and value drawing are studies that will be utilized in the student's ultimate development toward a personal approach to drawing.

#### ART 4397 Painting III: Basic

Prerequisite(s): ART 3397 or ART 3398 or ART 3399

This course begins the more complex series of studio experiences based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 4398 Painting III: Intermediate

Prerequisite(s): ART 3397 or ART 3398 or ART 3399

This course continues the more complex series of studio experiences based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 4399 Painting III: Advanced

Prerequisite(s): ART 3397 or ART 3398 or ART 3399

This course concludes the more complex series of studio experiences based on problems designed to acquaint the student with the possibilities of various painting media and approaches to painting. Students are encouraged to explore and develop a personal direction for their work.

#### ART 5311 Graduate Painting I

Prerequisite(s): None

Graduate painting students will, in this introductory course, use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore thesis content in their painting activities.

#### ART 5312 Graduate Painting II

Prerequisite(s): None

Graduate painting students will, in this second level course, continue in their use of a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore thesis content in their painting activities.

#### ART 5313 Graduate Painting III

Prerequisite(s): ART 5311 and ART 5312

Graduate painting students will, in this third level course, become more adept with a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore thesis content in their painting activities.

#### ART 5314 Graduate Painting IV

Prerequisite(s): ART 5311 and ART 5312

Graduate painting students will use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore their thesis content in painting activities. These courses in graduate painting focus on the development of an interdisciplinary professional discourse and creating works of art needed in order to master the fine art of painting. All activities of graduate painting are juxtaposed towards the creation of original works of art, which express the individual. These creative impulses are organized with the student through criticism by the professor. These critical thoughts lead towards the implementation of content and processes in the artists' work. When developed the critical and spiritual path of discoveries required of any professional artist will be fully achieved.

#### ART 5321 Graduate Drawing I

Prerequisite(s): None

This course will introduce students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, conté combined with new and experimental media including encaustic, rubbing, drawing ability, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 5322 Graduate Drawing II

Prerequisite(s): None

This course will continue to introduce students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 5323 Graduate Drawing III

Prerequisite(s): ART 5321 and ART 5322

Students in this course will begin to become more adept in the use of processes of wet and dry media, including watercolor, ink, charcoal, pastel, conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 5324 Graduate Drawing IV

Prerequisite(s): ART 5321 and ART 5322

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, and conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 5331 Graduate Ceramics I

Prerequisite(s): None

This course in Ceramics will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing, and hand-building. The course will combine experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. Student's work will begin to achieve a thematic focus by the end of the semester.

#### ART 5332 Graduate Ceramics II

Prerequisite(s): None

This course in Ceramics will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing, and hand-building. The course will combine experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. Student's work will continue to achieve a thematic focus by the end of the semester.

#### ART 5333 Graduate Ceramics III

Prerequisite(s): ART 5331 and ART 5332

This course in Ceramics will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing, and hand-building. The course will combine experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. Student's work will begin to develop a more mature thematic focus by the end of the semester.

#### ART 5334 Graduate Ceramics IV

Prerequisite(s): ART 5331 and ART 5332

This course combines, through experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. This course will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing and hand-building. A student's work is expected to achieve a thematic focus by the end of the semester.

#### ART 5341 Graduate Sculpture I

Prerequisite(s): None

In this graduate sculpture course, students will begin to learn how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of drawing skills along with sculpture processes both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards the student's thesis content.

#### ART 5342 Graduate Sculpture II

Prerequisite(s): None

In this graduate sculpture course, students will begin to learn how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of drawing skills along with sculpture processes both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards the student's thesis content.

#### ART 5343 Graduate Sculpture III

Prerequisite(s): ART 5341 and ART 5342

In this graduate sculpture course, students will begin to learn how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to

continue their development of drawing skills along with sculpture processes both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards the student's thesis content.

#### ART 5344 Graduate Sculpture IV

Prerequisite(s): ART 5341 and ART 5342

In this graduate sculpture course, students will begin to learn how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of drawing skills along with sculpture processes both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards the student's thesis content.

#### ART 5351 Graduate Printmaking I

Prerequisite(s): None

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 5352 Graduate Printmaking II

Prerequisite(s): None

This course will allow a student to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printmaking, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content.

#### ART 5353 Graduate Printmaking III

Prerequisite(s): ART 5351 and ART 5352

This course will allow a student to continue to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content.

#### ART 5354 Graduate Printmaking IV

Prerequisite(s): ART 5351 and ART 5352

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ART 6315 Graduate Painting V

Prerequisite(s): ART 5311 and ART 5312 and ART 5313 and ART 5314

Graduate painting students will use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore their thesis content in painting activities. These courses in graduate painting focus on the development of an interdisciplinary professional discourse and creating works of art needed in order to master the fine art of painting. All activities of graduate painting are juxtaposed towards the creation of original works of art, which express the individual. These creative impulses are organized with the student through criticism by the professor. These critical thoughts lead towards the implementation of content and processes in the artists' work. When developed the critical and spiritual path of discoveries required of any professional artist will be fully achieved.

#### ART 6316 Graduate Painting VI

Prerequisite(s): ART 5311 and ART 5312 and ART 5313 and ART 5314

Graduate painting students will use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore their thesis content in painting activities. These courses in graduate painting focus on the development of an interdisciplinary professional discourse and creating works of art needed in order to master the



fine art of painting. All activities of graduate painting are juxtaposed towards the creation of original works of art, which express the individual. These creative impulses are organized with the student through criticism by the professor. These critical thoughts lead towards the implementation of content and processes in the artists' work. When developed the critical and spiritual path of discoveries required of any professional artist will be fully achieved.

#### ART 6317 Graduate Painting VII

Prerequisite(s): ART 5311 and ART 5312 and ART 5313 and ART 5314 and ART 6315 and ART 6316

Graduate painting students will use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore their thesis content in painting activities. These courses in graduate painting focus on the development of an interdisciplinary professional discourse and creating works of art needed in order to master the fine art of painting. All activities of graduate painting are juxtaposed towards the creation of original works of art, which express the individual. These creative impulses are organized with the student through criticism by the professor. These critical thoughts lead towards the implementation of content and processes in the artists' work. When developed the critical and spiritual path of discoveries required of any professional artist will be fully achieved.

#### ART 6318 Graduate Painting VIII

Prerequisite(s): ART 5311 and ART 5312 and ART 5313 and ART 5314 and ART 6315 and ART 6316

Graduate painting students will use a variety of painting processes including watercolor, oil, acrylic, and mixed media works to establish their central body of creative art. Interdisciplinary activities combining 2-dimensional and 3-dimensional processes will be acceptable. Students will be expected to continue their development toward a classical ability both in drawing and painting techniques and be prepared to explore their thesis content in painting activities. These courses in graduate painting focus on the development of an interdisciplinary professional discourse and creating works of art needed in order to master the fine art of painting. All activities of graduate painting are juxtaposed towards the creation of original works of art, which express the individual. These creative impulses are organized with the student through criticism by the professor. These critical thoughts lead towards the implementation of content and processes in the artists' work. When developed the critical and spiritual path of discoveries required of any professional artist will be fully achieved.

#### ART 6325 Graduate Drawing V

Prerequisite(s): ART 5321 and ART 5322 and ART 5323 and ART 5324

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, and conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 6326 Graduate Drawing VI

Prerequisite(s): ART 5321 and ART 5322 and ART 5323 and ART 5324

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, and conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 6327 Graduate Drawing VII

Prerequisite(s): ART 5321 and ART 5322 and ART 5323 and ART 5324 and ART 6325 and ART 6326

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, and conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 6328 Graduate Drawing VIII

Prerequisite(s): ART 5321 and ART 5322 and ART 5323 and ART 5324 and ART 6325 and ART 6326

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, and conté combined with new and experimental media including encaustic, rubbing, etc. Students will be expected to continue their development toward a classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 6335 Graduate Ceramics V

Prerequisite(s): ART 5331 and ART 5332 and ART 5333 and ART 5334

This course combines, through experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. This course will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing and hand-building. A student's work is expected to achieve a thematic focus by the end of the semester.

#### ART 6336 Graduate Ceramics VI

Prerequisite(s): ART 5331 and ART 5332 and ART 5333 and ART 5334

This course combines, through experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. This course will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing and hand-building. A student's work is expected to achieve a thematic focus by the end of the semester.

#### ART 6337 Graduate Ceramics VII

Prerequisite(s): ART 5331 and ART 5332 and ART 5333 and ART 5334 and ART 6335 and ART 6336

This course combines, through experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. This course will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing and hand-building. A student's work is expected to achieve a thematic focus by the end of the semester.

#### ART 6338 Graduate Ceramics VIII

Prerequisite(s): ART 5331 and ART 5332 and ART 5333 and ART 5334 and ART 6335 and ART 6336

This course combines, through experimental processes, glaze variations and clay body recipes for low and high range firing temperatures. This course will require a high level of traditional skills in building 3-dimensional clay sculptural forms in addition to traditional ceramic techniques such as throwing and hand-building. A student's work is expected to achieve a thematic focus by the end of the semester.

#### ART 6345 Graduate Sculpture V

Prerequisite(s): ART 5341 and ART 5342 and ART 5343 and ART 5344

In this graduate sculpture course, students will begin to become more adept in learning how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of a high level of drawing skill and materials and methods of sculpture both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards each student's thesis content.

#### ART 6346 Graduate Sculpture VI

Prerequisite(s): ART 5341 and ART 5342 and ART 5343 and ART 5344

In this graduate sculpture course, students will begin to become more adept in learning how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of a high level of drawing skill and materials and methods of sculpture both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards each student's thesis content.

#### ART 6347 Graduate Sculpture VII

Prerequisite(s): ART 5341 and ART 5342 and ART 5343 and ART 5344 and ART 6345 and ART 6346

In this graduate sculpture course, students will begin to become more adept in learning how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of a high level of drawing skill and materials and methods of sculpture both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards each student's thesis content.

#### ART 6348 Graduate Sculpture VIII

Prerequisite(s): ART 5341 and ART 5342 and ART 5343 and ART 5344 and ART 6345 and ART 6346

In this graduate sculpture course, students will begin to become more adept in learning how to translate drawings into 3-dimensional media such as steel, bronze, assemblage, found objects, wood, plaster, film, and installation including video and audio. Students will be expected to continue their development of a high level of drawing skill and materials and methods of sculpture both subtractive and additive techniques. All techniques used in this course and the resulting projects culminate towards each student's thesis content.

#### ART 6352 Graduate Drawing V

Prerequisite(s): ART 5321 and ART 5322 and ART 5323 and ART 5324

This course will allow students to use the processes of wet and dry media, including watercolor, ink, charcoal, pastel, conté combined with new and experimental media including encaustic, rubbing etc. Students will be expected to continue their development toward a for classical ability drawing and be prepared to explore thesis content in their painting activities.

#### ART 6352 Graduate Printmaking V

Prerequisite(s): ART 5351 and ART 5353 and ART 5353 and ART 5354

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 6356 Graduate Printmaking VI

Prerequisite(s): ART 5351 and ART 5352 and ART 5353 and ART 5354

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 6357 Graduate Printmaking VII

Prerequisite(s): ART 5351 and ART 5352 and ART 5353 and ART 5354 and ART 6352 and ART 6357

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 6358 Graduate Printmaking VIII

Prerequisite(s): ART 5351 and ART 5352 and ART 5353 and ART 5354 and ART 6352 and ART 6357

This course will allow a student to begin to explore in new ways one or more of the following drawing and printmaking techniques: etching, silkscreen, woodblock printing, intaglio, mono printing in the traditional and digital processes. Students will discover a personal voice in preparation for the development of their thesis content. Students are expected to have a working knowledge of printmaking techniques before enrolling.

#### ART 6361 Graduate Gallery and Museum Practices I

Prerequisite(s): None

This Gallery and Museum Practices course will begin to introduce the MFA student to a conceptual and practical understanding of art exhibitions and their importance in the careers of visual artists, as well as their contributions to contemporary society. Visits to Houston area museums and galleries will be an important component of this course. Lectures will be offered on the history of fine art venues from the late 19th century to the present.

#### ART 6362 Graduate Gallery and Museum Practices II

Prerequisite(s): None

This Gallery and Museum Practices course will provide the MFA student with a conceptual and practical understanding of art exhibitions and their importance in the careers of visual artists, as well as their contributions to contemporary society. Visits to Houston area museums and galleries will be an important component of this course. Lectures will be offered on the history of fine art venues from the late 19th century to the present.

#### ART 6363 Graduate Gallery and Museum Practices III

Prerequisite(s): None

This Gallery and Museum Practices course will provide the MFA student with a more sophisticated conceptual and practical understanding of art exhibitions and their importance in the careers of visual artists, as well as their contributions to contemporary society. Visits to Houston area museums and galleries will be an important component of this course. Lectures will be offered on the history of fine art venues from the late 19th century to the present.

#### ART 6364 Graduate Gallery and Museum Practices IV

Prerequisite(s): None

This Gallery and Museum Practices course will provide the MFA student with a more sophisticated conceptual and practical understanding of art exhibitions and their importance in the careers of visual artists, as well as their contributions to contemporary society. Visits to Houston area museums and galleries will be an important component of this course. Lectures will be offered on the history of fine art venues from the late 19th century to the present.

#### ART 6365 Graduate Experimental Digital Methods and Materials V

Prerequisite(s): MFA 5361 and MFA 5362 and MFA 5363 and MFA 5364

These courses will enhance the fine arts studio experience by integrating experimental digital tools. Starting with simple and practical image editing and correction, the student quickly branches out into using the computer as another important tool in

creating art. Course topics may include: working with digital photography, digital drawing and painting, 3D software, sound art, video art and the technology behind installation art. The students will research the history of movements within digital art (Generative Art, glitch, Datamoshing, etc.) They will explore the virtual tools and materials that state-of-the-art digital media has to offer. These cutting-edge programs (including Painter, Illustrator, Photoshop, After Effects, Ableton Live, etc.) provide an amazing variety of flexible and expressive possibilities. These digital studio courses are designed to integrate with the hands-on studio experience. Opening new dynamic, creative directions for the student as they develop their thesis.

#### ART 6366 Graduate Experimental Digital Methods and Materials VI

Prerequisite(s): MFA 5361 and MFA 5362 and MFA 5363 and MFA 5364

These courses will enhance the fine arts studio experience by integrating experimental digital tools. Starting with simple and practical image editing and correction, the student quickly branches out into using the computer as another important tool in creating art. Course topics may include: working with digital photography, digital drawing and painting, 3D software, sound art, video art and the technology behind installation art. The students will research the history of movements within digital art (Generative Art, glitch, Datamoshing, etc.) They will explore the virtual tools and materials that state-of-the-art digital media has to offer. These cutting-edge programs (including Painter, Illustrator, Photoshop, After Effects, Ableton Live, etc.) provide an amazing variety of flexible and expressive possibilities. These digital studio courses are designed to integrate with the hands-on studio experience. Opening new dynamic, creative directions for the student as they develop their thesis.

#### ART 6367 Graduate Experimental Digital Methods and Materials VII

Prerequisite(s): MFA 5361 and MFA 5362 and MFA 5363 and MFA 5364 and ART 6365 and ART 6366

These courses will enhance the fine arts studio experience by integrating experimental digital tools. Starting with simple and practical image editing and correction, the student quickly branches out into using the computer as another important tool in creating art. Course topics may include: working with digital photography, digital drawing and painting, 3D software, sound art, video art and the technology behind installation art. The students will research the history of movements within digital art (Generative Art, glitch, Datamoshing, etc.) They will explore the virtual tools and materials that state-of-the-art digital media has to offer. These cutting-edge programs (including Painter, Illustrator, Photoshop, After Effects, Ableton Live, etc.) provide an amazing variety of flexible and expressive possibilities. These digital studio courses are designed to integrate with the hands-on studio experience. Opening new dynamic, creative directions for the student as they develop their thesis.

#### ART 6368 Graduate Experimental Digital Methods and Materials VIII

Prerequisite(s): MFA 5361 and MFA 5362 and MFA 5363 and MFA 5364 and ART 6365 and ART 6366

These courses will enhance the fine arts studio experience by integrating experimental digital tools. Starting with simple and practical image editing and correction, the student quickly branches out into using the computer as another important tool in creating art. Course topics may include: working with digital photography, digital drawing and painting, 3D software, sound art, video art and the technology behind installation art. The students will research the history of movements within digital art (Generative Art, glitch, Datamoshing, etc.) They will explore the virtual tools and materials that state-of-the-art digital media has to offer. These cutting-edge programs (including Painter, Illustrator, Photoshop, After Effects, Ableton Live, etc.) provide an amazing variety of flexible and expressive possibilities. These digital studio courses are designed to integrate with the hands-on studio experience. Opening new dynamic, creative directions for the student as they develop their thesis.

#### ART 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ART 6399 Graduate Thesis/ Portfolio Development

Prerequisite(s): None

All MFA graduate studio majors will, in this course, coordinate their thesis writing and body of art created during their MFA period of study preparing both for their Thesis MFA professional exhibition. Each student will work with their graduate committee chair, as primary instructor for this final seminar course during their last semester. The professor and candidate will work together to ensure the best possible portfolio development. Work that has already been started relating to the student's individual thesis writing and creative oeuvre will be coordinated and edited during the duration of this course. Satisfactory approval of both the Art faculty and the UAC Gallery director are needed prior to any MFA thesis exhibition, public MFA presentation lecture and oral thesis defense.

## Basic (BASC) Course Descriptions

BASC 1414 Natural Science

Prerequisite(s): None

Corequisite(s): None

An integrated science course at the freshman level for non-science majors. Topics from biology, chemistry, and physics will be covered. Case studies on the development of significant ideas in science, as illustrations of the scientific method, include 45 clock hours of laboratory work. Credit for this course may not be granted for majors requiring another specific science course as listed on the major's degree plan.

## Biochemistry-Molecular Biology (BCMB) Course Descriptions

BCMB 3014 Microbiology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BCMB 3414

This is the laboratory portion of BCMB 3414.

BCMB 3375 Human Genetics

Prerequisite(s): BIOL 3301 and BIOL 3444

This course will introduce students to the basic concepts of human genetics and its molecular and clinical implications. Topics include the chromosomal, molecular, and biochemical basis of disease, prenatal diagnosis, and genetic counseling. (Offered also as BIOL 3375.)

BCMB 3414 Microbiology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BCMB 3014

This course is a general survey of the microorganisms and includes the morphology, physiology, and control of the organisms most important to humans. The microbiology of soil, food, water, and disease will be considered. This course includes one semester hour credit for laboratory sessions. (Offered also as BIOL 3414.)

BCMB 4024 Molecular Biology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4424

This is the laboratory portion of BCMB 4424.

BCMB 4044 Virology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4444

This is the laboratory portion of BCMB 4444.

BCMB 4048 Molecular Genetics Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4448

This is the laboratory portion of BCMB 4448.

BCMB 4064 Immunology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4464

This is the laboratory portion of BCMB 4464.

BCMB 4111 Bioanalytical Methods

Prerequisite(s): Twenty hours of Biology or BCMB at the 2000 level or above, and CHEM 2415 and CHEM 2416 and CHEM 3131 and CHEM 3132 and CHEM 3313 and CHEM 3333, and completion of or concurrent enrollment in CHEM 4373

This course is a senior level course which exposes students to the principles and experimental techniques underlying common bioanalytical methods such as cell fractionation, radiolabeling, protein purification, protein and DNA sequencing, immunochemistry, and spectrophotometry, all of which are widely used in research pertaining to the biological and biochemical sciences.

BCMB 4181 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BCMB 4272 Integrating Biological Concepts

Prerequisite(s): Biology Core courses (BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3414 and BIOL 3444)

This course will integrate the knowledge, theories, and skills expected of a Biologist. Topics will encompass and reinforce the material found in the courses of the Biology Core.

#### BCMB 4281 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BCMB 4297 Research in Biochemistry/Molecular Biology

Prerequisite(s): BIOL 3414 and BIOL 3444

Laboratory research is offered for a student majoring in Biochemistry-Molecular biology. At the conclusion of the research, a written paper will be presented to the student's seminar advisor and an oral presentation of the results will be presented.

#### BCMB 4324 Advanced Cell Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

This course provides an in-depth study of selected dynamic processes that occur in living cells. Topics include DNA regulation and expression of genes; DNA repair; protein synthesis and function; protein sorting; vesicular traffic; cell signaling; and control of cell division. (Offered also as BIOL 4324.)

#### BCMB 4335 RNA Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

This course investigates the diverse structures and roles of RNA molecules in living cells. Both historical and current research on RNA and its varied functions will be covered. Topics include RNA with enzymatic function, cellular production and processing of RNA, regulatory RNA molecules, RNA splicing and splice defects, long non-coding RNA (lncRNA) and RNA localization within cells. (Offered also as BIOL 4335.)

#### BCMB 4363 Medical Microbiology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3414

A study of microbial organisms that cause disease in humans. The characteristics of each pathogen are discussed along with its pathogenesis and pathology. (Offered also as BIOL 4363.)

#### BCMB 4375 Cancer Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3414

This course examines the development of cancer at the cellular and molecular levels. Topics covered include tumor suppressors, oncogenes, cell cycle regulation, apoptosis, telomerase, angiogenesis, and metastasis. Cancer prevention, screen, diagnosis, and treatment will also be introduced. (Offered also as BIOL 4375.)

#### BCMB 4381 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BCMB 4424 Molecular Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4024

This course presents recent developments in biotechnology and genetic engineering. Topics included are recombinant DNA; DNA cloning; DNA sequencing; polymerase chain reaction; monoclonal antibodies; genetic engineering of plants and animals; and the human genome project. This course includes one semester hour credit for laboratory sessions. (Offered also as BIOL 4424.)

#### BCMB 4444 Virology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4044

This course is an introduction to the principles of animal virology. The classification and replicative cycles of viruses are compared to their pathogenic mechanisms. Viral oncogenes and modern anti-viral chemotherapy and immunization are discussed. This course includes one semester hour credit for laboratory sessions. (Offered also as BIOL 4444.)

#### BCMB 4448 Molecular Genetics

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4048

This course investigates the molecular mechanisms of genetics in greater detail than BIOL 3444 Genetics. Topics include the dynamic molecular structure of DNA, chromatin, RNA and the proteins that interact with them. Special attention will be given to understanding current techniques used in the analysis of genomes. This course includes one semester hour credit for laboratory sessions. (Offered also as BIOL 4448)

#### BCMB 4464 Immunology

Prerequisites: BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BCMB 4064

This course is an introductory study of the biological and clinical approaches to immunology. Discussions center on the mechanisms responsible for various clinical syndromes as well as basic immunological phenomena such as antibody diversity, T cell receptor diversity, antigen presentation, signaling across cellular receptors, and cell activation. This course includes one semester hour credit for laboratory sessions. (Offered also as BIOL 4464.)

#### BCMB 4481 Special Topics/Independent Study

Prerequisites: BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BCMB 4181, 4281, 4381, 4481 Special Topics

Prerequisites: BIOL 2473, 2474, and 2475

Topics are selected on basis of students' needs and academic qualifications of staff. This will include such topics as microbial techniques, membrane biology, enzymology, etc. Laboratory may or may not be included. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Biology (BIOL) Course Descriptions

#### BIOL 1004 Introductory Biology Laboratory

Prerequisite(s): None

Corequisite(s): BIOL 1404

This is the laboratory portion of BIOL 1404.

#### BIOL 1014 Introductory Microbiology Laboratory

Prerequisite(s): None

Corequisite(s): BIOL 1414

This is the laboratory portion of BIOL 1414.

#### BIOL 1404 Introductory Biology

Prerequisite(s): None

Corequisite(s): BIOL 1004

This course is a general survey of biology including the study of plants, animals, ecology, and some marine biology. This course includes one semester hour credit for laboratory sessions. This course cannot be applied toward a biology major.

#### BIOL 1414 Introductory Microbiology

Prerequisite(s): None

Corequisite(s): BIOL 1014

A general introduction of microbiology with emphasis placed on public health. Various disease-causing agents are discussed. Procedures used in disinfection and sterilization are demonstrated with consideration given to infection control. Includes one semester hour credit for laboratory sessions. This course cannot be counted for credit toward a biology major.

#### BIOL 2004 Human Anatomy and Physiology I Laboratory

Prerequisite(s): None

Corequisite(s): BIOL 2404

This is the laboratory portion of BIOL 2404.

#### BIOL 2014 Human Anatomy and Physiology II Laboratory

Prerequisite(s): BIOL 2004 and BIOL 2404

Corequisite(s): BIOL 2414

This is the laboratory portion of BIOL 2414.

BIOL 2054 General Biology I Laboratory

Prerequisite(s): SAT Composite 1130 or ACT Composite 22 or 12 credit hours of college coursework

Corequisite(s): BIOL 2454

Restriction(s): Biochemistry-Molecular Biology, Biology, Chemistry, Mathematics, or Physics majors only

This is the laboratory portion of BIOL 2454.

BIOL 2055 General Biology II Laboratory

Prerequisite(s): BIOL 2054 and BIOL 2454

Corequisite(s): BIOL 2455

This is the laboratory portion of BIOL 2455.

BIOL 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 2214 Medical Terminology

Prerequisite(s): None

This course provides a comprehensive study of medical terminology including word roots, combining forms, prefixes and suffixes. Students build and analyze thousands of medical terms, and in the process, study the structure and functions of human body systems and diseases. This course cannot be counted for credit toward the biology major.

BIOL 2281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 2404 Human Anatomy and Physiology I

Prerequisite(s): None

Corequisite(s): BIOL 2004

The course deals with the anatomical description and functions of the systems of the human body. Emphasis is placed upon the interrelationship between structure and function with maintenance and homeostasis being the unifying principle. This course includes one semester hour credit for laboratory sessions. This course cannot be counted for credit towards the Biology major or minor.

BIOL 2414 Human Anatomy and Physiology II

Prerequisite(s): BIOL 2404 and BIOL 2004

Corequisite(s): BIOL 2014

The course deals with the anatomical description and functions of the systems of the human body. Emphasis is placed upon the interrelationship between structure and function with maintenance and homeostasis being the unifying principle. This course includes one semester hour credit for laboratory sessions. This course cannot be counted for credit towards the Biology major or minor.

BIOL 2454 General Biology I

Prerequisite(s): SAT composite 1130 or ACT composite 22 or 12 hours college coursework

Corequisite(s): BIOL 2054

Restriction(s): Biochemistry-Molecular Biology, Biology, Chemistry, Mathematics, or Physics majors only

This course is required of all biology majors. Topics include cell structure and function, biological diversity, plant biology, and ecology. This course includes one semester hour credit for laboratory sessions.

BIOL 2455 General Biology II

Prerequisite(s): BIOL 2454



Corequisite(s): BIOL 2055

This course is required of all biology majors. Topics include animal tissues and organ systems, animal structure and function, life processes, biological diversity and the theory of evolution. This course includes one semester hour credit for laboratory sessions.

BIOL 2481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 3004 Environmental Science Laboratory

Prerequisite(s): None

Corequisite(s): BIOL 3404

This is the laboratory portion of BIOL 3404.

BIOL 3014 Microbiology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3414

This is the laboratory portion of BIOL 3414.

BIOL 3033 Pathophysiology Laboratory

Prerequisite(s): (BIOL 2404 and BIOL 2414) or (BIOL 2454 and BIOL 2455 and BIOL 3301)

Corequisite(s): BIOL 3433

This is the laboratory portion of BIOL 3433.

BIOL 3034 Ecology and Field Biology Laboratory

Prerequisite(s): (BIOL 2404 and BIOL 2414) or (BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301)

Corequisite(s): BIOL 3434

This is the laboratory portion of BIOL 3434.

BIOL 3044 Genetics Laboratory

Prerequisite(s): (BIOL 2404 and BIOL 2414) or (BIOL 2454 and BIOL 2455 and BIOL 3301)

Corequisite(s): BIOL 3444

This is the laboratory portion of BIOL 3444.

BIOL 3054 General Physiology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3454

This is the laboratory portion of BIOL 3454.

BIOL 3056 Advanced Human Anatomy Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 3456

This is the laboratory portion of BIOL 3456.

BIOL 3064 Comparative Vertebrate Anatomy Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3464

This is the laboratory portion of BIOL 3464.

BIOL 3181 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 3281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BIOL 3301 Cellular and Molecular Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and CHEM 2415

This course is required of all biology majors. Topics include biological chemistry, cellular structure and function, energy transformations, DNA, RNA, and protein synthesis.

#### BIOL 3325 Global Health

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

This course provides an overview to the field of Global Health. Students in this course will learn about pathogen-related diseases that are common in developed countries, as well as those more prominent in developing countries. Students will also learn about challenges facing healthcare around the world such as healthcare systems, healthcare education, emerging diseases, formulation and execution of major global initiatives, healthcare inequality, sanitation, mental health, and age-related health issues.

#### BIOL 3335 Nutrition and Metabolism

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Nutrition and Metabolism is designed to acquaint the student with the role of nutrients in health, the physiology of the gastrointestinal tract, and the importance of nutrition in preventive and curative medicine.

#### BIOL 3375 Human Genetics

Prerequisite(s): BIOL 3301 and BIOL 3444

This course will introduce students to the basic concepts of human genetics and its molecular and clinical implications. Topics include the chromosomal, molecular, and biochemical basis of disease, prenatal diagnosis, and genetic counseling. (Offered also as BCMB 3375.)

#### BIOL 3381 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BIOL 3404 Environmental Science

Prerequisite(s): None

Corequisite(s): BIOL 3004

This course is a study of the interrelationships of the natural world and the interactions of organisms with their environment. Analysis of populations, both natural and human, in their communities and the impact of the physical factors will be explored. Current environmental issues will also be discussed. Sampling techniques and field studies will be emphasized. This course includes one semester hour credit for laboratory sessions. This course cannot be counted for credit toward the biology major.

#### BIOL 3414 Microbiology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3014

This course is a general survey of the microorganisms and includes the morphology, physiology, and control of the organisms most important to humans. The microbiology of soil, food, water, and disease will be considered. This course includes one semester hour credit for laboratory sessions. (Offered also as BCMB 3414.)

#### BIOL 3433 Pathophysiology

Prerequisite(s): (BIOL 2404 and BIOL 2414) or (BIOL 2454 and BIOL 2455 and BIOL 3301)

Corequisite(s): BIOL 3033

A general study of structure and function of human cells including the basic cellular requirements for life. The importance of fluid distribution, fluid volume and fluid balance along with abnormal deviations will be covered. The student will obtain an understanding of the pathology of the cardiovascular system, nervous system, endocrine system, digestive system, excretory system, and musculo-skeletal system. This course includes one semester hour credit for laboratory sessions.

#### BIOL 3434 Ecology and Field Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 3034

This course studies ecological concepts concerning ecosystems from a population, interspecific and community perspective. Sampling techniques and field studies will be emphasized. Analysis of populations in their communities will be explored. This course includes one semester hour credit for laboratory sessions.

**BIOL 3444 Genetics**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3044

This course deals with the molecular and chromosomal basis of inheritance. Topics include Mendelian and non-Mendelian inheritance, population genetics, and molecular genetics. This course includes one semester hour credit for laboratory sessions.

**BIOL 3454 General Physiology**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3054

This course deals with the function of selected organ systems in vertebrates with the major emphasis on humans. Mechanisms of kidney function, circulation, respiration, nerve transmission, muscular contraction, endocrine function, and digestion are discussed in detail. This course includes one semester hour credit for laboratory sessions.

**BIOL 3456 Advanced Human Anatomy**

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 3056

This is an advanced study of the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will be emphasized. This course includes one semester hour credit for laboratory sessions.

**BIOL 3464 Comparative Vertebrate Anatomy**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 3064

A comparative study of the anatomy of representative vertebrates which stresses the patterns and interrelationship among vertebrates. A foundation is also provided for understanding the functions of vertebrate organs and systems. This course includes one semester hour credit for laboratory sessions.

**BIOL 3481 Special Topics/Independent Study**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**BIOL 4023 Histology Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 4423

This is the laboratory portion of BIOL 4423.

**BIOL 4024 Molecular Biology Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4424

This is the laboratory portion of BIOL 4424.

**BIOL 4025 Drug Action Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 4425

This is the laboratory portion of BIOL 4425.

**BIOL 4033 Embryology Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 4433

This is the laboratory portion of BIOL 4433.

**BIOL 4043 Neuroscience Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 4443

This is the laboratory portion of BIOL 4443.

**BIOL 4044 Virology Laboratory**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4444

This is the laboratory portion of BIOL 4444.

BIOL 4048 Molecular Genetics Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4448

This is the laboratory portion of BIOL 4448.

BIOL 4064 Immunology Laboratory

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4464

This is the laboratory portion of BIOL 4464.

BIOL 4181 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 4272 Integrating the Concepts in Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3414 and BIOL 3444

This course will integrate the knowledge, theories, and skills expected of a biologist. Topics will encompass and reinforce the material found in the courses of the Biology Core.

BIOL 4281 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

BIOL 4297 Research in Biology

Prerequisite(s): BIOL 3414 and BIOL 3444

Laboratory research is offered for a student majoring in Biology. At the conclusion of the research, a written paper will be presented to the student's seminar advisor and an oral presentation of the results will be presented.

BIOL 4324 Advanced Cell Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

This course provides an in-depth study of selected dynamic processes that occur in living cells. Topics include DNA regulation and expression of genes; DNA repair; protein synthesis and function; protein sorting; vesicular traffic; cell signaling; and control of cell division. (Offered also as BCMB 4324.)

BIOL 4325 Endocrinology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

This course provides students with a working knowledge of endocrinology. Topics include the historical development of endocrinology; structure and function of the major hormone groups; models for cell signaling; how hormones influence metabolism; and diseases caused by abnormalities of the endocrine system.

BIOL 4335 RNA Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

This course investigates the diverse structures and roles of RNA molecules in living cells. Both historical and current research on RNA and its varied functions will be covered. Topics include RNA with enzymatic function, cellular production and processing of RNA, regulatory RNA molecules, RNA splicing and splice defects, long non-coding RNA (lncRNA) and RNA localization within cells. (Offered also as BCMB 4335.)

BIOL 4363 Medical Microbiology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3414

A study of microbial organisms that cause disease in humans. The characteristics of each pathogen are discussed along with its pathogenesis and pathology. (Offered also as BCMB 4363.)

BIOL 4375 Cancer Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

This course examines the development of cancer at the cellular and molecular levels. Topics covered include tumor

suppressors, oncogenes, cell cycle regulation, apoptosis, telomerase, angiogenesis, and metastasis. Cancer prevention, screen, diagnosis, and treatment will also be introduced.

#### BIOL 4381 Special Topics/Independent Study

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### BIOL 4423 Histology

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 4023

A study of the fine structure of normal human tissue is the principle area of consideration in this course. Tissue techniques will be included in order to afford an appreciation of the types of preparations used in the laboratory. This course includes one semester hour credit for laboratory sessions.

#### BIOL 4424 Molecular Biology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4024

This course presents recent developments in biotechnology and genetic engineering. Topics included are recombinant DNA; DNA cloning; DNA sequencing; polymerase chain reaction; monoclonal antibodies; genetic engineering of plants and animals; and the human genome project. This course includes one semester hour credit for laboratory sessions. (Offered also as BCMB 4424.)

#### BIOL 4425 Drug Action

Prerequisite(s): BIOL 2454 and BIOL 2455 and credit for or concurrent registration in BIOL 3301

Corequisite(s): BIOL 4025

This course presents the basic concepts and principles of pharmacology as related to the anatomy and physiology of certain body systems. Specific topics include principles of drug receptors; pharmacodynamics and pharmacokinetics; the actions of cholinergic-activating, cholinesterase-blocking, and cholinesterase-inhibiting drugs; adrenoceptor-activating and adrenoceptor-blocking drugs; and antihypertensive, antidepressant, and chemotherapeutic drugs. This course includes one semester hour credit for laboratory sessions.

#### BIOL 4433 Embryology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 4033

This is a study of the normally developing human from conception through birth. Common congenital defects are briefly discussed. This course includes one semester hour credit for laboratory sessions.

#### BIOL 4443 Neuroscience

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Corequisite(s): BIOL 4043

This course surveys the organization and functioning of the human nervous system. Action potentials and synaptic transmissions are emphasized. Sensory systems and movement are also considered along with new models that illustrate the function of memory systems. This course includes one semester hour credit for laboratory sessions.

#### BIOL 4444 Virology

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4044

This course is an introduction to the principles of animal virology. The classification and replicative cycles of viruses are compared to their pathogenic mechanisms. Viral oncogenes and modern anti-viral chemotherapy and immunization are discussed. This course includes one semester hour credit for laboratory. (Offered also as BCMB 4444.)

#### BIOL 4448 Molecular Genetics

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4048

This course investigates the molecular mechanisms of genetics in greater detail than BIOL 3444 Genetics. Topics include the dynamic molecular structure of DNA, chromatin, RNA and the proteins that interact with them. Special attention will be given to understanding current techniques used in the analysis of genomes. This course includes one semester hour credit for laboratory sessions.

**BIOL 4464 Immunology**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301 and BIOL 3444

Corequisite(s): BIOL 4064

This course is an introductory study of the biological and clinical approaches to immunology. Discussions center on the mechanisms responsible for various clinical syndromes as well as basic immunological phenomena such as antibody diversity, T cell receptor diversity, antigen presentation, signaling across cellular receptors, and cell activation. This course includes one semester hour credit for laboratory. (Offered also as BCMB 4464.)

**BIOL 4481 Special Topics/Independent Study**

Prerequisite(s): BIOL 2454 and BIOL 2455 and BIOL 3301

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**BIOL 5023 Histology Lab**

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5423

Cross-Listings: BIOL 4023

This is the laboratory portion of BIOL 5423.

**BIOL 5024 Molecular Biology Lab**

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5424

Cross-Listings: BIOL 4024

This is the laboratory portion of BIOL 5424.

**BIOL 5025 Drug Action Lab**

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5425

Cross-Listings: BIOL 4025

This is the laboratory portion of BIOL 5425.

**BIOL 5033 Embryology Lab**

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5433

Cross-Listings: BIOL 4033

This is the laboratory portion of BIOL 5433.

**BIOL 5043 Neuroscience Lab**

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5443

Cross-Listings: BIOL 4043

This is the laboratory portion of BIOL 5443.

**BIOL 5048 Molecular Genetics Lab**

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5448

Cross-Listings: BIOL 4048

This is the laboratory portion of BIOL 5448.

**BIOL 5064 Immunology Lab**

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5464

Cross-Listings: BIOL 4064

This is the laboratory portion of BIOL 5464.

**BIOL 5297 Research in Biology**

Prerequisite(s): BIOL 3414 and BIOL 3444 (or equivalent)

Corequisite(s): None

Laboratory research is offered for a student majoring in Biology. At the conclusion of the research, a written paper will be presented to the student's seminar advisor and an oral presentation of the results will be presented.

#### BIOL 5324 Advanced Cell Biology

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): None

Cross-Listings: BIOL 4324; BCMB 4324

This course provides an in-depth study of selected dynamic processes that occur in living cells. Topics include DNA regulation and expression of genes; DNA repair; protein synthesis and function; protein sorting; vesicular traffic; cell signaling; and control of cell division.

#### BIOL 5325 Endocrinology

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): None

Cross-Listings: BIOL 4325

This course provides students with a working knowledge of endocrinology. Topics include the historical development of endocrinology; structure and function of the major hormone groups; models for cell signaling; how hormones influence metabolism; and diseases caused by abnormalities of the endocrine system.

#### BIOL 5375 Cancer Biology

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): None

Cross-Listings: BIOL 4375

This course examines the development of cancer at the cellular and molecular levels. Topics covered include tumor suppressors, oncogenes, cell cycle regulation, apoptosis, telomerase, angiogenesis, and metastasis. Cancer prevention, screen, diagnosis, and treatment will also be introduced.

#### BIOL 5423 Histology

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5023

Cross-Listings: BIOL 4423

A study of the fine structure of normal human tissue is the principle area of consideration in this course. Tissue techniques will be included in order to afford an appreciation of the types of preparations used in the laboratory. This course includes one semester hour credit for laboratory sessions.

#### BIOL 5424 Molecular Biology

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5024

Cross-Listings: BIOL 4424; BCMB 4424

This course presents recent developments in biotechnology and genetic engineering. Topics included are recombinant DNA; DNA cloning; DNA sequencing; polymerase chain reaction; monoclonal antibodies; genetic engineering of plants and animals; and the human genome project. This course includes one semester hour credit for laboratory sessions.

#### BIOL 5433 Embryology

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5033

Cross-Listings: BIOL 4433

This is a study of the normally developing human from conception through birth. Common congenital defects are briefly discussed. This course includes one semester hour credit for laboratory sessions.

#### BIOL 5443 Neuroscience

Prerequisite(s): BIOL 2454 and BIOL 2455 (or equivalent)

Corequisite(s): BIOL 5043

Cross-Listings: BIOL 4443

This course surveys the organization and functioning of the human nervous system. Action potentials and synaptic transmissions are emphasized. Sensory systems and movement are also considered along with new models that illustrate the function of memory systems. This course includes one semester hour credit for laboratory sessions.

#### BIOL 5448 Molecular Genetics

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5048

Cross-Listings: BIOL 4448; BCMB 4448

This course investigates the molecular mechanisms of genetics in greater detail than BIOL 3444

Genetics. Topics include the dynamic molecular structure of DNA, chromatin, RNA, and the proteins that interact with them. Special attention will be given to understanding current techniques used in the analysis of genomes. This course includes one semester hour credit for laboratory sessions.

BIOL 5464 Immunology

Prerequisite(s): BIOL 3444 (or equivalent)

Corequisite(s): BIOL 5064

Cross-Listings: BIOL 4464; BCMB 4464

This course is an introductory study of the biological and clinical approaches to immunology. Discussions center on the mechanisms responsible for various clinical syndromes as well as basic immunological phenomena such as antibody diversity, T cell receptor diversity, antigen presentation, signaling across cellular receptors, and cell activation. This course includes one semester hour credit for laboratory.

## Business Administration (BUSA) Course Descriptions

BUSA 1305 The World of Business

Prerequisite(s): None

A foundations course that emphasizes decision making in an ever-changing world economy. The focus is on building a foundation for key success factors and life skills, including professionalism, communications, global and cultural awareness, team-based decision making, critical thinking, technological competence, and business language. Some emphasis is placed on career guidance, including an appreciation for the functional areas of business. BUSA 1305 is required by all BBA majors and BA-Manual Studies majors. The course is to be taken by Business majors in their first semester, or within the first 12 hours of matriculating into the Archie W. Dunham College of Business. The course may be taken by non-Business majors who have earned less than 90 credit hours.

BUSA 2301 Business Math

Prerequisite(s): MATH 1313 or higher

This course covers selected topics of one- and multi-variable calculus with applications in business and economics. It will provide business students with the appropriate conceptual and computational mathematical background for future business study and economic analysis.

BUSA 2315 Business Statistics

Prerequisite(s): MATH 1313 or higher

This course covers descriptive and inferential statistics and their application to business data. Topics include data visualization, measures of central tendency and dispersion, discrete and continuous probability distributions, sampling distributions, hypothesis testing, regression analysis and forecasting.

BUSA 2320 Legal Environment of Business

Prerequisite(s): None

A study of the legal environment of business, the role of law in society, the judicial process, and government regulation. Emphases are given to the law of contracts, torts, intellectual property, as well as employment law dealing with discrimination and its relation to human resources.

BUSA 2330 Biblical Financial Management

Prerequisite(s): None

Corequisite(s): None

This course is to encourage an understanding of personal financial planning and the acquisition of sound money management skills based on biblical principles.

BUSA 3315 Spreadsheet Modeling with Business Applications

Prerequisite(s): BUSA 2301 and (BUSA 2315 or concurrent enrollment)

This course is designed to introduce students to the environment of spreadsheets and its utilization for storage, presentation, visualization, and analysis of business data. Topics include, but are not limited to, pivot tables, spreadsheet modeling of business problems, optimization, risk management, and project management. All new concepts will be introduced using real



business problems related to accounting, finance, economics, management, and marketing. The course will utilize Microsoft Excel—the most commonly used spreadsheet application.

#### BUSA 3320 Business Ethics

Prerequisite(s): None

The goal of the Business Ethics class is to prepare students for success in global business. This will be achieved by helping students develop and apply a framework for identifying the ethical implications (personal, corporate, and social) of the various business practices they will encounter in an international market. A balance will be given to universal issues raised when adopting an ethical system and the particular issues involved in applying the ethical system to business issues. Main topics include: philosophical and cultural foundations of Business Ethics, applying ethical principles in the market place, and how to set up and carry out an effective Business Ethics program in an organization. The particular human resources issues of diversity, whistle blowing, recruiting and hiring, and compensation will be discussed as part of the application of ethical principles.

#### BUSA 4301 International Business

Prerequisite(s): None

This course focuses on challenges that US managers face when operating in foreign countries. The class covers basic principles of global business and cross-cultural interaction. It will particularly emphasize cultural and historical differences among various countries and how those differences produce different managerial styles and contrasting business practices. In addition, students will do thorough research, preparation, and presentations on specific companies and countries.

#### BUSA 4320 Business Law

Prerequisite(s): BUSA 2320

Study of the uniform commercial code applied to commercial documents. Introduction to creditors' rights and bankruptcy, agency and employment, business organizations, and property law.

#### BUSA 4340 Internship

Prerequisite(s): See the Archie W. Dunham College of Business Internship Coordinator for current prerequisite information

Corequisite(s): None

The course is an integrating field experience by which students learn actual business practices by undertaking responsible roles in an organization. The students develop interpersonal skills while acquiring practical knowledge in their disciplines. The students are exposed to various work roles and career choices. Open to junior and senior H-campus (residential) students only.

#### BUSA 4360 Data Analytics

Prerequisite(s): MIS 4350

Co-requisite(s): None

This is a capstone course for the Data Analytics minor or certificate. The course involves practical application in several areas. Topics will include, but not be limited to, data visualization and presentation; marketing, sports, and healthcare analytics; and social media applications. Both individual and team projects will be involved. Students will acquire skills related to data information extraction, how to interpret extracted information, and how to apply that information for decision-making. The course includes practical experience using MS Excel and IBM SPSS.

#### BUSA 6315 Fundamentals of Data Analytics

Prerequisite(s): None

Corequisite(s): None

This course introduces students to fundamental concepts, techniques, and applications of data analytics. It presents applied approach to data analytics and data mining with clear explanations, hands-on exercises, and real-life case studies. Students will learn various data visualization and presentation methods, as well as most commonly used data mining techniques to develop descriptive, predictive, and prescriptive models from various areas of business and real-life and learn how to extract useful information from Big Data. Graduate Business programs only.

#### BUSA 6320 Practical Data Analytics

Prerequisite(s): BUSA 6315

Corequisite(s): None

This course introduces students to practical aspects of fundamental methods and techniques of data analytics. It presents applied approach to data analytics and data mining with clear explanations, hands-on exercises, and real-life examples. Special attention will be given to methods of predictive and prescriptive analytics and their application in various areas of business. The course will be computer-based and data analytics software such as Analytic Solver and SPSS will be utilized.

#### BUSA 6321 Data Analytics: Cases and Insights

Prerequisite(s): BUSA 6315

Corequisite(s): None

This course provides comprehensive up-to-date coverage of modern Business Analytics technologies and demonstrates how they can be used to improve business processes and decision-making, specifically for the Web and enterprise decision support. The course is case-based and presentation oriented. Students will learn the applications of Data Analytics to various business processes. In addition to traditional decision support, students will examine modern tools of data analytics by discussing examples, products, services, and exercises and using Web-based case studies throughout the course. Finally, the course examines the processes and technologies involved in protecting information and privacy at the organization. Graduate Business Programs only.

BUSA 6395 International Management Experience

Prerequisite(s): ACCT 5362 and ECON 5363 and FINA 5260 and MGMT 5260 and MGMT 5261

Co-requisite(s): None

This course combines classroom work with international travel and provides the student with direct contact with managers operating in another country. A weeklong international trip (scheduled at the end of the term) is a part of the course. Topical coverage in class sessions emphasizes cultural and historical differences in countries that produce different managerial styles and contrasting business practices. Graduate Business programs only.

## Chemistry (CHEM) Course Descriptions

CHEM 1004 Introductory Chemistry Laboratory

Prerequisite(s): None

Corequisite(s): CHEM 1404

This is the laboratory portion of CHEM 1404.

CHEM 1011 Chemistry of our World Laboratory

Prerequisite(s): None

Corequisite(s): CHEM 1411

This is the laboratory portion of CHEM 1411.

CHEM 1404 Introductory Chemistry

Prerequisite(s): None

Corequisite(s): CHEM 1004

This course discusses some of the fundamental concepts in inorganic, organic, and biological chemistry, and explores their social and medicinal relevance. This course includes one semester hour credit for laboratory sessions. This course cannot be applied toward a chemistry major.

CHEM 1411 Chemistry of Our World

Prerequisite(s): None

Corequisite(s): CHEM 1011

This course introduces the physical environment of our world with emphasis on scientific laws. Students study the forces of nature and apply scientific principles. Topics include rocks, minerals, the chemical composition of the earth, glaciers, the hydrologic cycle, salt water salinity, as well as selected topics from seismology, cartography, oceanography, meteorology, and astronomy. The course includes one semester hour credit for laboratory sessions. This course does not count toward the chemistry major or minor.

CHEM 2015 General Chemistry I Laboratory

Prerequisite(s): (MATH 1313 or higher) or (580 SAT Math) or (26 ACT Math) or (CHEM 1404) or (appropriate math placement score for MATH 1323 or MATH 1434 or MATH 1451)

Corequisite(s): CHEM 2415

This is the laboratory portion of CHEM 2415.

CHEM 2016 General Chemistry II Laboratory

Prerequisite(s): CHEM 2415

Corequisite(s): CHEM 2416

This is the laboratory portion of CHEM 2416.

CHEM 2023 Quantitative Analysis Laboratory

Prerequisite(s): CHEM 2416

Corequisite(s): CHEM 2423

This is the laboratory portion of CHEM 2423.

CHEM 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

CHEM 2281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

CHEM 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

CHEM 2415 General Chemistry I

Prerequisite(s): (MATH 1313 or higher) or (580 SAT Math) or (26 ACT Math) or (CHEM 1404) or (appropriate math placement score for MATH 1323, 1434, or 1451)

Corequisite: CHEM 2015

This course is for science majors. It is an introduction to chemical reactions, the mole concept, properties and states of matter, atomic structure, periodic properties, chemical bonding and molecular structure. This course includes one semester hour credit for laboratory sessions.

CHEM 2416 General Chemistry II

Prerequisite(s): CHEM 2415

Corequisite(s): CHEM 2016

This is a continuation of CHEM 2415 with an emphasis on chemical equilibrium, thermodynamics, electrochemistry and kinetics. This course includes one semester hour credit for laboratory sessions that are devoted to qualitative analysis.

CHEM 2423 Quantitative Analysis

Prerequisite(s): CHEM 2416

Corequisite(s): CHEM 2023

This course is a continuation and extension of CHEM 2415 and 2416 into the study of the basic principles of analytical chemistry, which include stoichiometry, and homogeneous and heterogeneous equilibria. This course includes one semester hour credit for laboratory work that includes both volumetric and gravimetric analysis as well as an introduction to instrumental analysis.

CHEM 2481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

CHEM 3023 Quantitative Analysis Laboratory

Prerequisite(s): CHEM 2416

Corequisite(s): CHEM 3423

This course is the laboratory portion of CHEM 3423.

CHEM 3043 Modern Analytical Techniques Laboratory

Prerequisite(s): CHEM 2423 and CHEM 3132 and PHYS 2413

Corequisite(s): CHEM 3443

This is the laboratory portion of CHEM 3443.

CHEM 3131 Organic Chemistry Laboratory I

Prerequisite(s): CHEM 3313 or concurrent enrollment.

This course provides instruction in rudimentary organic laboratory techniques, simple organic syntheses, and basic identification of organic compounds by spectroscopy.

**CHEM 3132 Organic Chemistry Laboratory II**

Prerequisite(s): CHEM 3131 and (CHEM 3333 or concurrent enrollment).

This course extends the instruction in organic laboratory techniques, organic synthesis, and the identification of organic compounds by spectroscopy begun in CHEM 3131.

**CHEM 3151 Inorganic Chemistry Laboratory**

Prerequisite(s): CHEM 2415 and CHEM 2416

Students conduct experiments with the main group elements, the transition metals, organometallic materials, and bioinorganic compounds.

**CHEM 3181 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**CHEM 3281 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**CHEM 3313 Organic Chemistry I**

Prerequisite(s): CHEM 2416

This is the first lecture course in organic chemistry for science majors. It begins a survey of the structure, reactivity, reactions, reaction mechanisms, and synthesis of compounds containing carbon.

**CHEM 3333 Organic Chemistry II**

Prerequisite(s): CHEM 3313

This is the second lecture course in organic chemistry for science majors. It continues the survey of the structure, reactivity, reactions, reaction mechanisms, and synthesis of compounds containing carbon that was begun in CHEM 3313.

**CHEM 3351 Inorganic Chemistry**

Prerequisite(s): CHEM 2415 and CHEM 2416

This course provides a survey of the chemistry of the main group elements, transition metals, and organometallic compounds in the context of periodic law.

**CHEM 3381 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**CHEM 3423 Quantitative Analysis**

Prerequisite(s): CHEM 2416

Corequisite(s): CHEM 3023

This course is a continuation and extension of CHEM 2415 and 2416 into the study of the basic principles of analytical chemistry, which include stoichiometry, and homogeneous and heterogeneous equilibria. This course includes one semester hour credit for laboratory work on volumetric and gravimetric analysis, statistics, and aspects of instrumental analysis involving spectrophotometry and potentiometry.

**CHEM 3443 Modern Analytical Techniques**

Prerequisite(s): CHEM 2423 and CHEM 3132 and PHYS 2413

This is an introduction to the basic concepts of applied analytical chemistry. It includes an introduction to instrumentation as applied to routine chemical analysis, including spectroscopy, chromatography and electrochemical methods. This course includes one semester hour credit for laboratory sessions.

**CHEM 3481 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### CHEM 4014 Introductory Physical Chemistry Laboratory

Prerequisite(s): CHEM 2423 and PHYS 2413

Corequisite(s): CHEM 4414

This is the laboratory portion of CHEM 4414.

#### CHEM 4171 Biochemistry Laboratory

Prerequisite(s): Completion of or concurrent enrollment in CHEM 4373

This is an upper level laboratory course which exposes students to the principles and experimental techniques underlying common biochemistry methods such as buffer preparation, ultraviolet-visible spectroscopy, protein and nucleic acid purification, enzyme kinetics, protein and nucleic acid electrophoresis, and polymerase chain reactions which are widely used in research pertaining to the biochemical sciences.

#### CHEM 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### CHEM 4191 Senior Research Project

Prerequisite(s): Completion of thirty credit hours of chemistry courses.

Students conduct a laboratory research project, write a research report, and give an oral presentation to the class.

#### CHEM 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### CHEM 4324 Physical Chemistry II

Prerequisite(s): CHEM 4414

This course is a survey of the fundamental aspects of thermodynamics including the First and Second Laws as well as Gibbs and Helmholtz Energy and their applications. Acids and bases, basic quantum mechanics, spectroscopy, photochemistry reactions, and macromolecules are also discussed. A working knowledge of calculus is necessary.

#### CHEM 4351 Advanced Inorganic Chemistry

Prerequisite(s): CHEM 3131 and CHEM 3132 and CHEM 3313 and CHEM 3333 and CHEM 3351

This course is an introduction to the structure, bonding, and reactivity of organotransition metal compounds. The focus is on physical organometallic chemistry, with an emphasis on the mechanisms of organometallic transformations and methods for their elucidation. The fundamental reaction types of organotransition metal complexes will be covered including: oxidative addition/reductive elimination, migratory insertion, attack on coordinated ligands, and the reactivity of metallocycles, carbenes, and carbynes. Some applications of organotransition metal complexes in catalysis and in organic chemistry will be featured.

#### CHEM 4361 Advanced Organic Chemistry

Prerequisite(s): CHEM 3131 and CHEM 3132 and CHEM 3313 and CHEM 3333

Study of advanced topics in organic chemistry.

#### CHEM 4373 Biochemistry

Prerequisite(s): CHEM 3333

This course is a study of the more important principles of biochemistry, with emphasis placed on the physical and chemical properties of carbohydrates, lipids, and proteins, the three major components of the living organism.

#### CHEM 4374 Biochemistry II

Prerequisite(s): CHEM 4373

This course is a study of the principles of gene expression, replication, and metabolic pathways. Emphasis is placed on replication, transcription, translation and carbohydrate metabolism. Additional topics will include the citric acid cycle, lipid metabolism, electron transport and oxidative phosphorylation.

#### CHEM 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**CHEM 4414 Introductory Physical Chemistry**

Prerequisite(s): CHEM 2423 and PHYS 2413

Corequisite(s): CHEM 4014

A survey of the fundamental principles which govern chemical phenomena. Emphasis is placed on gases, basic thermodynamics, solutions, chemical equilibria, phase equilibria, chemical kinetics and electrochemical phenomena. A working knowledge of basic calculus is necessary. This course includes one credit hour for laboratory sessions.

**CHEM 4481 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**CHEM 5014 Introductory Physical Chemistry Lab**

Prerequisite(s): CHEM 2423 and PHYS 2413 and PHYS 2423 and MATH 1452 (or equivalent)

Corequisite(s): CHEM 5414

Cross-Listings: CHEM 4014

This is the laboratory portion of CHEM 4414.

**CHEM 5171 Biochemistry Laboratory**

Prerequisite(s): Completion of or concurrent enrollment in CHEM 5373 or CHEM 4373 (or equivalent)

Corequisite(s): None

Cross-Listings: CHEM 4171

This is a laboratory course which exposes students to the principles and experimental techniques underlying common biochemistry methods such as buffer preparation, ultraviolet-visible spectroscopy, protein and nucleic acid purification, enzyme kinetics, protein and nucleic acid electrophoresis, and polymerase chain reactions which are widely used in research pertaining to the biochemical sciences.

**CHEM 5191 Chemistry Research Project**

Prerequisite(s): Completion of thirty credit hours of chemistry courses (undergraduate or graduate level)

Corequisite(s): None

Cross-Listings: CHEM 5373

Students conduct a laboratory research project, write a research report, and give an oral presentation to the class.

**CHEM 5361 Advanced Organic Chemistry**

Prerequisite(s): CHEM 3131 and CHEM 3132 and CHEM 3313 and CHEM 3333 (or equivalent)

Corequisite(s): None

Cross-Listings: CHEM 4361

Study of advanced topics in organic chemistry.

**CHEM 5373 Biochemistry**

Prerequisite(s): CHEM 3333 (or equivalent)

Corequisite(s): None

Cross-Listings: CHEM 4373

This course is a study of the more important principles of biochemistry, with emphasis placed on the physical and chemical properties of carbohydrates, lipids, and proteins, the three major components of the living organism.

**CHEM 5374 Biochemistry II**

Prerequisite(s): CHEM 4373 or CHEM 5373 (or equivalent)

Corequisite(s): None

Cross-Listings: CHEM 5374

This course is a study of the principles of gene expression, replication, and metabolic pathways. Emphasis is placed on replication, transcription, translation and carbohydrate metabolism. Additional topics will include the citric acid cycle, lipid metabolism, electron transport and oxidative phosphorylation.

**CHEM 5414 Introduction to Physical Chemistry**

Prerequisite(s): CHEM 2423 and PHYS 2413 and PHYS 2423 and MATH 1452 (or equivalent)

Corequisite(s): CHEM 5014

Cross-Listings: CHEM 4414

A survey of the fundamental principles which govern chemical phenomena. Emphasis is placed on gases, basic thermodynamics, solutions, chemical equilibria, phase equilibria, chemical kinetics and electrochemical phenomena. A working knowledge of basic calculus is necessary. This course includes one credit hour for laboratory sessions.

## Professional Coaching (CHNG) Course Descriptions

CHNG 5301 Coaching - Methods and Procedures

Prerequisite(s): None

Life Coaching is a rapidly growing field that is a natural complement to the Counseling profession. It involves mentoring or guiding an individual as they explore the requisite skills, knowledge, confidence, and goals that they will need to become proficient and successful in the area(s) in which they are being coached. This course serves as an introduction of professional coaching from a Christian perspective with special attention given to coaching theories, practice, skills, and various coaching specialties.

CHNG 6301 Relationship Coaching

Prerequisite(s): CHNG 6305 and CHNG 6306

Relationship Coaching involves mentoring or guiding individuals and couples as they explore the requisite personal and business skills, knowledge, confidence, and goals needed to become proficient and successful in their relationships. This course addresses basic and advanced communication, conflict resolution, and emotional intelligence. Attention is given to boundaries of competence and when referrals are appropriate.

CHNG 6302 Executive Leadership Coaching

Prerequisite(s): CHNG 6305 and CHNG 6306

This course provides a foundational framework to the structure, strategy, and dynamics of competent and effective leadership. Special attention is given to leadership strategies for navigating decision making, goal setting, project and team management, cultural awareness, inter-generational issues, and balancing work and home life. Attention is given to boundaries of competence and when referrals are appropriate.

CHNG 6303 Organizational Coaching

Prerequisite(s): CHNG 6305 and CHNG 6306

This course is designed to review current organizational theory and dynamics as they relate to professional coaching and consultation, especially as it pertains to organizational communication, culture formation, and change management. Attention is given to boundaries of competence and when referrals are appropriate.

CHNG 6304 Spiritual Formation Coaching

Prerequisite(s): CHNG 6305 and CHNG 6306

This course has a dual purpose: (1) to teach strategies for coaching others in developing and maintaining rich, satisfying, and healthy spiritual lives; and (2) to engage students in their own personal spiritual formation and the development of spiritual disciplines, while encouraging them to evaluate their current spiritual functioning and how it can be deepened. Attention is given to boundaries of competence and when referrals are appropriate.

CHNG 6305 Life Coaching Foundations I

Prerequisite(s): None

This is an introductory course into the field of professional life coaching that examines the fundamental principles of coaching, the role of faith and spirituality, models of theory and coaching practice, core skill development, goal setting, motivation, and change strategies. Attention will also be given to establishing a successful coaching business.

CHNG 6306 Life Coaching Foundations II

Prerequisite(s): CHNG 6305

This course builds on Life Coaching Foundations I and explores how to develop a life coaching niche. It addresses advanced skills and technique development, coaching clients for life focus, gender issues and differences, understanding positive psychology principles, and incorporating personalized strategic action plans.

# Christianity (CHRI) Course Descriptions

## CHRI 1301 Introduction to the Bible

Prerequisite(s): None

A survey of the Bible designed to introduce the student to the Old and New Testaments, their main themes, and backgrounds.

## CHRI 1313 Old Testament

Prerequisite(s): None

A course designed to introduce the student to the Old Testament and to provide an understanding of the history, institutions, and theological insights of the Hebrew people.

## CHRI 1323 New Testament

Prerequisite(s): None

A course designed to introduce the student to the New Testament and to an appreciative understanding of the life and teachings of Jesus, the early Christian movement, and the doctrinal concepts and ethical ideals of Christianity.

## CHRI 2373 Christian Theology and Tradition

Prerequisite(s): None

A course designed to introduce the student to Christian beliefs on the Old Testament and the New Testament. Beliefs of scholars who have had a significant impact on Christian thought will also be considered. This course is a required course in the Liberal Arts Core Curriculum.

## CHRI 3300 Introduction to Bible and Theology

Prerequisite(s): None

Corequisite(s): None

A course designed to engage students in introductory students in Old Testament, New Testament, and Christian Doctrine. The intent of this course is to allow the student to understand the basic story of Scripture and foundational Christian beliefs.

## CHRI 3301 Old Testament Theology

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to investigate the theology of the Old Testament and to survey selected secondary literature on Old Testament themes.

## CHRI 3302 New Testament Theology

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to investigate the theology of the New Testament and to survey selected secondary literature on New Testament themes.

## CHRI 3303 Spiritual Formation

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the perspectives and practices by which Christians become formed in the image of Christ through participation in faith communities. The course will review historic approaches to spiritual formation and encourage personal and congregational disciplines that strengthen faithful living.

## CHRI 3311 Hermeneutics

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to introduce students to the basic issues, methods, and history of Biblical interpretation. The course will also explore the application of hermeneutical principles to a selected contemporary topic. (Offered also as PHIL 3311.)

## CHRI 3314 History of Christianity

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to introduce Christianity in its historical development.



### CHRI 3325 The Christian Vocation

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course includes a study of the occupational field of church vocations with emphasis upon the church vocation worker's personal and ministerial identity, ministerial ethics, Baptist denominational history and polity, and the development of basic skills common to ministry. It incorporates the use of professional ministers from a variety of specialization areas who serve as resource personnel and role models for the aspiring church vocation student.

### CHRI 3300 Introduction to Bible and Theology

Prerequisite(s): None

A course designed to engage students in introductory studies in Old Testament, New Testament, and Christian Doctrine. The intent of this course is to allow the student to understand the basic story of Scripture and foundational Christian beliefs.

### CHRI 3333 Jesus and His Teachings

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

An intensive study of the life and teachings of Jesus.

### CHRI 3336 Christian Leadership

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course reviews theories and literature concerning leadership from a Christian perspective. Students will study the theological and ecclesiological objectives of Christian leadership, the spiritual preparation required of leaders and core practices for leading faithfully and effectively.

### CHRI 3344 Paul and His Letters

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the apostle Paul and his contribution to the progress of early Christianity based upon the book of Acts and the epistles attributed to Paul.

### CHRI 3345 The General Letters

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the non-Pauline letters of the New Testament (James, 1-2 Peter, 1-3 John, Jude), examining their rhetorical style, contextual meaning, and contribution to Christian theology.

### CHRI 3346 Psalms

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course is designed to study the book of Psalms. The study will address the origin, content, setting, literary forms, overall structure and theology of the book. Attention may also be given to the important role the book has played in Christian history, liturgy, and spirituality.

### CHRI 3353 Homiletics

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A basic course to introduce the student to the principles of preaching and other ministerial speaking. Attention is given to various types of sermons and their preparation and delivery.

### CHRI 3363 Evangelism

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A general study of the theology and methods of evangelism, including practical preparation and application for a life-style evangelism.

### CHRI 3370 Palestinian Archaeology

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A field-based experience in the archaeology of Palestine through readings, lectures, travel to excavated sites, and participation in the excavation of a selected site.

#### CHRI 3377 Supervised Ministry Practicum-Hospital

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A field-based course in which the Christian vocations student functions in a ministry role under the supervision of both an experienced hospital professional and a university professor. Permission of instructor is required.

#### CHRI 3381 Special Topics/Independent Study

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 4181 Special Topics/Independent Study

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 4281 Special Topics/Independent Study

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 4293 Senior Seminar

Prerequisite(s): (Completion of 80 semester hours--15 of which must be in the major) and an overall GPA of 2.0 or higher  
Directed studies in selected areas of the student's special interests, including opportunities for independent research.

#### CHRI 4335 Systematic Theology

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to study the historical, biblical, and systematic approaches to Christian theology.

#### CHRI 4343 Old Testament Prophets

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the prophetic movement in Israel and the writings of the canonical prophets.

#### CHRI 4344 The Gospel of John

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary features, and theological themes of the Gospel of John.

#### CHRI 4345 Christian Ethics

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course provides a comprehensive study of Christian ethics including biblical and theological foundations, historical developments, and contemporary issues of moral concern. The central role of faith communities in moral development and the importance of church engagement with culture will be emphasized.

#### CHRI 4346 The Epistle to the Hebrews

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary features, and theological themes of the letter to the Hebrews.

#### CHRI 4347 Amos and Hosea

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students

transferring in with 45 or more credits)

A study of the historical setting, literary features, and theological themes of Amos and Hosea, with a focus on the message to the original hearers and the message to modern readers.

#### CHRI 4348 Isaiah

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary features, and theological themes of Isaiah, with a focus on the message to the original hearers and the message to modern readers.

#### CHRI 4349 Luke and Acts

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary features, and theological themes of Luke's two volume work: the Gospel of Luke and the Acts of the Apostles.

#### CHRI 4350 The Corinthian Letters

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course is designed to introduce students to the New Testament texts of 1 & 2 Corinthians and to guide them towards an appreciative understanding of the material and cultural context of ancient Roman Corinth; the patterns of social life and conflict among early Christians in Corinth; the ethical, social, and theological ideals of Paul; and the place of the Corinthian correspondence in the ongoing life and literature of early Christianity.

#### CHRI 4351 Apostolic Fathers

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course is designed to introduce students to the corpus of early Christian texts commonly called the Apostolic Fathers; to guide them towards an appreciative understanding of the material, cultural, social, and theological context of the Roman world within which these texts were written; and to situate the Apostolic Fathers in the wider life and literature of early Christianity.

#### CHRI 4352 Jeremiah

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary and rhetorical features, and theological themes of the prophetic writings of Jeremiah.

#### CHRI 4353 World Religions

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

An introduction to the thought and practices of the great religions of the world. Attention is given to the origin, development, and major teachings of Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Islam, and Christianity. (Offered also as PHIL 4353.)

#### CHRI 4354 Exodus

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of the historical setting, literary and rhetorical features, and theological themes of the book of Exodus.

#### CHRI 4355 Trinitarianism

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course addresses the importance of the Trinity for Christian theology. Aspects explored will be the revelation of God as Father, Son, and Holy Spirit, the development of this doctrine, and the relevance and influence this theology has on the life and worship of the church.

#### CHRI 4356 Luther, Calvin, and the Reformation

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

This course explores the theological, historical, and social impact of the Protestant Reformation in the life of the Church. A particular focus will be the writings and influence of key figures such as Martin Luther and John Calvin.

#### CHRI 4363 Philosophy of Religion

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A critical examination of the nature and validity of religious experience and the place of religion in human life. Consideration is given to religious problems such as the existence and nature of God, the source of religious knowledge, the nature of man, the origin and nature of evil. (Offered also as PHIL 4363.)

#### CHRI 4381 Special Topics/Independent Study

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 4382 Special Topics/Independent Study

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 4383 Baptist History

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A study of Baptist history and polity with particular emphasis given to Baptist origins, developments, distinctive theological positions, leaders, and current trends. Special attention will be given to Baptist life in America and particularly the Southern Baptist Convention.

#### CHRI 4385 Special Topics

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

A course designed to explore topics of current interest. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit.

#### CHRI 4391 Romans

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

CHRI 4391 is an upper-level Christianity course. This course fulfills requirements for one elective course required for a minor in Biblical Studies, Theological Studies, or Christian Studies.

#### CHRI 4392 Revelation

Prerequisite(s): (CHRI 1313 and CHRI 1323) or (CHRI 1301 and CHRI 2373) or HNRS 1710 or (CHRI 3300 for students transferring in with 45 or more credits)

CHRI 4392 is an upper-level Christianity course. This course fulfills requirements for one elective course for a major in Christianity or one elective course required for a minor in Biblical Studies, Theological Studies, or Christian Studies.

#### CHRI 5101 Spiritual Formation I

Prerequisite(s): None

A practical course cultivating a holistic relationship with God, learning to love God with one's heart, mind, soul, and strength, focusing especially on traditional spiritual disciplines such as solitude, silence, spiritual reading, contemplative prayer, etc.

#### CHRI 5102 Spiritual Formation II

Prerequisite(s): None

A practical course cultivating a holistic relationship with God, learning to love God with one's heart, mind, soul, and strength, focusing especially on traditional spiritual disciplines such as solitude, silence, spiritual reading, contemplative prayer, etc.

#### CHRI 5103 Spiritual Formation III

Prerequisite(s): None

A practical course cultivating a holistic relationship with God, learning to love God with one's heart, mind, soul, and strength, focusing especially on traditional spiritual disciplines such as solitude, silence, spiritual reading, contemplative prayer, etc.

#### CHRI 5104 Spiritual Formation IV

Prerequisite(s): None

A practical course cultivating a holistic relationship with God, learning to love God with one's heart, mind, soul, and strength, focusing especially on traditional spiritual disciplines such as solitude, silence, spiritual reading, contemplative prayer, etc.

#### CHRI 5110 Internship I

Prerequisite(s): Permission of Instructor

An internship in pastoral ministry with field experience in a church. HBU faculty will provide oversight and mentorship. Can be taken multiple times for credit.

#### CHRI 5181 Special Topics/Independent Study

Prerequisite(s): None.

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 5210 Internship II

Prerequisite(s): Permission of Instructor

An internship in pastoral ministry with field experience in a church. HBU faculty will provide oversight and mentorship. Can be taken multiple times for credit.

#### CHRI 5300 Introduction to Biblical Texts and Doctrines

Prerequisite(s): None

A course designed to engage students in introductory studies in Old Testament, New Testament, and Christian Doctrine.

#### CHRI 5301 Research Methods

Prerequisite(s): None

A practical course to develop effective research and writing skills for graduate-level academic work. The course will cover topics such as developing an effective writing and revising process; using primary and secondary source materials; writing abstracts, book reviews, conference presentations, and research papers; and clarity and precision of language.

#### CHRI 5305 Theological Inquiry

Prerequisite(s): None

A class to prepare students for theological reading and writing at the graduate level. The class will focus on Biblical exegesis.

#### CHRI 5310 Christian Scriptures I

Prerequisite(s): None

Major issues of Old Testament background and interpretation. The areas of study are the Pentateuch and Wisdom Literature. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 5311 Hermeneutics

Prerequisite(s): None

A course designed to introduce a student to the basic issues, methods, and history of biblical interpretation.

#### CHRI 5315 Christian Scriptures II

Prerequisite(s): None

The focus of this course of study is on New Testament background and interpretation. The areas of study are the Gospels and Acts. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 5325 Introduction to Missions

Prerequisite(s): None

This course of study is designed to introduce the student to the biblical, theological, historical and practical basis for Christian missions. Special attention will be given to current practices and contemporary issues related to global missions.

#### CHRI 5326 The Bible and Wholeness; Context, Interpretation, and Formation

Prerequisite(s): None

Corequisite(s): None

Christians understand the Bible to offer the frame of reference (creation, fall, redemption, and consummation) for pursuing human wholeness and restoration. This course will engage the crucial structure of the Biblical narrative, important

hermeneutical / interpretive perspective concerning our encounter with the Scriptures, and reading strategies found helpful in the care and formation of persons, such as lectio divina, Ignatian spirituality, healing prayer, and biblical counseling.

#### CHRI 5327 God, Humans, and Salvation

Prerequisite(s): None

Corequisite(s): None

Basic Christian teachings regarding the nature of God, human beings, and salvation will be discussed within the context of psychological science and clinical practice.

#### CHRI 5330 History of Christianity

Prerequisite(s): None

In this course, the student will study the history of Christianity in the ancient, medieval, and modern periods. Although the primary focus will be on the development of Western (Latin) Christianity, some consideration will be given to Byzantine (Eastern) Christendom as well as the spread of Christianity throughout the third world. In addition to the basic content of the history of Christianity, attention will be given to the application of a critical historiography in the interpretation of events and movements.

#### CHRI 5340 Systematic Theology

Prerequisite(s): None

The course will focus on twelve areas of doctrinal study. The student will be assigned doctrines to examine from a biblical perspective and from a comparative study of various theologies on the doctrines assigned.

#### CHRI 5350 The Theology of the New Testament

Prerequisite(s): None

The study concentrates on the theological message of the New Testament as communicated by the various New Testament witnesses.

#### CHRI 5360 Old Testament Theology

Prerequisite(s): None

The study concentrates on the theological message of the Old Testament as communicated by the various Old Testament documents and literature in the discipline of Old Testament studies.

#### CHRI 5370 Second Temple Judaism

Prerequisite(s): None

This course focuses on the history of Judaism from roughly 300 B.C. through 200 A.D., including discussion of changes in the political scene and the development of theological themes in Jewish literature of this period.

#### CHRI 5380 The Early Patristic Period

Prerequisite(s): CHRI 5315

This course focuses on the development of Christianity from the end of the apostolic era through the early patristic era. It explores the parting of the ways between Jews and Christians; the social, political, and religious situation of post-apostolic Christianity; and the development of church institutional structures, orthodox theology, and a canon of scripture.

#### CHRI 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 6309: Homiletics

Prerequisite(s): None

Corequisite(s): None

A basic course to introduce the student to principles of preaching and other ministerial speaking. Attention is given to various types of sermons and their preparation and delivery.

#### CHRI 6311 Philosophy and the Christian Faith

Prerequisite(s): None

The study will introduce students to the general topic of the relationship of theology and philosophy as well as major philosophical inquiries in the area of religion. In particular, students will pursue concentrated investigation among major issues in the field of philosophy of religion such as the nature and existence of God, the nature of religious experience, the nature and

understanding of religious language, the source of religious knowledge, the nature of evil, the relationship between Christianity and other reflective disciplines, and Christianity's response to philosophical challenge and discourse.

#### CHRI 6312 Church Ministry

Prerequisite(s): None

Students will study church ministry, pastoral care, and spiritual formation in this course. Church ministry will include areas such as evangelism, church growth, and administration. Pastoral care with practical aspects of the pastoral role in caring for people. Spiritual formation will relate the spiritual life to the tasks of ministry. Students also will conduct interviews with local and state church and denominational leaders for practical aspects of ministry, available resources, and programming helps.

#### CHRI 6313 Pastoral Care and Spiritual Formation

Prerequisite(s): None

This course examines the integration of the life of prayer and the caring tasks of ministry. Classic writings in the area of pastoral care will be used with particular reference to the functions of ministry and the role of the devotional life in the performance of various ministerial duties. The course may also focus on the relationship between the cura animarum of classic pastoral care and the therapeutic approaches of contemporary pastoral counseling.

#### CHRI 6314 Missions and Evangelism

Prerequisite(s): None

This course of study will include the history of missions and the history of great awakenings. Also included would be studies in the church growth movement. Practical applications of evangelistic missions or church growth activities will be part of the requirements for this course.

#### CHRI 6315 Christian Scriptures III

Prerequisite(s): None

This course continues the study of Old Testament background and interpretation. The areas of study are the major and minor prophets. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 6320 Christian Scriptures IV

Prerequisite(s): None

This course continues the study of New Testament background and interpretation. The areas of study are Paul's letters, general letters, and Revelation. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 6325 Christian Scripture V

Prerequisite(s): None

This course continues the study of Old Testament background and interpretation. The areas of study are the historical books of the Old Testament. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 6328 Christian Scripture VI

Prerequisite(s): None

This course continues the study of New Testament background and interpretation. The areas of study are the general letters in the New Testament and Revelation. The study will involve specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 6330 Christian Readings

Prerequisite(s): None

Involves selected primary and secondary readings within specific areas as designated by the professor and according to the student's educational needs in their fields of study. Limited to one enrollment.

#### CHRI 6333 Historical and Moral Theology

Prerequisite(s): None

The subject of this course is the historical development of Christian theology and ethics from the second century to the present. Directed study will focus on the theological and moral ideas in the writings of significant figures of ancient, medieval, and modern Christianity. The student will be required to study each writer as a person of his or her own age by means of a critical analysis of the influences, context, and content of his or her own writings. Additionally, consideration will be given to the matter of how the theology and ethics of the Christian past offer insight into contemporary issues and problems.

#### CHRI 6335 Readings in OT

Prerequisite(s): None

Corequisite(s): None

Students will study primary and secondary readings in Old Testament literature with specific areas as designated by the professor and student needs.

#### CHRI 6340 Christian Readings

Prerequisite(s): None

Involves selected primary and secondary readings within specific areas as designated by the professor and according to the student's educational needs in their fields of study. Limited to one enrollment.

#### CHRI 6345 Readings in NT

Prerequisite(s): None

Corequisite(s): None

Students will study primary and secondary readings in New Testament literature within specific areas as designated by the professor and student needs

#### CHRI 6350 Christian Readings

Prerequisite(s): None

Involves selected primary and secondary readings within specific areas as designated by the professor and according to the student's educational needs in their fields of study. Limited to one enrollment.

#### CHRI 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CHRI 6392 Thesis

Prerequisite(s): None

The thesis component is in lieu of the last six hours in the Master of Arts in Theological Studies (MATS) program. The thesis proposed by the student must be selected under the guidance and approval of the department, and the rendering of the thesis must be in a minimum of 75 pages.

#### CHRI 6393 Thesis

Prerequisite(s): None

The thesis component is in lieu of the last six hours in the Master of Arts in Theological Studies (MATS) program. The thesis proposed by the student must be selected under the guidance and approval of the department, and the rendering of the thesis must be in a minimum of 75 pages.

#### CHRI 7201 Research Seminar

Prerequisite(s): None

Corequisite(s): None

This course consists of two primary elements. Students will participate in a research symposium in which research presentations are delivered by faculty, advanced students, and invited guests. The course focuses on the skills and methods of doctoral level research, including preparation of the student's individual project.

#### CHRI 7212 DMin Research Project

Prerequisite(s): None

Corequisite(s): None

Students produce a project which demonstrates applied consideration of theology and ministry. Students may choose 1) to prepare a traditional DMin research dissertation, or 2) a substantial project based on discussion with and pre-approval by the department and the supervisor.

#### CHRI 7301 Kingdom Theology

Prerequisite(s): None

Corequisite(s): None

This course explores the biblical and theological foundation undergirding the holistic mission and ministry of the church as part of God's Kingdom purposes for the world. In particular, the course will focus on the climactic story that unites the Christian Scriptures.



#### CHRI 7302 Kingdom Ministry

Prerequisite(s): None

Corequisite(s): None

This course explores the nature of Christian leaders' roles in the Kingdom and the characteristics of a ministry that accords with Kingdom purposes.

#### CHRI 7303 Theology and Culture

Prerequisite(s): None

Corequisite(s): None

This course focuses on analysis of the cultural forces impacting the church today (disenchantment, pluralism, anxiety, etc.) and explores theological resources to address these forces for ministry within a setting shaped by them.

#### CHRI 7304 Strategic Leadership and Communication

Prerequisite(s): None

Corequisite(s): None

This course addresses contemporary issues regarding organizational leadership. The center of the course revolves around case study analysis, and topics include but are not limited to transformational leadership, leadership development, conflict management, andragogy, and spiritual formation.

#### CHRI 7320 Pastoral Ministry

Prerequisite(s): None

Corequisite(s): None

Students will study church ministry, pastoral care, and spiritual formation in this course. It will include practical ministry such as leadership, church growth, and administration, as well as strategies in caring for a congregation and its members.

#### CHRI 7321 Organizational Leadership

Prerequisite(s): None

Corequisite(s): None

This course examines theories and models of leadership. Environmental factors, organizational objectives, ministry culture, and individual and group ethical standards will be examined and students will develop a theory of "Christian" leadership.

#### CHRI 7322 World Religions

Prerequisite(s): None

Corequisite(s): None

An introduction to the thought and practices of the great religions of the world. Attention is given to the origin, development, and central teachings of major world religions. Particular emphasis is given to the way in which one can engage participants in non-Christian religions and communicate Christian thought in various cultures.

#### CHRI 7325 Studies in Missional Leadership

Prerequisite(s): None

Corequisite(s): None

Missional leadership topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour of credit must be included.

#### CHRI 7330 Studies in the Gospels and Acts

Prerequisite(s): None

Corequisite(s): None

This course on New Testament background and interpretation focuses on the topic of the Gospels and Acts. The study involves specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 7331 Jesus the Preacher

Prerequisite(s): None

Corequisite(s): None

This course is an intensive study of the life and teachings of Jesus; primarily giving attention to Jesus' homiletical and pedagogical style. As a model for humanity, Jesus also serves as a model for preaching and teaching.

#### CHRI 7332 Studies in Pauline Letters

Prerequisite(s): None

Corequisite(s): None

This course on New Testament background and interpretation focuses on the topic of Paul's letters. The study involves specific literature as well as historical, theological, sociological, canonical, and critical issues of the biblical text.

#### CHRI 7333 New Testament Perspectives on Pastoral Ministry

Prerequisite(s): None

Corequisite(s): None

This course examines the relationship between the teachings of the New Testament as they relate to pastoral ministry and their modern-day practice, especially in the context of the local Church. The course primarily looks at pastoral theology and praxis as it developed in the earliest stages of the Christian community.

#### CHRI 7334 Israel Study Trip

Prerequisite(s): None

Corequisite(s): None

Students will have the opportunity to learn about the history and life of ancient and modern Israel through a trip to the Holy Land. This course will introduce students to the study of archeological, the complex history of the land, and the contemporary political challenges of Israel and the surrounding countries.

#### CHRI 7335 Studies in New Testament

Prerequisite(s): None

Corequisite(s): None

New Testament topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 45 hours of work for each hour of credit must be included.

#### CHRI 7341 Modern & Postmodern Philosophy & Culture

Prerequisite(s): None

Corequisite(s): None

This course is an exploration of ideas and cultural developments from the 16th Century to the present, focusing especially on the relationship between reason and faith, the cultural consequences of modernity, and the theological challenges and opportunities of the present day. Students will read philosophical, cultural, and literary texts by a range of authors.

#### CHRI 7342 Theology & the Imagination

Prerequisite(s): None

Corequisite(s): None

This course is an exploration of the use of literature and art in theology and pastoral ministry, focusing on the theory and practice of imagination as a mode of knowing and communicating truth. Theoretical perspectives will include those of C.S. Lewis, George MacDonald, and J.R.R. Tolkien. Other materials will include a range of classic and contemporary texts that explore theological themes in both fictional and non-fictional modes.

#### CHRI 7343 Theological Aesthetics

Prerequisite(s): None

Corequisite(s): None

This course is an examination of texts from the history of theology and philosophy, focusing on the questions of beauty, appropriateness, and value of both art and nature. Particular attention is given to the role that belief in God has in the creative process and the meaning and motivation for artistic creation.

#### CHRI 7345 Studies in Faith and Culture

Prerequisite(s): None

Corequisite(s): None

Faith and culture topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 45 hours of work for each hour of credit must be included.

## Computer Information Systems Management (CISM) Course Descriptions

#### CISM 3330 Management Information Systems

Prerequisite(s): ACCT 2301

Provides a basic understanding of the value and uses of information systems for business operation, management decision-

making, and strategic advantage. Concentrates on providing the tools needed for mastery of the information systems concepts and terms important to non-technical business managers.

#### CISM 6367 Global Business and Technology Strategies

Prerequisite(s): MGMT 5260

Focuses on information technology management issues that must be addressed for a company to succeed in the intensely competitive global marketplace. Specific topics include models and paradigms of global information systems, national information technology infrastructure, technical and managerial information technology issues in different parts of the world, and technology transfer. Graduate Business programs only.

## Classical Greek (CLAS) Course Descriptions

#### CLAS 1351 Classical Greek I

Prerequisite(s): None

Elementary introduction to the fundamentals of Classical, principally Attic, Greek. Topics include alphabet, pronunciation, basic vocabulary, grammar and syntax, and practice in reading elementary Classical Greek. Graded reading material is adapted from classical texts and cultivates an appreciation of Classical literature and culture.

#### CLAS 1352 Classical Greek II

Prerequisite(s): CLAS 1351

Continuation of elementary Classical Greek sequence. Topics include continued study of vocabulary, grammar and syntax, reading more difficult Greek, and gaining greater appreciation of Classical literature and culture.

#### CLAS 2351 Classical Greek III

Prerequisite(s): CLAS 1352

An intermediate course in Classical Greek with three main goals: to develop proficiency in reading Classical Greek; to strengthen command of Classical Greek grammar and vocabulary; and, to explore key features of Greek life and culture. Students read extended selections in original Greek prose. Classroom discussion addresses cultural and historical issues while also reviewing grammar.

#### CLAS 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### CLAS 5310 Classics and Christianity

Prerequisite(s): None

This course surveys religious, philosophical, and other cultural themes of the ancient Greco-Roman world and their relation to the early Christian movement and its theology.

#### CLAS 5320 Classical Philosophy

Prerequisite(s): None

This course offers a survey of ancient philosophy from the pre-Socratics of the sixth century BC through the demise of the major schools of the Hellenistic period and the rise of eclectic philosophy during the Roman period.

#### CLAS 5330 Greco-Roman Religion

Prerequisite(s): None

This course offers a survey of Greek and Roman religion, including study of mythology, cultic worship, and philosophy.

#### CLAS 5340 Classical Archaeology

Prerequisite(s): None

This course offers an introduction to the principles of classical archaeology and a survey of important Greek and Roman material remains.

## Cinema & New Media (CNMA) Course Descriptions

### CNMA 0301 Introduction to Video Production

Prerequisite(s): None

A comprehensive overview of the video production process, including an introduction to camera operation, lighting and sound equipment, general set protocols, post-production software, and workflow.

### CNMA 1060 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

### CNMA 1150 Faith, Culture, & the Arts

Prerequisite(s): None

This class explores the role of Christian artists in culture. Students will study how great Christian thinkers have thought about culture and art throughout church history and be challenged to understand their vocation as artists and media creators from a biblical perspective. Students will also develop an understanding of how to live out their faith through their work as they seek to affect the culture around them. This course may be repeated for credit.

### CNMA 1160 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

### CNMA 1250 Faith, Culture, & the Arts

Prerequisite(s): None

This class explores the role of Christian artists in culture. Students will study how great Christian thinkers have thought about culture and art throughout church history and be challenged to understand their vocation as artists and media creators from a biblical perspective. Students will also develop an understanding of how to live out their faith through their work as they seek to affect the culture around them. This course may be repeated for credit.

### CNMA 1260 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three- credit hours of participation.

### CNMA 1301 Cinematic Core Principles

Prerequisite(s): None

An overview and survey of the cinematic medium and its various forms, with an emphasis on historical foundations and developing opportunities. Includes an in-depth look at the fundamental components of the medium - writing, directing, acting, cinematography, and editing - and synthesizes these various roles so that students can see how these components work together to create the end product. Building off of smaller exercises, students will produce their own short films from start-to-finish.

### CNMA 1305 Art of Storytelling

Prerequisite(s): None

An overview and survey of storytelling across multiple mediums, from ancient oral tradition to modern video games. This class will explore the role storytelling plays in culture and help train students in the development and presentation of stories.

### CNMA 1307 Introduction to Media Production

Prerequisite(s): None

Corequisite(s): None

A comprehensive overview of the media production process, including an introduction to camera operation, lighting and sound equipment, general set protocols, post-production software, and workflow.

### CNMA 1310 Media & Careers Survey

Prerequisite(s): None

A broad overview of the history and scope of the modern media industry and the particular opportunities and challenges within this dynamic, multi-platform landscape. This class also helps students navigate the media industries by introducing the concepts of networking and pitching.

### CNMA 1311 Collaboration & Communication

Prerequisite(s): None

Collaborative mediums require individuals to come together and work efficiently as a team. This course explores communication theory and uses collaborative projects to introduce students to the various challenges they may face and helps them find the best ways to overcome those challenges as a team.

#### CNMA 1350 Faith, Culture, & the Arts

Prerequisite(s): None

This class explores the role of Christian artists in culture. Students will study how great Christian thinkers have thought about culture and art throughout church history and be challenged to understand their vocation as artists and media creators from a biblical perspective. Students will also develop an understanding of how to live out their faith through their work as they seek to affect the culture around them. This course may be repeated for credit.

#### CNMA 1360 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### CNMA 1370 Narrative Media: Fiction, Films, and Games

Prerequisite(s): None

Corequisites(s): None

This course explores media literacy and engagement through a comprehensive survey of creative writing, cinematic arts, and interactive media, introducing students to key principles of storytelling and mass communication.

#### CNMA 2301 Writing for Cinema & New Media

Prerequisite(s): CNMA 1301 and CNMA 1305

An introduction to the art, technique, and structure of screenplay writing. Through exercises, students will develop their writing abilities and craft their first film or new media script.

#### CNMA 2303 Directing for Cinema & New Media

Prerequisite(s): CNMA 1301 and CNMA 1305 and CNMA 1311

An introduction to the art and craft of directing, including an overview of different mediums, styles, and approaches.

Throughout the class, students will direct short scenes and videos to practice and apply the techniques they are learning.

#### CNMA 2305 Producing for Cinema & New Media

Prerequisite(s): CNMA 1301 and CNMA 1305 and CNMA 1310 and CNMA 1311

An introduction to the work of a producer in cinema and new media. This class includes a detailed look at the pre-production steps that a producer oversees - including budgeting, scheduling, and crewing a production - as well as practical considerations, business realities, and elements of leadership.

#### CNMA 2310 Cinematography & Production

Prerequisite(s): CNMA 1301 and CNMA 1305 and CNMA 1310 and CNMA 1311

An introduction to the film set and its key participants, including the cinematographer, gaffer, key grip, assistant director, script supervisor, and sound recordist. Students will explore different production techniques and learn how different scales of crew and budget effect on-set workflow.

#### CNMA 2312 Editing & Post-Production

Prerequisite(s): CNMA 1301 and CNMA 1305 and CNMA 1310 and CNMA 1311

An introduction to the post-production workflow with a focus on the art and craft of cinematic editing. The class also guides students through sound, visual effects, color grading, and finishing.

#### CNMA 2316 Production Design & Art Direction

Prerequisite(s): None

An overview of production design for cinema, including conceptual design, sets, props, wardrobe, and lighting. Students will be challenged to develop a strong aesthetic for art direction and will explore the practical challenges associated with executing production design in cinema and new media.

#### CNMA 2318 Principles of Acting

Prerequisite(s): None

Students are taught the elements of acting and directing actors. Key theories and approaches are explored, including method acting and improvisation.

#### CNMA 3110 Cinematography Practicum

Prerequisite(s): CNMA 2310

Cinematography students work with a mentor to prep and shoot a short film (or equivalent production).

#### CNMA 3112 Sound/Visual Effects Practicum

Prerequisite(s): CNMA 2312

Post-production students work with a mentor as they complete sound, visual effects, or other post-production work on a short film (or equivalent production).

#### CNMA 3315 Specialization

Prerequisite(s): Will vary depending on the specific topic

Corequisite(s): None

Programmed with specific topics each semester, this course introduces the craft of specific cinematic disciplines, including screenwriting, directing, cinematography, editing, etc. Courses will provide an overview of different mediums, styles, and approaches.

#### CNMA 3116 Production Design Practicum

Prerequisite(s): CNMA 2316

Production design students work with a mentor as they conceptualize and execute the art direction on a short film (or equivalent production).

#### CNMA 3118 Acting Practicum

Prerequisite(s): CNMA 2318

Acting students work with a mentor as they execute a performance in a short film (or equivalent production).

#### CNMA 3120 Special Topics/Independent Study

Prerequisite(s): Will vary depending on the specific topic

Special topics and projects are determined based on student interest and need, faculty availability, and subject matter that would be supportive of the Cinema & New Media Arts curriculum.

#### CNMA 3125 Casting Practicum

Prerequisite(s): CNMA 2318

Students work with an experienced casting director to cast a feature film production (or equivalent production).

#### CNMA 3145 Internship

Prerequisite(s): Six hours of CNMA 2000 or CNMA 3000 or 4000 level coursework

Credit is awarded for approved professional internships. Opportunities include media related work in the Houston area or summer internships in Austin, Hollywood, or other regions.

#### CNMA 3175 Media Studies

Prerequisite(s): Will vary depending on the specific topic

This course is programmed each semester to expose students to a broad range of cinematic styles and approaches. Classes focus on a variety of subjects (e.g., a European Film Survey, the complete works of Frank Capra, or a season of Emmy-award-winning television.)

#### CNMA 3210 Cinematography Practicum

Prerequisite: CNMA 2310

Cinematography students work with a mentor to prep and shoot a short film (or equivalent production).

#### CNMA 3212 Sound/Visual Effects Practicum

Prerequisite: CNMA 2312

Post-production students work with a mentor as they complete sound, visual effects, or other post-production work on a short film (or equivalent production).

#### CNMA 3216 Production Design Practicum

Prerequisite(s): CNMA 2316

Production design students work with a mentor as they conceptualize and execute the art direction on a short film (or equivalent production).

#### CNMA 3218 Acting Practicum

Prerequisite(s): CNMA 2318

Acting students work with a mentor as they execute a performance in a short film (or equivalent production).

CNMA 3220 Special Topics/Independent Study

Prerequisite(s): Will vary depending on the specific topic

Special topics and projects are determined based on student interest and need, faculty availability, and subject matter that would be supportive of the Cinema & New Media Arts curriculum.

CNMA 3225 Casting Practicum

Prerequisite(s): CNMA 2318

Students work with an experienced casting director to cast a feature film production (or equivalent production).

CNMA 3245 Internship

Prerequisite: 6 hours of CNMA 2000 or 3000 or 4000 level coursework

Credit is awarded for approved professional internships. Opportunities include media related work in the Houston area or summer internships in Austin, Hollywood, or other regions.

CNMA 3275 Media Studies

Prerequisite(s): Will vary depending on the specific topic

This course is programmed each semester to expose students to a broad range of cinematic styles and approaches. Classes focus on a variety of subjects (e.g., a European Film Survey, the complete works of Frank Capra, or a season of Emmy-award-winning television.)

CNMA 3301 Advanced Writing

Prerequisite(s): CNMA 2301

Students apprentice with an experienced screenwriter who mentors them through the writing of a feature film screenplay (or equivalent). Students are also introduced to collaborative writing environments (as would be found in a television or new media production with multiple writers).

CNMA 3303 Advanced Directing

Prerequisite(s): CNMA 2303

Students apprentice with an experienced director who mentors them through the direction of a short film. Students will work with the director through each stage of development and planning for their film.

CNMA 3305 Advanced Producing

Prerequisite(s): CNMA 2305

Students apprentice with an experienced producer throughout pre-production of a large-scale production. Students will attend production meetings and work with the producer to assemble budgets and schedules, secure locations and permits, and prepare equipment and crews.

CNMA 3307 Advanced Editing

Prerequisite(s): CNMA 2312

Students apprentice with an experienced editor who works with them on the editing of a feature film production. Students have the opportunity to edit their own scenes, as well as to collaborate with the editor and director in editorial meetings.

CNMA 3309 Documentary Filmmaking

Prerequisite(s): CNMA 1301 and CNMA 1305 and CNMA 1310 and CNMA 1311

An overview of the art and craft of documentary filmmaking. Explores various styles, goals, and artistic opportunities. Includes a focus on the technical aspects of documentary production.

CNMA 3310 Cinematography Practicum

Prerequisite(s): CNMA 2310

Cinematography students work with a mentor to prep and shoot a short film (or equivalent production).

CNMA 3312 Sound/Visual Effects Practicum

Prerequisite(s): CNMA 2312

Post-production students work with a mentor as they complete sound, visual effects, or other post-production work on a short film (or equivalent production).

#### CNMA 3316 Production Design Practicum

Prerequisite(s): CNMA 2316

Production design students work with a mentor as they conceptualize and execute the art direction on a short film (or equivalent production).

#### CNMA 3318 Acting Practicum

Prerequisite(s): CNMA 2318

Acting students work with a mentor as they execute a performance in a short film (or equivalent production).

#### CNMA 3320 Special Topics/Independent Study

Prerequisite(s): Will vary depending on the specific topic

Special topics and projects are determined based on student interest and need, faculty availability, and subject matter that would be supportive of the Cinema & New Media Arts curriculum.

#### CNMA 3325 Casting Practicum

Prerequisite(s): CNMA 2318

Students work with an experienced casting director to cast a feature film production (or equivalent production).

#### CNMA 3330 Digital Design & Portfolio

Prerequisite(s): None

Introduces key design principles for graphic design, web design, and app development. Students will complete multiple digital design projects, including a personal web portfolio.

#### CNMA 3335 Principles of Interactive Media

Prerequisite(s): CNMA 3330

Through case studies and exercises, students are introduced to defining principles of interactive media, from basic game theory to user interface design. Students will develop interactive content building on these principles throughout the semester.

#### CNMA 3345 Internship

Prerequisite(s): 6 hours of CNMA 2000 or 3000 or 4000 level coursework

Credit is awarded for approved professional internships. Opportunities include media related work in the Houston area or summer internships in Austin, Hollywood, or other regions.

#### CNMA 3370 History of Cinema

Prerequisite(s): None

Corequisite(s): None

A comprehensive survey of the history of cinema. Beginning with the early, silent film pioneers and exploring a wide range of international and American filmmakers, this course walks students through the complex and multi-faceted evolution of the film medium and its universal visual grammar.

#### CNMA 3375 Media Studies

Prerequisite(s): Will vary depending on the specific topic

This course is programmed each semester to expose students to a broad range of cinematic styles and approaches. Classes focus on a variety of subjects (e.g., a European Film Survey, the complete works of Frank Capra, or a season of Emmy-award-winning television.)

#### CNMA 4115 Advanced Practicum

Prerequisite(s): CNMA 3315

Corequisite(s): None

Programmed with specific topics each semester, this practicum provides students the opportunity to practice the craft of specific cinematic disciplines, including screenwriting, directing, cinematography, editing, etc. Courses are generally individual apprenticeships overseen by a faculty mentor.

#### CNMA 4199 Senior Portfolio

Prerequisite(s): CNMA 3330 and 24 hours of CNMA coursework

Working with a faculty member, students complete a professional resume and portfolio featuring their best coursework and personal projects (in preparation for interviews, etc.)

#### CNMA 4215 Advanced Practicum

Prerequisite(s): CNMA 3315



Corequisite(s): None

Programmed with specific topics each semester, this practicum provides students the opportunity to practice the craft of specific cinematic disciplines, including screenwriting, directing, cinematography, editing, etc. Courses are generally individual apprenticeships overseen by a faculty mentor.

#### CNMA 4300 Entertainment Business

Prerequisite(s): Six credit hours of CNMA 2000 or 3000 or 4000 level coursework

An overview of the business and legal elements that will affect students' work, whether as independent filmmakers or in industry careers. This class also examines the changing dynamics in the digital economy and trains students in the art of pitching and presentation.

#### CNMA 4305 Media Law & Ethics

Prerequisite(s): CNMA 1301 and CNMA 1310 and CNMA 1311

Examines legal concepts in relation to media, publishing, and writing as well as exploring ethical issues inherent to modern media, art, and mass communication.

#### CNMA 4315 Advanced Practicum

Prerequisite(s): CNMA 3315

Corequisite(s): None

Programmed with specific topics each semester, this practicum provides students the opportunity to practice the craft of specific cinematic disciplines, including screenwriting, directing, cinematography, editing, etc. Courses are generally individual apprenticeships overseen by a faculty mentor.

#### CNMA 4330 Advanced Digital Design

Prerequisite(s): CNMA 3330

Develops and applies key design principles for graphic design, web design, and app development in larger project-based assignments. Course incorporates advanced concepts including coding, analytics, and APIs.

#### CNMA 4350 Advanced Film Theory

Prerequisite(s): 9 credit hours of CNMA 2000 or 3000 or 4000 level coursework

Building on the ideas explored in earlier classes, this is a rigorous study of cinematic theory, including in-depth examinations of Eisenstein's theories of montage, French auteur theory, and Tarkovsky's notion of "sculpting in time".

#### CNMA 4390 Senior Project I

Prerequisite(s): 33 credit hours of CNMA coursework

The capstone experience for each student is a year-long final project. Developed and completed with oversight from a faculty member, these classes offer students the time and space to create a professional-quality project that can be used to kick start their artistic career after graduation.

#### CNMA 4395 Senior Project II

Prerequisite(s): 33 credit hours of CNMA coursework

The capstone experience for each student is a year-long final project. Developed and completed with oversight from a faculty member, these classes offer students the time and space to create a professional-quality project that can be used to kick start their artistic career after graduation.

## Speech Communication (COMM) Course Descriptions

#### COMM 1101 Forensic Workshop

Prerequisite(s): Permission of the instructor

Workshop for students who actively compete in mock trial tournaments. A maximum of four credit hours may be counted toward a degree.

#### COMM 1323 Rhetoric and Public Speaking

Prerequisite(s): None

This course improves communication skills in a variety of contexts and develops an understanding and appreciation of the importance of public rhetoric in a democratic society. Since ancient Greek and Roman times, rhetoric has been taught both as the foundation of a liberal arts education and as an essential skill of democratic citizenship.

COMM 2101 Forensic Workshop

Prerequisite(s): Permission of the instructor

Workshop for students who actively compete in mock trial tournaments. A maximum of four credit hours may be counted toward a degree.

COMM 3101 Forensic Workshop

Prerequisite(s): Permission of the instructor

Workshop for students who actively compete in mock trial tournaments. A maximum of four credit hours may be counted toward a degree.

COMM 3323 Communication Theory

Prerequisite(s): None

The class provides a comprehensive view of the theoretical traditions that influence our understanding of communication.

COMM 3324 Legal Communication

Prerequisite(s): None

This course examines the central role that communication occupies in the study, practice, and understanding of the legal process. Students will be introduced to key elements of the communication process relevant in all criminal justice and legal settings and will learn basic and advanced principles of trial advocacy through participation in a mock trial.

COMM 3334 Argumentation and Advocacy

Prerequisite(s): None

This course explores the nature, types, effects, and ethical dimensions of argument. Current public policy issues will be considered in classroom discussions, with the goal of teaching students how to express themselves clearly in speaking and writing.

COMM 4101 Forensic Workshop

Prerequisite(s): Permission of the instructor

Workshop for students who actively compete in mock trial tournaments. A maximum of four semester hours may be counted toward a degree.

COMM 4304 Interpersonal Communication

Prerequisite(s): None

A study of the theory and practice of person-to-person interaction. Examines such topics as self-disclosure, trust, emotions, perception and language, intimacy and distance, and conflict resolution.

COMM 4314 American Public Address

Prerequisite(s): None

A study of the speakers and speeches that have shaped our history from colonial America to the present. The tools of rhetorical criticism will be developed and applied.

COMM 4315 Political Communication

Prerequisite(s): None

This course investigates the role of communication in contemporary American politics. Topics to be discussed include speeches, rhetorical artifacts, and political campaigns.

COMM 4323 Intercultural Communication

Prerequisite(s): None

A study of the impact of globalization, technology, travel, and immigration on communication. The effects of culture and experience on perception are also studied.

COMM 4373 Internship in Speech Communication

Prerequisite(s): Permission of instructor

Directed work experience in a variety of public and private organizations. The primary objective of this course is to provide students with opportunities to apply speech communication theory and practice in a career-oriented setting. Also provides students with the opportunity to attain applied research experience.

COMM 6310 Intercultural Communication and Leadership

Prerequisite(s): None

This course will study principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings. It will also look at the nature of Christian leadership, primarily in the context of international missions. Attention is given to various character qualities and leadership competencies necessary for effectiveness in cross-cultural ministry.

## Computer Science (COSC) Course Descriptions

### COSC 1351 Introduction to Computer Programming

Prerequisite(s): (Credit for or registration in MATH 1434 or higher) or credit for BUSA 2301

an overview of the field of computing, applications, algorithms, data structures, rudimentary programming, machine architecture, digital logic, history, impact, and current trends. Introductory programming using an objects-first approach. Problem analysis and solution. Introductory modeling and abstraction. Documentation, good programming practices. Data and control structures as needed.

### COSC 1352 Intermediate Computer Programming

Prerequisite(s): MATH 1434 or higher and COSC 1351

An introduction to computer programming using an objects first approach; problem solving; an overview of the field of computing. Analysis, design and implementation of programs. Application structures, algorithm development, event-driven programming, graphical user interfaces, exception handling, recursion.

### COSC 2351 Data Structures

Prerequisite(s): COSC 1352 and ((MATH 1451 or a satisfactory score on an HBU required placement exam) or BUSA 2301)

The definition, representation, and manipulation of basic data structures such as arrays, stacks, queues, trees, and graphs. Practical applications of these structures will be emphasized.

### COSC 2352 Systems Programming

Prerequisite(s): COSC 1352 and MATH 1451

An introduction to systems programming within the context of C/C++ and Linux; topics include linking, writing scripts, performing system calls, managing memory, and using concurrency.

### COSC 2353 Operating Systems

Prerequisite(s): COSC 2352

An introduction to operating systems concepts. Topics include process management, storage management, device management, performance, security, and case studies of modern operating systems.

### COSC 2354 Advanced Data Structures and Algorithms

Prerequisite(s): COSC 2351

Corequisite(s): None

This course emphasizes the study of high-performance specialized data structures (self-balancing trees, dynamic graphs, binary heaps) and their implementations using the Java language. Students in this course are also introduced to the basic object-oriented concepts of abstractions and generics to develop abstract advanced searching and sorting algorithms as well as abstract data structures.

### COSC 3341 Computer Architecture

Prerequisite(s): COSC 2351

Architecture and organization of computer systems. Topics include the processor, control unit and microprogramming, computer arithmetic, memory hierarchy and memory management, input/output, instruction sets.

### COSC 3342 Computer Networks

Prerequisite(s): COSC 2353

Corequisite(s): None

An overview of computer networks. Topics include network topologies, layers, local area networks, and performance measurement and analysis.

### COSC 3352 Theory of Computing

Prerequisite(s): COSC 2351 and MATH 2323

An overview of formal languages, the abstract models of computing capable of recognizing those languages, and the grammars used to generate them.

#### COSC 3353 Programming Languages

Prerequisite(s): COSC 2354

In this project-based course, students will create multi-user Web applications involving application development for front-end and back-end programming in a client-server communications technology. The course will consist of advanced implementations of both markup as well as scripting languages. The students will also learn how to manage data and use available database management systems effective for back-end service side Web development concepts.

#### COSC 4331 Introduction to Cyber Security

Prerequisite(s): COSC 2353 and permission of instructor

overview of cyber security; provides students with practical cyber security experience based on theoretical foundations. Topics include: computer network defense, computer network attack, wireless security.

#### COSC 4352 Software Design and Engineering

Prerequisite(s): COSC 2353

Corequisite(s): None

Design, construction, and maintenance of large software systems. Project planning, requirements analysis, software design methodologies, software implementation and testing, maintenance.

## Counseling (COUN) Course Descriptions

#### COUN 5309 Counselor Professional Identity and Function

Prerequisite(s): None

This course is designed to provide students with didactic and experiential training as a general orientation to the helping relationship and the broader counseling profession, including the basic counseling skills and spiritual orientation used in the relationship between a counselor and the person(s) seeking help. A multi-level focus looks at the roles and characteristics of the counselor and counselee, including one's worldview and belief system. In addition, attention is given to understanding the ethical and personal nature of the helping relationship, as well as available resources, which may be mobilized as growth producing and change agents.

#### COUN 5310 Ethical and Legal Issues in Counseling

Prerequisite(s): None

This course introduces students to concepts and principles regarding ethical, legal, and liability related issues and responsibilities encountered by students, residents, and licensed professional counselors, including professional codes of ethics, ethical and legal aspects of practice, and the impact of values, beliefs, and cultural norms on ethical dilemmas and decision making.

#### COUN 5311 Advanced Ethics and Practice Management

Prerequisite(s): COUN 5310

This course builds on COUN 5310 in the development of counselor ethics and the understanding of state law specific to the counseling profession. Topics include, but are not limited to: medical records management, an overview of business/family law, professional practice issues and guidelines, and the study of current regulatory board rules. This course is required by the Texas State Board of Examiners of Professional Counselors (TSBEPC).

#### COUN 5312 Marriage, Couple, and Family Counseling Theories

Prerequisite(s): None

This course is an introduction to the field of couples and family therapy. It will feature theory and practice in the treatment of dyadic relationships, marriages, and families (including families with children). Students will develop an understanding of the prominent theories, including emphasis on systems theories that form the basis of relevant therapy approaches. (Offered also as PSYC 5312.)

#### COUN 5313 Methods and Techniques in Counseling

Prerequisite(s): None

This course will introduce the student to those counseling skills which communicate the qualities of empathy, genuineness, and unconditional positive regard, and which facilitate building the foundation of the therapeutic working alliance. The course will include extensive skills-practice, role-playing, and videotaped exercises. Intake skills and additional counseling techniques will be introduced didactically and practiced in class. Course is offered only in residential format. (Offered also as PSYC 5313.)

#### COUN 5314 Methods and Techniques in Christian Counseling

Prerequisite(s): None

This course is designed to introduce graduate students to basic techniques, methods, and theories behind the practice of Christian counseling and to integrate established psychotherapeutic techniques into the practice of Christian counseling. The course will include extensive skills-practice, role-playing, and videotaped exercises. Intake skills and additional counseling techniques will be introduced didactically and practiced in class. Course is offered only in residential format.

#### COUN 5315 Christian Integration Seminar I

Prerequisite(s): None

This course is designed to provide students with didactic and experiential training as a general orientation to the helping relationship and the broader counseling profession. This course is also designed to help students effectively integrate their Christian faith with principles of psychology and counseling. Theological backgrounds of counseling, major theories of Christian integration with counseling, and the role of the Christian counselor in society will be examined. Students will formulate their own Christian integration perspectives.

#### COUN 5316 Human Growth & Development

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: EPSY 6301

This course provides intensive study and examination of literature and theories of individual and family development across the lifespan from infancy through adulthood. Social and personality development, intellectual development, language acquisition, learning theories, and developmental expectations are emphasized, including biological, neurological, and physiological factors that affect human development, function, and behavior.

#### COUN 5317 Multicultural Counseling

Prerequisite(s): None

This course addresses social and cultural diversity, as well as the need for multicultural awareness and competency among counselors and other mental health providers. Included in the study are theories of multicultural counseling, dimensions of spirituality and worldviews, racial/cultural identity development, social justice and advocacy, counseling ethnic minorities, and other various sociocultural minorities. Students will gain practical knowledge and skills necessary to work effectively with ethnically and culturally diverse clients, their attitudes, beliefs, and acculturative experiences both nationally and internationally.

#### COUN 5318 Counseling Skills & Techniques

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: EPSY 5313

This course introduces students to those counseling skills and techniques, which communicate the qualities of empathy, genuineness, and unconditional positive regard, and which facilitate building the foundation of an effective therapeutic working alliance. The course includes videotaped exercises along with an intensive supervised counseling experience on campus designed to enhance self-awareness and promote personality exploration. Intake skills, extensive skills-practice, role-playing, and additional counseling techniques will be introduced didactically and practiced during the residency portion of the class. (This course includes both long distance and residential components.)

#### COUN 5319 Spirituality, Theology, and Counseling

Prerequisite(s): None

This course is designed to help students effectively integrate their Christian faith with principles of psychology and counseling. Theological backgrounds and historical foundations of faith-based counseling, major theories and models of Christian integration with counseling, and the role of the Christian counselor in society will be examined. Students will formulate their own Christian integration perspectives. (Offered also as MAPC 5301.)

#### COUN 5320 Theories of Counseling

Prerequisite(s): None

This course provides a comprehensive and intensive study of major personality models and theoretical orientations used in counseling and psychotherapy, stressing implications for research and practice. Various psychodynamic, humanistic, behavioral, cognitive, and family systems theories are summarized and evaluated. Students will have an opportunity to compare the compatibility of these theories with the Christian tradition and to begin an integration of these theories in clinical practice.

#### COUN 5321 Group Counseling and Psychotherapy

Prerequisite(s): COUN 5309 and COUN 5310 and COUN 5320 (if required for degree plan)

This course is designed to provide students with a conceptual and practical overview of group dynamics including the role of group leadership, tools for forming and facilitating a group, and orientation of members. Emphasis will be given to leadership techniques used at various stages of the group process, as well as applicable ethical issues. Students will be provided with an intensive supervised group experience on campus during the residency portion of the class to promote self-awareness, develop interpersonal and facilitator skills, and explore biblical principles relevant to the group process. (This course includes both long distance and residential components.)

#### COUN 5323 Theories of Counseling and Psychotherapy

Prerequisite(s): COUN 5313 or COUN 5314

Comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills.

Course is offered only in residential format. (Offered also as PSYC 5323.)

#### COUN 5326 Psychology of Dying, Bereavement, and Counseling

Prerequisite(s): None

A course dealing with the process of dying and grief of the survivors. The psychological adjustments of the individual, family, and professional are examined. How to facilitate grief as well as therapeutic issues are discussed.

#### COUN 5327 Christian Psychology and Counseling Theory

Prerequisite(s): None

Corequisite(s): None

Christian psychology and counseling is rooted in biblical revelation, and relevant Christian theological and philosophical, as well as the pastoral and spiritual formation practices of the Christian traditions. This class summarizes those influences, while engaging with contemporary psychology to develop a therapeutic framework that is grounded in a Christian worldview, as well as informed by the best contemporary research and theory. The history of Christian and modern psychology will be explored.

#### COUN 5328 Biblical & Theological Foundations for Psychology & Counseling

Prerequisite(s): None

Corequisite(s): None

This class explores the therapeutic value of the main teachings of the Christian faith, including the nature of God; the metanarrative of human life; the nature of human beings, including their created goodness, as well as the main aspects of human psychopathology; the role of Jesus Christ in the reparation of the human condition; the mental health value of the local church; redemptive differentiation and integration; and the Christian future as a source of hope. The application of these teachings in clinical work will be discussed.

#### COUN 5335 Christian Spiritual Formation for Therapists

Prerequisite(s): None

Corequisite(s): None

An investigation of the history, traditions, and process of spiritual formation. Emphasis is on the knowledge and practice of the spiritual disciplines, such as prayer, meditation, study, solitude, fasting, and so on. Consideration will be given to their application to Christian psychotherapy, counseling, and spiritual direction.

#### COUN 5336 Christian Spiritual Direction

Prerequisite(s): None

Corequisite(s): None

This course is an extensive study of the field of spiritual direction with attention given to various traditions, strategies, and methods for helping others to move Godward. Emphasis is given to the role of spiritual direction in Christian psychology and a distinctively Christian formational paradigm. Topics such as the strategic use of prayer, holy listening, watchfulness, conferencing, confession, and more are addressed.

#### COUN 5363 Principles of School Counseling

Prerequisite(s): None

Introduction to the philosophical and historical foundations of guidance and counseling, stressing practical problems of organizing and implementing guidance programs in the secondary and elementary schools. Consideration is given to professional issues, present and future, as they impact the role and function of the counselor. Includes the design of a guidance and counseling programs for an elementary, secondary, or postsecondary institution.

#### COUN 6191 Counseling Practicum

Prerequisite(s): PSYC 5310, COUN 5312, COUN 5313, COUN 5323, PSYC 5360, PSYC 6301, PSYC 6302, COUN 6306, COUN 6308, PSYC 6310, PSYC 6320, and successful completion of Oral Comprehensive Exam

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities. Continued communication with on-campus supervisor through class activities and consultation. Course is offered only in residential format.

#### COUN 6192 Advanced Counseling Practicum

Prerequisite(s): COUN 6191

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities. Continued communication with on-campus supervisor through class activities and consultation. May be repeated for credit.

#### COUN 6197 Licensure Standards Review

Prerequisite(s): COUN 5310, 5312, 5313, 5323, 5360, 6301, 6302, 6306, 6308, 6310, 6320; overall GPA 3.0 or higher.

This preparation course is a one-hour course, taught by a core faculty member. This course reviews national standards, study strategies, and assess students' base knowledge in each area covered on the National Counselor Exam. Students must pass this class with a B or better, and they may not score lower than 80% on more than two individual exams. In this case, they are required to retake the course before becoming eligible to sit for the oral comprehensive exam in the licensure-based graduate programs in counseling. Students with a GPA of 3.75 or higher are not required to take PSYC 6197.

#### COUN 6291 Counseling Practicum

Prerequisite(s): PSYC 5310, COUN 5312, COUN 5313, COUN 5323, PSYC 5360, PSYC 6301, PSYC 6302, COUN 6306, 6308, PSYC 6310, PSYC 6320, and successful completion of Oral Comprehensive Exam.

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities. Continued communication with on-campus supervisor through class activities and consultation. Course is offered only in residential format. May be repeated for credit.

#### COUN 6301 Single Adult Issues, Premarital Counseling, and Marital Enrichment Counseling

Prerequisite(s): COUN 5312

This course provides an in-depth study of single adult lifestyle issues, cohabiting concerns, as well as covering premarital counseling tests, and marital enrichment programs.

#### COUN 6302 Counseling Adolescents and Their Families

Prerequisite(s): None

This course examines the adolescent's developmental and relationship factors that can lead to counseling issues. Child and adolescent psychopathology diagnoses will be discussed. Techniques and practices for working with adolescents will be explored.

#### COUN 6303 Introduction to Human Sexuality

Prerequisite(s): None

This is an introductory course about human sexuality. It will survey a variety of topics from biological to psychological to social aspects of human sexuality. This course will provide a scientific understanding of the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Information about human sexuality across the lifespan will be included. This course provides information about sexual identity, orientation, and how changing sexual attitudes are influencing the culture. This course also provides information about the prevention and treatment of sexually transmitted infections.

#### COUN 6304 Gender Issues and Differences

Prerequisite(s): None

This course examines the most common presenting problems women and men bring into counseling, including biological, developmental, sociocultural, spiritual, and situational issues and crises. It explores biblical perspectives, as well as effective intervention and counseling strategies.

#### COUN 6305 Today's Soldiers and Veterans: Contemporary Issues and Challenges

Prerequisite(s): None

This course is an introduction to the issues specific to the military and veteran population. Students develop an understanding of military and veteran culture, as well as an introduction to common concerns such as transition to civilian life, suicide, underemployment, and relationships.

#### COUN 6306 Career Information and Career Counseling

Prerequisite(s): None

This course is focused on methods and processes of collecting, organizing, evaluating, and interpreting educational, occupational, and personal-social information for the purpose of helping others to engage in meaningful, satisfying vocations. The major theories of career development are emphasized. (Offered also as PSYC 6306)

#### COUN 6307 Military Families, Deployment and Reintegration

Prerequisite(s): COUN 6305

This course examines the two primary transitions of military life: the reintegration challenges that recently deployed military members encounter as they blend back into family, community, church, and a peacetime setting; and the transition from military to civilian life and career. Students will identify strategies meant to facilitate a positive adjustment and support veterans in this transition back into family and community life as well as new careers. Specific course content will focus on the role of the caregiver or helping professional, with an emphasis on provision of resources.

#### COUN 6308 Methods of Group Process

Prerequisite(s): COUN 5313 and COUN 5323

This is a course in learning how to lead out-patient psychotherapy/counseling groups. The dynamics of group process are described and theories of psychotherapy are applied to groups. Students design a psychoeducational group manual. Groups are conducted and led by students for at least ten (10) hours of class time, which allows students opportunities to practice group leadership. Feedback is provided by classmates and the professor. Course is offered only in residential format. (Offered also as PSYC 6308.)

#### COUN 6309 Assessment & Testing

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: EPSY 6302

This course is an introduction to psychological and counseling assessment and appraisal techniques used in the evaluation of people exhibiting mental, emotional, and/or behavioral disturbances with an emphasis on the therapeutic analysis, synthesis, and utilization of assessment data as part of the treatment process. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, use and interpretation of appraisal results, and report writing with a variety of populations are explored. Aptitude, achievement, interest, behavioral, and personality instruments are presented, as well as ethical, legal, and cultural implications.

#### COUN 6310 Clinical Psychopathology

Prerequisite(s): COUN 5309 and COUN 5320 (if required for degree plan)

This course addresses the principles of understanding dysfunction in human behavior and systemic organization as well as an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). The course addresses the etiology, prevalence and incidence, signs and symptoms, and criteria for differential diagnoses, utilizing diagnostic, preventive, and remedial methods and interventions. Emphasis will be given on comparing and contrasting different theoretical perspectives and reviewing the empirical literature for various disorders.

#### COUN 6311 Substance Use and Addictive Disorders

Prerequisite(s): None

This course examines a variety of models for the etiology and treatment of addictions using a biopsychosocial perspective. Substance use is emphasized, but other problematic behaviors (e.g., gambling, sex) are covered. Spirituality is highlighted as a protective factor and as part of the treatment process.

#### COUN 6312 PTSD: Causes, Problems, and Therapy

Prerequisite(s): COUN 6330

This course focuses on the development and treatment of PTSD, including sources of trauma such as combat stress, severe accidents, sexual assaults, etc. Adjustment problems in the physical, mental, relational and spiritual areas of life will be covered. Various types of therapy for PTSD will be discussed and practiced.

#### COUN 6313 Sexual Functioning, Dysfunction, and Treatment

Prerequisite(s): COUN 6303



A comprehensive look at the different sexual disorders. Biological, psychological, and psychosocial factors will be included. Biological and psychological treatments will be covered.

#### COUN 6314 Infidelity, Sexual Trauma, and Counseling

Prerequisite(s): COUN 6326

This is an advanced course, which discusses counseling issues raised by childhood sexual abuse, sexual assault and trauma, and spousal infidelity, as well as their impact on intimacy and sexual relationships within a marriage. Counseling models and strategies for both perpetrators and survivors are also discussed.

#### COUN 6315 Christian Integration Seminar II

Prerequisite(s): COUN 5315 and at least nine hours completed since successful completion of COUN 5315

This course is an advanced survey course in the field of Christian counseling. Students will learn how to apply the prominent theories that form the basis of Christian counseling and the integration of theology and psychology, as well as develop a working knowledge of the special ethical and cultural considerations unique to the Christian counselor.

#### COUN 6316 Psychopharmacology and Addiction

Prerequisite(s): None

This course examines a variety of models for the etiology and treatment of substance use, abuse, and dependency, as well as other addictive disorders using a bio-psycho-social-spiritual perspective. While substance use is emphasized, process and behavioral addictions are also covered, including relapse triggers and prevention. Spirituality is highlighted as a protective factor and part of the overall treatment and recovery process.

#### COUN 6317 Counseling Families with Addiction

Prerequisite(s): COUN 6311

This course exams family dynamics that can encourage or sabotage an addict's recovery. Family-of-origin and other systems theories that impact addiction counseling will be examined. The student will learn about enabling and how to confront it. Counseling techniques will be discussed. Support groups such as Celebrate Recovery or AA's as an adjunctive to treatment will be covered.

#### COUN 6318 Transdisciplinary Foundations of Addictions

Prerequisite(s): None

This course reflects the SAMHSA guidelines for knowledge, attitudes, and skills required for addictions counselors. Specifically, it targets the transdisciplinary foundations including: Understand Addiction, Treatment Knowledge, Application to Practice, and Professional Readiness.

#### COUN 6319 Resilience and Coping

Prerequisite(s): None

This course provides an in-depth review of the literature related to stress and burnout (e.g., life transitions, personal stressors, ongoing stressors), coping, and resilience with a focus on building a repertoire of healthy coping strategies to share as a helping professional. The course also promotes the self-care, coping, and well-being of helping professionals, including an emphasis on healthy relationships, spirituality, and resistance to stress and burnout.

#### COUN 6320 Research Design and Program Evaluation

Prerequisite(s): None

This course provides an understanding of quantitative and qualitative research methods and design, statistical analysis, needs assessment, implementation, ethical and cultural considerations in human subject research, and program evaluation relevant to the field of professional counseling and other mental health providers.

#### COUN 6321 Career Counseling & Lifestyle Development

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: EPSY 6306

This course examines major theories and models of career development, lifestyle and vocational assessment, and career counseling. Emphasis is given on methods and processes of collecting, organizing, evaluating, and interpreting educational, occupational, and personal-social information for the purpose of helping others engage in meaningful and satisfying vocations, including spirituality and calling.

#### COUN 6322 Marriage and Family Counseling

Prerequisite(s): COUN 5320 (if required for degree plan)

This course is an introduction to the field of couple, marriage, and family counseling. It will integrate theory and practice in the treatment of dyadic, marital, and familial relationships (including blended families and families with children). Students will develop an understanding of the prominent theories, including emphasis on family systems theories that form the basis for relevant therapeutic approaches.

#### COUN 6323 Crisis Response and Trauma Care

Prerequisite(s): None

This course is designed to prepare students to understand the nature of crises, traumatic events, and natural and human disasters, including the efficacy of community-based strategies and psychological first aid. Students will also learn how to work with clients who have experienced trauma and/or interpersonal violence; utilize crisis intervention and suicide prevention strategies; introduce counseling roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional or national crises, disaster or other trauma-causing event; and to address burnout, compassion fatigue, and counselor self-care.

#### COUN 6324 Substance Abuse and Addictive Disorders

Prerequisite(s): None

This course examines a variety of models for the etiology and treatment of substance use, abuse, and dependency, as well as other addictive disorders using a bio-psycho-social-spiritual perspective. While substance use is emphasized, process and behavioral addictions are also covered, including relapse triggers and prevention. Spirituality is highlighted as a protective factor and part of the overall treatment and recovery process.

#### COUN 6325 Clinical Diagnosis and Treatment Planning

Prerequisite(s): COUN 5309 and COUN 5310 and COUN 5316 and COUN 5317 and COUN 5320 and COUN 6309 and COUN 6310 and COUN 6322 and COUN 6323 and COUN 6324 (if required for degree plan)

This course includes criteria for psychiatric diagnoses, proficiency with the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and theories of psychopathology. The course also provides an introduction to psychopharmacology, including basic neurobiology, pharmacokinetics, assessment, history taking, and drugs as they relate to the treatment of various disorders. Case conceptualization, presentation, and management is incorporated into an intensive supervised counseling experience on campus designed to incorporate role playing and enhance critical treatment planning skills during the residency portion of the class. This course is required by the Texas State Board of Examiners of Professional Counselors (TSBEPC). (This course includes both long distance and residential components.)

#### COUN 6326 Human Sexuality

Prerequisite(s): None

This course provides an introduction to human sexuality and surveys biological, psychological, sociocultural, and spiritual factors and influences. Information about human sexuality across the lifespan is examined, including sexual identity, sexual orientation, and how changing sexual attitudes are influencing the culture. The prevention and treatment of sexually transmitted infections and diseases is also addressed.

#### COUN 6327 Pornography and Sexual Addiction Counseling

Prerequisite(s): None

This course addresses sociocultural, biological, neurobiological, and spiritual factors (e.g., the role of fantasy, lust, and sinful choices) related to the etiology, treatment, and recovery of sexual addiction, including pornography, Internet-based issues, and deviancy.

#### COUN 6328 Premarital Counseling and Marital Enrichment

Prerequisite(s): COUN 6322

This course provides an in-depth study of premarital/pre-engagement counseling models and assessments, as well as marital enrichment programs and principles. Dating and single adult lifestyle issues are also reviewed.

#### COUN 6329 Assessment and Counseling with Couples and Families

Prerequisite(s): COUN 5309 and COUN 6322 and COUN 5320 (if required for degree plan)

This course examines issues in research and the clinical assessment of couples and families utilizing family systems models and other contemporary approaches. Specific assessment techniques are discussed, evaluated, and practiced, impacting marriage and family structure, psychopathology, communication, decision making, conflict resolution, and spiritual factors.

#### COUN 6330 Trauma and Crisis Intervention

Prerequisite(s): None

This course is designed to prepare students to understand the nature of crisis, trauma, and disasters, including the appropriateness of diagnosis, to work with clients who have experienced trauma and/or interpersonal violence, to utilize crisis

intervention and suicide prevention strategies, to understand psychological first aid, to introduce counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event, and to address counselor self-care and burnout.

#### COUN 6331 Grief and Loss Counseling

Prerequisite(s): None

This course is an introduction to grief and loss work, the dynamics and specific factors related to grief and loss issues across the lifespan, concepts of bereavement and mourning, disenfranchised grief, neurological and sociocultural factors, and the role of faith and spirituality in the counseling process.

#### COUN 6332 Life Recovery Counseling

Prerequisite(s): None

This course examines different addiction recovery models, as well as spiritual applications that address concepts such as confession, surrender, forgiveness, meditation, and accountability. The role of relapse prevention is discussed with an emphasis on 12-Step approaches such as Alcoholics Anonymous.

#### COUN 6333 Complex Trauma and Disaster Care

Prerequisite(s): None

This course examines traumatic grief and loss events (e.g., violence and abuse, genocide, injury and loss of children, combat, sexual assault, and disasters) and their aftermath (e.g., complicated grief, complex trauma responses, and dissociation). Counseling interventions and strategies include the role of crisis responders, disaster deployment, and the incident command system, as well as psychological and spiritual care.

#### COUN 6334 Military Resilience and Coping

Prerequisite(s): None

This course provides an in-depth review of the literature related to stress and burnout within the military culture (e.g., pre- and post-deployment, combat environments, life transitions, personal stressors, and ongoing stressors), coping, and resilience. There is a focus on building a repertoire of healthy coping and bounce back strategies to share as a helping professional.

#### COUN 6335 Military Stress, PTSD, Combat Trauma, and Suicide

Prerequisite(s): COUN 6334 and COUN 6336

This course focuses on combat and military related stress and trauma, as well as the aftermath (e.g., PTSD, traumatic brain injury, addiction, marital and family issues, and suicide). Specific attention is given to suicide assessment, intervention, and prevention strategies.

#### COUN 6336 Contemporary Issues and Challenges in Today's Military

Prerequisite(s): None

This course is an introduction to specific issues that impact the military and veteran population. Students will develop an understanding of military and veteran culture, as well as an introduction to common concerns such as deployment, transition to civilian life, suicide risk, underemployment, and relationships.

#### COUN 6338: PTSD: Etiology and Counseling

Prerequisite(s): COUN 6323

This course focuses on the development and treatment of PTSD, including sources of trauma such as violence and abuse, combat stress, severe accidents, sexual assault, and disasters. Adjustment reactions and problems in physical, mental, emotional, relational, and spiritual areas of life are also covered, including various types of therapy for PTSD.

#### COUN 6339 Sexual Functioning: Issues, Problems, and Counseling

Prerequisite(s): COUN 6326

This course offers a comprehensive look at various sexual disorders, as well as biological, psychological, psychosocial, and spiritual factors. Biological, psychological, and spiritual interventions and counseling strategies are examined.

#### COUN 6340 Military Career and Community Transition and Reintegration

Prerequisite(s): COUN 6336

This course examines the two primary transitions of military life: the reintegration challenges that recently deployed military members encounter as they blend back into family, community, church, and a peacetime setting; and the transition from the military to a civilian life and career. Counseling strategies and resources will be discussed that help facilitate positive adjustments and support veterans in this transition back into family and community life, as well as new careers.

#### COUN 6341 Counseling Children, Adolescents and Families

Prerequisite(s): None

This course examines the development of children and adolescents' developmental and relationship factors that can lead to counseling issues. Techniques and practices for working with children, adolescents, and families are explored. Psychopathology diagnoses are discussed.

#### COUN 6343 Assessment in Counseling

Prerequisite(s): PSYC 6302 and PSYC 6310

This course is an introduction to psychological testing techniques used in the evaluation of people exhibiting mental, emotional, and/or behavioral disturbances with an emphasis on using assessment therapeutically as part of the treatment process. Instruments related to several subfields are included (e.g., career, personality, behavioral). Report writing skills are addressed.

#### COUN 6353 Assessment and Treatment of Couples and Families

Prerequisite(s): PSYC 5310, COUN 5312, COUN 5313, COUN 5323, and PSYC 6301

This course provides didactic knowledge and in-depth practice and feedback in the major assessments and counseling techniques used with couples and families. Emphasis on assessment and treatment approaches specifically designed for use with a wide range of diverse adult dyads as well as children and adolescents in a family system. Sexual issues, spirituality, and lifespan development are also addressed. Course is offered only in residential format.

#### COUN 6354 Practicum in Marriage and Family Counseling

Prerequisite(s): PSYC 5310, COUN 5312, COUN 5313, COUN 5323, PSYC 5360, PSYC 6301, PSYC 6302, COUN 6306, COUN 6308, PSYC 6310, and successful completion of Oral Comprehensive Exam.

Supervised laboratory experiences in counseling with emphasis on developing basic skills in working with couples and families. Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities. Continued communication with on-campus supervisor through class activities and consultation. Course is offered only in residential format.

#### COUN 6355 Advanced Practicum in Marriage and Family Counseling

Prerequisite(s): COUN 6354

Supervised laboratory experiences in individual and group counseling with emphasis in developing competence in counseling with couples and families. All practicum students must be involved in counseling activities. Continued communication with on-campus supervisor through class activities and consultation. May be repeated for credit.

#### COUN 6365 Advanced School Counseling and Leadership

Prerequisite(s): 36 graduate hours which must include COUN 5363 and COUN 5310 and COUN 5318 and COUN 5320 and COUN 5321 and COUN 6309 and COUN 6321

Corequisite(s): None

This course is an advanced study of the philosophical and historical foundations of school counseling, stressing practical problems of organizing and implementing guidance programs in the secondary and elementary schools. Topics addressed include the intricacies of designing and implementing a comprehensive school counseling program—including the leadership role of the school counselor, collaboration, program design, implementation and management and professional issues as they impact the role and function of the counselor. The course includes a review of the 5<sup>th</sup> edition of the *Texas Model for Comprehensive School Counseling Programs*.

#### COUN 6391 Counseling Practicum

Prerequisite(s): COUN 5309 and COUN 5310 and COUN 5316 and COUN 5317 and COUN 5318 and COUN 5320 and COUN 6310 (if required for degree plan)

This course represents an initial field experience in professional practice and provides for the application of theory and ongoing development of basic counseling skills in various mental health settings under direct supervision. Students will work with clients who represent the ethnic and demographic diversity of their community and complete a supervised counseling practicum experience that totals a minimum of 100 clock hours (40 direct service hours) with actual clients.

#### COUN 6392 Counseling Internship I

Prerequisite(s): COUN 5309 and COUN 5310 and COUN 5316 and COUN 5317 and COUN 5318 and COUN 5320 and COUN 6309 and COUN 6310 and COUN 6325 and COUN 6391 (if required for degree plan)

This course provides an opportunity for ongoing field experiences in professional clinical practice and in the application of counseling theory and the development of advanced counseling skills under direct supervision. These experiences allow students to counsel and provide services to clients who represent the ethnic and demographic diversity of their community. Students complete 300 clock hours (120 direct service hours) of supervised counseling internship in roles and settings with

clients relevant to their specialty area. By taking this course and COUN 6393, students will gain a total of 600 clock hours with 240 direct service hours.

#### COUN 6393: Counseling Internship II

Prerequisite(s): COUN 6392

This course provides an opportunity for ongoing field experiences in professional clinical practice and in the application of counseling theory and the development of advanced counseling skills under direct supervision. These experiences allow students to counsel and provide services to clients who represent the ethnic and demographic diversity of their community. Students complete 300 clock hours, (120 direct service hours) of supervised counseling internship in roles and settings with clients relevant to their specialty area. By taking this course and COUN 6392, students will gain a total of 600 clock hours with 240 direct service hours.

## Cyber Engineering (CYEN) Course Descriptions

#### CYEN 3331 Computer Network Security

Prerequisite(s): COSC 3342

Overview of computer network security, broad coverage of cyber security concepts, computer network defense, computer network attack, and wireless security.

#### CYEN 4331 Digital Forensics and Cyber Crime

Prerequisite(s): CYEN 3331

An overview of forensics including methods to uncover and exploit digital evidence; cyber crime, forensics analysis techniques.

#### CYEN 4332 Wireless and Mobile Security

Prerequisite(s): CYEN 3331

Overview of wireless and mobile security providing students with practical and theoretical experiences. Topics include threat analysis, security infrastructure, security services, wireless network security components.

#### CYEN 4333 Reverse Engineering

Prerequisite(s): CYEN 3331

Overview of reverse engineering techniques, modern tools for reverse engineering of machine code. Topics include gathering information, PE32 format, obfuscation techniques, memory dumping, and automating processes.

#### CYEN 4334: Cybersecurity Principles

Prerequisite(s): CYEN 3331

Corequisite(s): None

Overview of cybersecurity; provides students with practical cyber security experience based on theoretical foundations and national standards and principles of cybersecurity. Topics include: computer network defense, computer network attack, wireless security.

#### CYEN 4335 Applied Cryptography

Prerequisite(s): CYEN 3331

An introduction to the basic theory and practice of cryptographic techniques used in computer security. Topics include probability and statistics, encryption, key management, hashing, and network security protocols.

#### CYEN 4337 Security Operations

Prerequisite(s): CYEN 3331

Overview of security assessment, network operations, and security protocols.

#### CYEN 4352 Distributed and Cloud Computing

Prerequisite(s): COSC 4351

Overview of distributed computing. Theoretical and applicable aspects of distributed systems and cloud computing. Modeling aspects including architecture, performance, reliability, availability, service models, security characteristics.

#### CYEN 4371 Access Control Logic and Covert Channels

Prerequisite(s): CYEN 2351 and MATH 3311

An overview of access control logic and covert channels. Topics include access control concepts and logic, covert channel detection, future security predictions, steganography, steganalysis, data hiding.

#### CYEN 4373 Industrial Security

Prerequisite(s): CYEN 3331 or ELEN 2341

Principles and concepts of industrial security infrastructure. Topics include PLC programming, SCADA systems, firewalls, segregation of corporate and industrial networks.

#### CYEN 4381 Data Analytics

Prerequisite(s): Permission of instructor.

Introduction to data analytics; key tools and concepts from the functional, technical, and implementation perspective of using data analytics to solve real world challenges.

#### CYEN 4391 Blockchain

Prerequisite(s): None

the course covers all aspects of cryptocurrencies, including distributed consensus, blockchains, smart contracts and applications; focusing on Bitcoin and Ethereum as case studies. Prior background in Python within a Unix environment is recommended, but no previous Bitcoin knowledge is necessary.

## Economics (ECON) Course Descriptions

#### ECON 1301 Survey of Economics: The American Economic System

Prerequisite(s): None

Corequisite(s): None

An introduction and comparative evaluation of the principles, problems, and processes of the American economy. Discussion of the development of economic ideas, the importance and success of the free enterprise system, the values required for a functioning system, and real life applications.

#### ECON 2311 Microeconomics

Prerequisite(s): None

An introduction to microeconomic theory with emphasis on the determination of price and output in the competitive and noncompetitive market structures of American capitalism. Includes applications of price theory to a range of economic issues.

#### ECON 2312 Macroeconomics

Prerequisite(s): ECON 2311

An introduction to macroeconomic theory including supply and demand analysis, national income accounting, monetary theory and policy, modern employment theory, and applications of theory to policy.

#### ECON 3303 Macroeconomic Theory Intermediate

Prerequisite(s): ECON 2312

An intensive study of the assumptions and concepts which are basic to the theories of income determination and aggregate employment.

#### ECON 3304 Microeconomic Theory Intermediate

Prerequisite(s): ECON 2311 and (BUSA 2301 or MATH 1451 or a higher mathematics course)

An intensive examination of the assumptions and forces which underlie the price system.

#### ECON 3315 Security Markets and Financial Institutions

Prerequisite(s): FINA 3320

An introduction to the US financial system. Topics include interest rate theory, financial markets such as money markets and capital markets including stock and bond markets, and financial institutions such as banks and other depository institutions, finance companies, insurance companies, investment companies, pension funds, securities firms. (Offered also as FINA 3315.)

#### ECON 3330 International Finance

Prerequisite(s): FINA 3320 and ECON 2311

A study of the theories and practices of international trade and finance, direction and composition of world trade, institutions for facilitating trade, international payments, capital movement, exchange rates. (Offered also as FINA 3330.)

#### ECON 4312 Global Economy

Prerequisite(s): ECON 2311 and ECON 2312

This course examines international trade beginning with an evaluation of the gains of trade, types of restrictions on free trade and their impacts, and policies regarding trade. The effects of the movement of resources across national boundaries are also examined. The discussion of international monetary theory includes balance of payments and the functions and impacts of the foreign-exchange markets. The course is structured around case studies that require the student to analyze and apply knowledge gained from the course.

#### ECON 4330 Seminar on Law and Economics

Prerequisite(s): BUSA 2320 and ECON 2311

This course will provide an analytical framework for studying the relationship between the environment and economic and political systems. Students will cover cost/benefit analysis and economic issues concerning valuation, and then apply the theory to current legislation, case law, and state and federal statutes dealing with air and pollution, waste management, wildlife management, and resource management.

#### ECON 4335 History of Economic Thought

Prerequisite(s): ECON 2311 and ECON 2312

A survey of major contributors to economic thought from Adam Smith to Milton Friedman in modern times with emphasis on their impact on contemporary economic thought and analysis. Research papers will be required on selected topics in economic history.

#### ECON 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ECON 5363 Economics Principles

Prerequisite(s): None

A survey course of microeconomic and macroeconomic theory. Microeconomic theory will include supply and demand analysis, with emphasis on the determination of price and output in the competitive and noncompetitive market structures of American capitalism. A study of the macroeconomic theory will include application of economic principles relating to the behavior of aggregate economic activity and the price level. Topics include aggregate economic variables and their measurement, economic growth, economic fluctuations, inflation, unemployment, government deficits, monetary policy, and fiscal policy.

#### ECON 6330 Global Political Economy

Prerequisite(s): ECON 5363

This course examines the interaction of politics and the economy at the global level. In particular, it evaluates how political and economic decisions of one country or groups of countries affect institutions and life circumstances in others and assesses the causes and consequences of globalization as rooted in political economy. Key topics include major conceptual frameworks for understanding the linkages between international politics and international economics, international monetary and financial relations, international trade, foreign investment and multinational enterprises, key international economic institutions such as the International Monetary Fund, World Trade Organization, and World Bank, the rise of the BRIC economics and the shift of global balance, and global economic governance. Graduate Business programs only.

#### ECON 6353 Global Economy and Institutions

Prerequisite(s): ECON 5363

This course provides an overview of global economies, institutions and how macroeconomic factors impact different economies. This will impact the way business leaders manage risks that globalization entails. The course goes beyond the theory and includes a discussion of current global economic events drawing on articles from current publications. Graduate Business programs only.

#### ECON 6365 Entrepreneurial Perspectives on Economics and Free Enterprise

Prerequisite(s): None

This course focuses on the core principles of economics, with an emphasis on the specific terminology, models, and concepts describing the micro-economic entity of the firm. It will also integrate the core tenets that drive the American market system of free enterprise. Topics will include: a) producer supply, buyer demand, and the four market structures of monopoly, oligopoly, monopolistic competition, and commodity-based perfect competition; b) marginal analysis of revenue, costs, profits, and productivity; and c) integrating pricing, revenue, and margins into decision making for the emerging entrepreneurial venture.

# Educational Administration (EDAD) Course Descriptions

## EDAD 5320 Systems Thinking: Theory and Application

Prerequisite(s): None

This class will provide an overview, background, and foundation in systems theory and performance technology. This focus will assist in developing a vision of teaching and learning with technology as a major component. Topics covered include performance technology, general systems theory, needs assessment, and change management. A class project, including a needs assessment and final report of potential solutions, is required of all students.

## EDAD 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## EDAD 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## EDAD 6191 Internship in the Principalship I

Prerequisite(s): 24 credit hours in Educational Administration

This course is a two semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

## EDAD 6192 Seminar in Educational Leadership

Prerequisite(s): None

This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES) for state principal certification. The course will focus on content and sample questions from the authorized preparation manual for the state principal examination distributed by the National Evaluation Systems, Inc. Information will also be utilized from the state publication Proficiencies for Leaders in Learner-Centered Schools and other appropriate sources. Students must score a minimum of 80% on the TExES practice tests in order to be authorized by the College of Education to take the state TExES examination.

## EDAD 6193 Internship in the Principalship II

Prerequisite(s): 24 credit hours in Educational Administration

This course is a two semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

## EDAD 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## EDAD 6291 Internship in the Principalship

Prerequisite(s): Completion of at least 24 credit hours in EDAD coursework

This course provides for administrative internship at the home campus of the student with the supervision of a campus-based administrator and a university supervisor.



#### EDAD 6292 Internship in the Principalship

Prerequisite(s): EDAD 6291 and completion of at least 24 credit hours in EDAD coursework

This is the second course in the Internship and is recommended for the summer term. The student shadows an administrator in a summer school session. The internship is scheduled in a district other than the employing district of the student.

#### EDAD 6301 Administrative Theory and Practice

Prerequisite(s): None

This course explores theory and practices related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.

#### EDAD 6302 Instructional Leadership and Evaluation

Prerequisite(s): None

This course will study major issues, problems, and trends in Instructional Leadership. An analysis of leadership skills required of the principal in the areas of curriculum, supervision, group processes, organization for school improvement, and staff development will be emphasized. Each candidate will receive certification in Advancing Educational Leadership (AEL) and Teacher Appraisal Training (T-TESS) upon completion of the Texas approved training.

#### EDAD 6303 School Law

Prerequisite(s): None

This course explores legal and ethical issues that arise in elementary and secondary schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems, and helps school leaders think through questions of educational policy and ethics that legal disputes raise but do not resolve. Topics include liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, legal and ethical issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. The course also reviews federal, state and local policies related to equal opportunity, including: school accountability, bilingual education, sexual discrimination and harassment, privacy issues, affirmative action, and the education of exceptional children.

#### EDAD 6304 School Business Management and Finance

Prerequisite(s): None

Study of roles, responsibilities, systems, and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel, and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

#### EDAD 6307 Classroom Management

Prerequisite(s): None

A study of a broad spectrum of approaches to classroom management, including authoritarian, behavior-modification, group-process, instructional, and psycho-emotional-climate orientations. Examination of research regarding effective classroom management. Exploration of multiple strategies for handling common classroom management problems. (Offered also as EDUC 6301.)

#### EDAD 6308 The Role of the Principal

Prerequisite(s): None

Study of the roles and responsibilities in the administration of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization, and evaluation; school organization; discipline; student behavior; community relations; the teaching/learning process; in-service training; and leadership in teacher growth and evaluation. Emphasis is on the personal qualities of leadership conducive to good human relations.

#### EDAD 6309 The School and Its Instructional Program

Prerequisite(s): None

Factors influencing school curriculum in grades K-12 are studied. Included are the components of the curriculum: organization of the curriculum; how curriculum is changed; how new curriculum is developed; and the curriculum programs in elementary and secondary schools.

#### EDAD 6310 Applications of Educational Research

Prerequisite(s): None

A study of investigations relating to educational research. Includes examination of reports from abstracts and original sources,

valid research criteria in making written evaluations, and applications in specific field settings. (Offered also as EDUC 6320 and PSYC 6320.)

#### EDAD 6311 Leadership for Inclusive Education

Prerequisite(s): None

This course is an in-depth analysis and discussion of the school leader's role in creating and sustaining an inclusive learning environment for all. Candidates will examine diversity through the lens of race/ethnicity, language, economics, and academics. They will also explore the role of the campus leader in the administration and support of special elementary and secondary school programs including Career Technology Education (CTE), special education, compensatory, bilingual, English Language Learners (ELL), and gifted and talented education.

#### EDAD 6312 Interpersonal Communication and Public Relations

Prerequisite(s): None

This course addresses the requisite knowledge, performances, and dispositions necessary for a school leader to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. Candidates study the meaning of collaborative leadership and the actions necessary to build working alliances. Much attention is focused on the strategies needed to connect across multiple and diverse community boundaries. Candidates also become familiar with an emergent body of research regarding school, family, and community collaboration around schooling issues. In addition, candidates explore the interpersonal communication skills in order to become effective communicators of the campus vision and mission.

#### EDAD 6313 School Personnel Leadership

Prerequisite(s): None

An integration of personnel leadership skills required in the legal, academic, and administrative considerations of regular and special school programs. Included are state and federal regulations.

#### EDAD 6316 Data-Driven Decision Making

Prerequisite(s): None

This course enables school leaders to enhance their understanding of how consistent and systemic use of data shifts school cultures toward learner-centered communities that recognize achievement gaps in learning among student populations. Through the analysis of data, candidates learn a process for collaboratively inquiring with school faculty to identify significant student learning problems, design research-based intervention strategies, and monitor effectiveness, which contribute to building school capacity and instructional expertise. Through data-driven dialogue, candidates practice and learn facilitation strategies to establish high performing teams and enhance personal accountability. Candidates explore achievement gaps related to minority and special populations and recognize how their personal belief systems and expectations may impact schooling practices. A focus on literacy or math content will enable candidates to frame a context in which to explore issues related to diverse learners and equitable practice.

#### EDAD 6317 Human Capital and Professional Development

Prerequisite(s): None

This course studies the practices and principles of school leadership with reference to recruitment, selection and promotion, and retention of school personnel. Topics include planning for personnel needs, job analysis and evaluation, job descriptions, salaries, maintenance of morale, evaluation of personnel, and other employee services. This course includes fundamental issues related to the development of personnel, entry-level knowledge of staff appraisal, adult learning and development, and professional development.

#### EDAD 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Bilingual Education (EDBI) Course Descriptions

#### EDBI 3335 Spanish Writing Workshop

Prerequisite(s): None

This course provides students with strategies to write fluently in Spanish. Techniques emphasize the steps of the writing process. Students use self-editing and peer collaboration to produce a portfolio of their work. (Offered also as SPAN 3335.)

#### EDBI 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDBI 3387 Teaching School Content Areas in the Bilingual Classroom

Prerequisite(s): EDUC 4301 or EDUC 4311

This course will include the preparation and teaching of lessons and units in Spanish for content area; Spanish vocabulary development and instruction including the multifaceted knowledge of word knowledge; appropriate strategies for before, during and after reading; the role of fluency in comprehension and strategies to improve fluency; evaluation of curriculum materials for the Spanish speaker; familiarization with the state adopted materials written in Spanish; assessment that leads to data informed decisions; comprehension skills in content areas; grouping procedures in a multi-tiered approach; and lesson design that differentiates based on student need. Students apply course content in a field-based practicum in a bilingual classroom.

#### EDBI 4304 Methods of Teaching English as a Second Language

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of reading, speaking, listening, thinking and writing visualizing, and visually representing for second languages and targeted cultures. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) will frame the study of learners of second languages. An emphasis will be placed on developing interpersonal communication skills of the beginning and intermediate ESL students.

#### EDBI 4305 Second Language Acquisition

Prerequisite(s): Admission to the Educator Preparation Program

This course will introduce students to theories of second language acquisition; comparison of first and second language acquisition; second language acquisition in children and adults and in the bilingual child. Also included in this course is an introduction to sociolinguistic considerations and assessment of language dominance and proficiency to inform instructional decisions. This course will make use of a multi-tiered system of support to provide the necessary differentiation. Student learning will focus on acquisition of English as a second language.

#### EDBI 4314 Survey of Linguistics

Prerequisite(s): None

Nature and structure of language. Language variation and change. Language and society. Introduction to contrastive linguistics, with emphasis on English. Languages of the world.

#### EDBI 4350 Developing Literacy in the Bilingual Classroom

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course will include an analysis of the development of reading, speaking, listening, thinking and writing visualizing, and visually representing as it applies to the young bilingual child. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) will frame the study of the bilingual learner. The course will also include a theoretical framework for literacy development in the first language of bilingual students using a multi-tiered approach to classroom instruction that involves being able to gather assessment data that will inform instructional decisions and differentiate instruction. This course will also include an exploration of the selection and development of activities that promote literacy acquisition in the first language of bilingual students. This class will be taught primarily in Spanish.

#### EDBI 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDBI 5304 Methods of Teaching English as a Second Language

Prerequisite(s): None

This course will help to prepare learners to function as knowledgeable and effective teachers/scholars of students in a bilingual/ESL classroom. Students will conduct an in-depth study of theories, pedagogical considerations and current methodology in the teaching of listening, speaking, reading and writing skills for second languages and target cultures. Emphasis is on developing interpersonal communication skills of beginning and intermediate ESL students.

#### EDBI 5305 Second Language Acquisition

Prerequisite(s): None

This course will prepare professional educators to function as knowledgeable and effective teachers/scholars of students in a bilingual classroom. Students will explore theories of second language acquisition, comparison of first and second language acquisition, and second language acquisition in children and adults and in the bilingual child. Students will conduct an in-depth study of assessment of language dominance and proficiency with a focus on acquisition of English as a second language.

#### EDBI 5315 Integrating ESL with the Content Areas

Prerequisite(s): None

Approaches to teaching English as a Second Language within the context of comprehensible content-area instruction. Sheltered English. Emphasis on developing literacy skills and fostering oral and written student interaction in all subject areas. Understanding of cultural diversity and its implications to classroom climate. Adapting instruction to the diagnosed needs of the LEP student. Fifteen-hour school-based practicum project.

#### EDBI 5335 Spanish Writing Workshop

Prerequisite(s): None

This course will provide students with techniques for developing writing skills in Spanish. This includes knowledge of Spanish language orthography, as well as the use of suitable writing styles for a given audience. Knowledge and skills developed in the class will be relevant to the teaching of writing in the EC-6 Bilingual/ESL classroom and to the Bilingual Target Language Proficiency Test (BTLPT). This course will be conducted in Spanish.

#### EDBI 5343 Hispanic Cultural Perspectives

Prerequisite(s): None

A study of the major cultural aspects of Spanish-speaking countries, with a special emphasis on literature, art, history, geography and cultural patterns. This course will be taught in Spanish. Not open to students with language proficiency below ACTFL Intermediate High.

#### EDBI 5344 Hispanic Cultural Perspectives

Prerequisite(s): None

A study of the major cultural aspects of Spanish-speaking countries, with a special emphasis on literature, art, history, geography and cultural patterns. This course will be taught in Spanish. Not open to students with language proficiency below ACTFL Intermediate High.

#### EDBI 5350 Developing Literacy in the Bilingual Classroom

Prerequisite(s): None

This course will prepare professional educators to function as knowledgeable and effective teachers/scholars of students in a bilingual classroom. Students will gain an in-depth understanding the theoretical framework for the literacy development in the first language of bilingual students. Students will explore and analyze current methods of teaching reading and writing. Students will develop and evaluate activities that promote literacy acquisition in the first language of bilingual students. This class will be taught primarily in Spanish.

#### EDBI 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDBI 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDBI 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDBI 6305 Foundations of Bilingual Education

Prerequisite(s): None

Rationale for bilingual education. Goals, curriculum, classroom management, and testing in the various types of bilingual programs. Research findings in bilingual education.

EDBI 6307 The Teaching of Mathematics, Science and Social Studies in the Bilingual Classroom

Prerequisite(s): None

Development, utilization, and adaptation of resources and materials for teaching math, science and social studies in the bilingual classroom. Current approaches to teaching the content areas in the bilingual classroom. Vocabulary and fluency development in content areas in Spanish. Program and staffing models. Use of the first and second languages. This course will be taught primarily in Spanish.

EDBI 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Early Childhood Education (EDEC) Course Descriptions

EDEC 2320 Learning and Development

Prerequisite(s): None

This is a comprehensive study of child and adolescent development (cognitive, social, physical, and emotional development) combined with examination and analysis of learning theory and other factors and principles that affect learning. Observation and experience in schools is included. (Offered also as EDUC 2320.)

EDEC 4160 Wellness & Fitness for Children

Prerequisite(s): None

This course prepares students to effectively teach health and P.E. in grades PK-6. In addition to PK-6 health content and methodology, it includes exploration of developmentally appropriate movement education methods for PK through grade 6 as well as ways to use movement activities to help children learn academic content areas other than health and P.E. (such as math, science, social studies and language arts). (Offered also as INDC 4160.)

EDEC 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be include

EDEC 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

EDEC 4290 Early Childhood Practicum

Prerequisite(s): EDEC 4304 and EDEC 4306 and EDEC 4313 and EDEC 4330 and EDEC 4351

This is a field-based course in which students are placed in a pre-school situation for observation and application of concepts learned in coursework.

EDEC 4304 The Young Child

Prerequisite(s): None

This course includes an in-depth study of growth and development during infancy and early childhood. The behavioral science foundations of early childhood education are studied in this course.

EDEC 4313 Curriculum and Instruction in Early Childhood Education

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course is focused on the study of research-based curriculum, instruction, and assessment for early childhood. All areas of study are focused on developmentally appropriate practices for children of preschool and kindergarten age and are supported by national standards and state standards - National Association for the Education of the Young Child (NAEYC), Texas Essential Knowledge and Skills (TEKS) and guidelines. Topics include learning about the specific characteristics and expectations for this age group, becoming knowledgeable of early childhood programs, planning learning activities and facilities, developing positive school/home relations, being aware of the diverse needs of the learner, and other aspects of creating and maintaining rich learning experiences.

#### EDEC 4330 Psychology of Learning

Prerequisite(s): None

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments. (Offered also as PSYC 4351.)

#### EDEC 4351 Emergent Literacy

Prerequisite(s): None

This course includes an analysis of the development of reading, speaking, listening, thinking and writing, visualizing, and visually representing as it applies to the young child. The five critical components of reading instruction (phonemic awareness, phonics and the word study, fluency, vocabulary, and comprehension) frame the study of the emergent learner. The course also includes a multi-tiered approach to classroom instruction: being able to differentiate instruction as needed and gather assessment data that will inform instructional decisions. (Offered also as EDRE 4351.)

#### EDEC 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 4385 Essential Elements of Fine Art

Prerequisite(s): None

This course explores EC-6 fine arts content and methodology. It includes development of knowledge, skills and dispositions identified in the art, music and theatre Texas Essential Knowledge and Skills (TEKS) as well as ways to integrate fine arts into learning in other content areas. (Offered also as INDC 4385.)

#### EDEC 5181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 5281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 5310 Preschool Curriculum and Instruction

Prerequisite(s): None

This course is designed to provide an in-depth study of developmentally appropriate curriculum and instruction for three and four year old children. Fieldwork is required.

#### EDEC 5311 Kindergarten Curriculum and Instruction

Prerequisite(s): EDEC 5306

This course includes the study of and experiences with instructional strategies; planning and evaluation of learning activities; selection and planning of physical facilities; and the skills necessary for management of kindergarten programs.

#### EDEC 5351 Emergent Literacy

Prerequisite(s): Admission to the Educator Preparation Program

In this course students examine emergent literacy and explore ways to encourage the development of initial literacy. A wide variety of topics pertaining to the emergent reader and writer are included. (Offered also as EDRE 5351 and EDSP 5351.)

#### EDEC 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDEC 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Educational Leadership (EDLD) Course Descriptions

#### EDLD 7300 Seminar in Doctoral Studies in Executive Educational Leadership

Prerequisite(s): 30 hours in doctoral sequence courses

Corequisite(s): None

This course provides an overview of current issues in education which may be topics of interest to doctoral candidates and information regarding areas of study and research related to the doctoral program. This course is the first dissertation writing course of the doctoral sequence and is used for students to begin writing the dissertation. A dissertation chair will be appointed during this course

#### EDLD 7301 Cultural Competence for Educational Leaders

Prerequisite(s): None

Content in the course includes the political, economic, and cultural factors affecting schools, institutions of higher education, and educational leadership today. Life styles, values and aspirations of various cultural groups as related to the leadership process are also covered. In addition, conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills are addressed.

#### EDLD 7302 Leadership Theory and Applications

Prerequisite(s): None

Leadership theories, models and processes with emphasis on the results of the applications of various theories, models, and processes to educational leadership are addressed in this course. The course requires knowledge of the literature and ongoing candidate engagement in research.

#### EDLD 7303 Rethinking Education with Emerging Technologies

Prerequisite(s): None

The course content addresses emerging technologies as tools to enhance learning in and out of the classroom. In this course, theories, instructional design, assessment, and digital teaching platforms are emphasized. No specialized technology expertise is required.

#### EDLD 7304 Organizational Behavior and Theory

Prerequisite(s): None

The study of organizational theory and behavior is built upon contributions from a number of behavioral disciplines such as: psychology, sociology, social psychology, anthropology, and political science. Contributions of the psychologists have been mainly at the individual or micro level, while the latter disciplines have contributed to our understanding of macro concepts - group processes and organization. The course addresses the integration and application of behavioral knowledge to guide the behavior of others in the educational work place. The course requires knowledge of the literature and ongoing candidate engagement in research.

#### EDLD 7305 Instructional Theory and School Effectiveness

Prerequisite(s): None

Systematic study is made of existing research on key factors influencing instructional effectiveness and on models for school restructuring. The relationship of instruction and school effectiveness is explored in depth. The course requires knowledge of the literature and ongoing candidate engagement in research.

#### EDLD 7307 Christian World View for Educational Leaders

Prerequisite(s): None

The course will examine the roles of leadership in community, administration and schools from a Christian worldview. The

course curriculum emphasizes the knowledge necessary to assess and apply biblically informed leadership skills in school settings.

#### EDLD 7308 Ethical Leadership and Governance

Prerequisite(s): None

The course will explore ethics, values, and diversity, with an emphasis on building the knowledge and skills necessary for effective leadership within the educational setting. Current theory, best practices, and opportunities for practical application are integrated. Particular emphasis is given to leadership behavior theory and ethical practice that has emerged in the field of educational administration/leadership.

#### EDLR 7399 Dissertation Defense Preparation

Prerequisite(s): 48 hours in doctoral sequence courses and successful completion of EDLD 7300 and EDLR 7310

Corequisite(s): None

This course is designed to allow doctoral candidates the opportunity to complete their dissertation study and prepare for Dissertation Final Defense.

## Educational Leadership Research (EDLR) Course Descriptions

#### EDLR 7116 Dissertation Research I

Prerequisite(s): None

Corequisite(s): None

In consultation with the professor of record for the course and dissertation chair, the student will continue to develop chapter I and begin to develop chapter II of the dissertation to complete the aims identified by the dissertation chair and the student.

#### EDLR 7117 Dissertation Research II

Prerequisite(s): None

Corequisite(s): None

In consultation with the professor of record for the course and dissertation chair, the student will complete the design of chapters II and III of the dissertation and defend chapters I, II, and III in the proposal defense during spring, summer I, summer II and fall semesters. In addition, the student will write proposals for presentations at professional conferences and review and correct the case study developed in semester two of the program to prepare for publication

#### EDLR 7118 Dissertation Research III

Prerequisite(s): None

Corequisite(s): None

In consultation with the professor of record for the course and dissertation chair, the student will design and conduct research to complete the aims identified in his/her research proposal to write chapter IV and begin the development of chapter V of the dissertation. In addition, the student will review the questions and processes for the written and oral exams, review and correct the case study developed in semester two of the program to prepare for publication, write proposals for presentations at professional conferences, and write manuscripts for publication.

#### EDLR 7119 Dissertation Research IV

Prerequisite(s): None

Corequisite(s): None

In consultation with the professor of record for the course and dissertation chair, the student will design and conduct research to complete the aims identified in chapters I-IV to complete chapter V and defend the final dissertation. In addition, the student will review the questions and processes for the written and oral exams; review and correct the case study developed in semester two of the program to prepare for publication; write proposals for presentations at professional conferences; and write manuscripts for publication.

#### EDLR 7120 Dissertation Research V

Prerequisite(s): None

Corequisite(s): None

The student must remain continuously enrolled in the program until all courses and the dissertation are completed. In consultation with the professor of record for the course and dissertation chair, the student will design and conduct research to complete the aims identified in chapters I-IV to complete chapter V and defend the final dissertation.



#### EDLR 7216 Dissertation Research I

Prerequisite(s): None

In consultation with the mentor and advisory committee, the student will design and conduct research to complete the aims identified in his/her research proposal or as modified subsequently in line with recommendations from the committee.

#### EDLR 7217 Dissertation Research II

Prerequisite(s): None

In consultation with the mentor and advisory committee, the student will design and conduct research to complete the aims identified in his/her research proposal or as modified subsequently in line with recommendations from the committee.

#### EDLR 7310 Accountability and Measurement for Current Issues in Education

Prerequisite(s): None

The course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and decision-making processes.

#### EDLR 7311 Methods of Quantitative Educational Research

Prerequisite(s): None

The course is a study of quantitative research with emphasis upon an understanding of statistical concepts and procedures necessary to create and implement effective educational research. The course requires knowledge of the literature and ongoing candidate engagement in research.

#### EDLR 7312 Qualitative Research Methodology

Prerequisite(s): None

The course is designed to teach qualitative research methodology within an educational leadership problems-based contextual framework. The course will emphasize qualitative research techniques through lecture, discussion, readings, and field-based research projects using the methods learned. The course requires knowledge of the literature and ongoing candidate engagement in research.

#### EDLR 7313 Applied Multivariate Statistics

Prerequisite(s): None

The course examines the assumptions, limitations, and uses of basic techniques such as cluster analysis, principal components analysis, and factor analysis. The concepts will be applied to real data sets using programs such as R, SAS, and SPSS.

#### EDLR 7323 Applied Research in Education

Prerequisite(s): None

Fundamental concepts and tools of research applied to educational problems. Each candidate will prepare a proposal for the dissertation (chapters 1-3). The course requires knowledge of the literature and ongoing candidate engagement in research.

## Reading Education (EDRE) Course Descriptions

#### EDRE 4320 Teaching Reading through Children's Literature

Prerequisite(s): Admission to Educator Preparation Program

Students in this course will be introduced to the best examples in literature for children. The student will gain an in-depth knowledge of the major genres of children's literature, how to critically evaluate books using specific criteria, and how to make use of that knowledge in extending pupil skills in developmental reading as well as the creation of lifetime reading habits. Students also become familiar with the lives and works of major authors and illustrators of works for children.

#### EDRE 4330 Teaching Content Area Reading Skills

Prerequisite(s): Admission to the Educator Preparation Program

Students in this course will explore methods for teaching reading in the content areas. Topics will include assessment that leads to data informed decisions; comprehension skills in content areas; readability and material suitability; study skills; vocabulary development and instruction, the multifaceted knowledge of word knowledge; appropriate strategies for before, during and after reading; the role of fluency in comprehension and strategies to improve fluency, reading efficiency; grouping procedures in a multi-tiered approach; and lesson design that differentiates based on student need.

#### EDRE 4350 Reading and the Language Arts

Prerequisite(s): EDUC 4301 or EDUC 4311

Corequisite(s): EDRE 4360

This course includes an analysis of the development of writing and spelling for grades 2-8 and the use of differentiated instruction. The use of assessment and data driven decision making for instruction are covered. The style of instruction will focus on effective teaching: (1) Explicit instruction with modeling, (2) Systematic instruction and scaffolding, (3) Multiple opportunities for independent practice and application, (4) Immediate affirmative & corrective feedback, and (5) On-going progress monitoring and a multi-tiered system of support. Both on-campus and field experiences are included. It must be completed before student teaching.

#### EDRE 4351 Emergent Literacy

Prerequisite(s): Admission to Educator Preparation Program

This course includes an analysis of the development of reading, speaking, listening, thinking and writing visualizing, and visually representing as it applies to the young child. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) frame the study of the emergent learner. The course also includes a multi-tiered approach to classroom instruction: being able to differentiate instruction as needed and gather assessment data that will inform instructional decisions.

#### EDRE 4360 Developing and Teaching Literacy

Prerequisite(s): Admission to the Educator Preparation Program

Corequisite(s): EDRE 4350

Included in this course are methods and materials for teaching developmental reading to children in school settings from grades Pre-K to 8. The course emphasizes competence in assessing specific strengths and weaknesses in the reading skills of children, differentiation in instruction, lesson planning in order to prepare learning activities appropriate to children's needs, and interaction with children in such a way that learning is maximized. It includes a multi-tiered approach to meet the various needs of students along with assessment that drives instructional decisions. It builds on the concepts from emergent literacy (EDRE 4351) that stress the five critical components of reading instruction and the understanding of effective instruction (five features). Both on-campus activities and field experiences are included. This course must be completed before student teaching.

#### EDRE 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDRE 5181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDRE 5301 Advanced Developmental Reading

Prerequisite: None

This course examines developmental reading programs for grades pre-school through college. Skill in recognizing various stages in the development of reading processes and an analysis of the total reading program, emphasizing procedures for improvement, is developed.

#### EDRE 5304 Diagnosis and Correction of Reading Difficulties

Prerequisite(s): None

Causes of reading difficulties along with the use of diagnostic evaluation to select appropriate instructional materials and strategies for correction are explored.

#### EDRE 5310 Reading & Writing for Pre-Adolescents

Prerequisite(s): None

Included in this course are methods and materials for teaching developmental reading to children in elementary school settings. The course emphasizes competence in assessing specific strengths and weaknesses in the reading skills of children, lesson planning in order to prepare learning activities appropriate to children's needs, and interacting with children in such a way that learning is maximized. Both on-campus activities and field experiences are included. This course is a prerequisite for student teaching.

#### EDRE 5320 Teaching Reading through Children's Literature

Prerequisite(s): None

This course will enable professional educators to construct and evaluate reading programs at all levels. Graduate students taking this course will gain an in-depth knowledge of the major genres of children's literature and how to critically evaluate books using specific criteria. The course will provide educators with the skills and experience necessary to enrich their reading

instruction, as well as the creation of lifetime reading habits. Students will explore the lives and works of major authors and illustrators of works for children and their impact on this area of reading education, as well as exploring the use of multicultural literature.

#### EDRE 5330 Content Area Reading

Prerequisite(s): None

This course will introduce professional educators (and those seeking initial certification) to specific methods for teaching reading in content areas. Students will study assessment procedures, comprehension skills in content areas, readability and materials suitability, study skills, vocabulary development, developing reading rate flexibility, reading efficiency, grouping procedures, and lesson design. Using these experiences, students will learn to write formal lesson plans or prepare units of study for content areas that incorporate reading instruction. Students will learn to evaluate the effectiveness of reading strategies and how to make improvements.

#### EDRE 5351 Emergent Literacy

Prerequisite(s): Admission to Teacher Education

In this course students examine emergent literacy and explore ways to encourage the development of initial literacy. A wide variety of topics pertaining to the emergent reader and writer are included. (Offered also as EDEC 5351, and EDSP 5351.)

#### EDRE 5352 Literacy in the Secondary Schools

Prerequisite(s): None

This course provides students with opportunities to use literacy as a tool to meet a broad range of personal, social, and curricular functions as well as real-world applications. It stresses comprehension strategies, metacognition, reflection and positive attitudes toward literacy.

#### EDRE 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDRE 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDRE 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDRE 6305 Reading: A Linguistic Perspective

Prerequisite(s): None

This course examines reading within the framework of literacy development. Linguistic and psychological perspectives toward reading as well as their relationship to the comprehensive process are emphasized.

#### EDRE 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Special Education (EDSP) Course Descriptions

#### EDSP 2302 Survey of Exceptional Children

Prerequisite(s): None

Corequisite(s): None

This course provides a survey of populations with exceptionalities. Cognitive, emotional, social, physical, and motivational characteristics as well as educational needs of children with exceptionalities are explored. Knowledge of professional, ethical and legal issues that apply to working with students with exceptionalities is also included. Students apply current and new knowledge regarding instructional planning, assessment and collaboration.

#### EDSP 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDSP 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDSP 4302 Survey of Exceptional Children

Prerequisite(s): Admission to the Educator Preparation Program

This course provides a survey of populations with exceptionalities. Cognitive, emotional, social, physical, and motivational characteristics as well as educational needs of children with exceptionalities are explored. Knowledge of professional, ethical and legal issues that apply to working with students with exceptionalities is also included. Students apply current and new knowledge regarding instructional planning, assessment and collaboration.

#### EDSP 4311 Diagnostic and Prescriptive Teaching for Exceptional Children

Prerequisite(s): Admission to the Educator Preparation Program and EDSP 4302

This course focuses on the diagnostic-prescriptive approach to individualizing instruction which provides educators with a comprehensive method of assessing learning styles, identifying where breakdowns occur in the learning process, and developing appropriate programming related to the specific needs of learners. Key topics include response to intervention (RTI) approaches, the screening process for dyslexia, standardized and informal assessments, and data analysis as well as laws related to eligibility, ethics and parents' rights. Students learn to write Individualized Educational Programs (IEPs) based on the diagnostic-prescriptive approach to individualizing instruction for students with exceptionalities. Further, interviews of experienced educators will be conducted regarding current issues and practices in assessment and intervention.

#### EDSP 4325 Educating Gifted Learners

Prerequisite(s): EDUC 4301 or EDUC 4311

This course presents an overview of the intellectual and developmental characteristics of the gifted and talented as well as an introduction to identification techniques, instructional approaches, educational programs, and special problems. The course focuses on classroom educational practices designed to meet the unique needs of the gifted and talented students. Historical, legal, and conceptual foundations of gifted education are examined as well as current research relevant to the education of gifted learners.

#### EDSP 4352 Behavior and Classroom Management

Prerequisite(s): Admission to the Educator Preparation Program and EDSP 4302

Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all educators. This course helps educators create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, in order to optimize learning for all students. Age-appropriate skills and strategies for managing dynamic and flexible grouping structures and for teaching conflict resolution will be presented. Through this course, the educator will also learn the ABC's of behavior, function, and effective strategies for implementing a behavior intervention plan (BIP) for students that exhibit behavior deficits. The course also provides strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families.

#### EDSP 4353 Field Experiences in Special Education

Prerequisite(s): Admission to the Educator Education Program and EDSP 4302 and EDSP 4311 and EDSP 4319 and EDSP 4352

Students will become knowledgeable about various methods of special service delivery to students with exceptionalities as they come in contact with a continuum of service delivery systems ranging from least restrictive (inclusive) to most restrictive (self-contained) environments. Observations, classroom assistance, instructional planning, classroom and individual instruction, and conference activities will be required. Students will create a Teacher Work Sample (TWS), which consists of a project demonstrating mastery of the components of effective instruction and student learning. Successful completion of the TWS is required for program completion.

#### EDSP 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDSP 5302 Survey of Exceptional Children

Prerequisite(s): Admission to the Educator Preparation Program

Students will determine the goals of instruction according to the needs of the various exceptionalities; they will develop an appropriate curriculum using the essential elements as a base. Students will learn the techniques of managing behavior, how to individualize instruction, how to apply methods of intervention, and how to evaluate adequacy of teaching. The future educator will learn how to arrange classrooms specific to management theories. Students must be computer literate. Fieldwork is required.

#### EDSP 5311 Diagnostic and Prescriptive Teaching for Exceptional Children

Prerequisite(s): EDSP 5302

The learning experiences in this course will contribute to the knowledge and skills of professional educators in developing and assessing programs for students who exhibit learning and behavior difficulties. Students will learn the diagnostic-prescriptive approach to individualized instruction. Students in the course will learn about comprehensive methods of assessing learning styles and to identify where the breakdowns can occur in the learning process. This course will assist educators in developing, administering and evaluating appropriate programming related to specific needs of learners. The screening process for dyslexia mandated by the State Board for Educator Certification is taught in this course.

#### EDSP 5319 Teaching Strategies in Special Education

Prerequisite(s): EDSP 5302 and EDSP 5311

This course is designed to enable students to develop the expertise of the professional educator with the needs of the various student exceptionalities. Teachers seeking certification as Educational Diagnosticians will learn to apply specialized techniques of managing behavior, how to individualize instruction, how to apply methods of intervention, and how to evaluate adequacy of teaching. The practicing educator taking this course will be able to develop a comprehensive knowledge about classroom management theories as they relate to special education.

#### EDSP 5325 Educating Gifted Learners

Prerequisite(s): None

This course presents an overview of the intellectual and developmental characteristics of the gifted and talented as well as an introduction to identification techniques, instructional approaches, educational programs, and special problems. The course focuses on classroom educational practices designed to meet the unique needs of the gifted and talented students. Historical, legal, and conceptual foundations of gifted education are examined as well as current research relevant to the education of gifted learners.

#### EDSP 5335 Identification, and Evaluation in Early Childhood

Prerequisite(s): EDSP 5302 and EDSP 5311

This course involves an in-depth study of growth and development of the young child during infancy and early childhood. Additionally, this course emphasizes the acquisition of knowledge and identification of exceptionalities. It will include observations, screen, and assessment of young children, report writing, and identifying appropriate evidence-based interventions.

#### EDSP 5345 Student Evaluation Techniques

Prerequisite(s): Teaching experience and/or a course in instructional design (i.e. EDUC 6302 or EDUC 6312)

This course is designed to enable the student to improve the design, construction, and validation of teacher-made tests, and to evaluate, select, administer, and interpret standardized tests for all levels of instruction. Also included is brief attention to the organization and management of schools and legal and ethical aspects of teaching. (Offered also as EDAD 5345 and EDUC 5345.)

#### EDSP 5351 Emergent Literacy

Prerequisite(s): EDUC 5313 or 6302 (or teacher certification)

In this course students examine emergent literacy and explore ways to encourage the development of initial literacy. A wide variety of topics pertaining to the emergent reader and writer are included. (Offered also as EDEC 5351 and EDRE 5351.)

#### EDSP 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**EDSP 6181 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**EDSP 6281 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**EDSP 6305 Individual Psychological Evaluation**

Prerequisite(s): EDUC 6304

Review of theory underlying individual ability tests, supervised practice in test administration, scoring, and interpretation. Skills in report preparation are addressed. The Wechsler scales are emphasized. (Offered also as EPSY 6305 and PSYC 6305.)

**EDSP 6315 Practicum in Diagnosis**

Prerequisite(s): EDUC 6305

Each student works under the supervision of a certified Educational Diagnostician five days a week during regular school hours for the length of the term that the course is offered at the university.

**EDSP 6344 Educational Appraisal of Individuals with Exceptionalities**

Prerequisite(s): EDSP 5302 and EDSP 5311 and EDSP 5319 and EDSP 5335

This course is an introduction to appraisal techniques and instruments used to identify the presence or absence of a specific disability. Administration, scoring, interpretation, preparation of written reports and the development of IEPs will be taught in this course. Students must be computer literate. (Offered also as EPSY 6344.)

**EDSP 6345 Advanced Assessment in Special Education**

Prerequisite(s): EDSP 5302 and EDSP 5311 and EDSP 5319 and EDSP 5335 and EDSP 6305 and EDSP 6344

This course addresses the explosion of information related to assessment in special education and to the diverse populations served by special education. It examines advanced assessment techniques currently used by educational diagnosticians. The course will focus on developing proficiency in the administration and interpretation of instruments such as the following: The Stanford-Binet Intelligence Scale, the KABC, the Wechsler Achievement Test, the Bender Gestalt, the Test of Nonverbal Intelligence, the Woodcock Johnson Cognitive Battery, the UNIT, the KABC, Adaptive Behavior Scales, and the Vineland Social Maturity Scales. Students must be computer literate.

**EDSP 6381 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**EDSP 7321 Legal Issues and Policies in Special Education**

Prerequisite(s): None

The course examines the tension between competing philosophical theories and the construction and function of educational policy and key legal issues that govern daily and long-range decisions of special education leaders. Contemporary debates in special education policy, law, and ethical issues will be explored, and the development of educational policy and the initiation and impact that influences educational institutions are examined.

**EDSP 7322 District and Community Relations for Special Education Leaders**

Prerequisite(s): None

The seminar course focuses on systems for developing school-community relations and an understanding of the school district's purposes, functions, achievements as related to the needs of stakeholders involved with special education initiatives. Best practices and relevant research involving the communication of student data and achievement results is addressed.

**EDSP 7323 Personnel Preparation and Collaboration in Special Education**

Prerequisite(s): None

The course focuses on the special education leader's role in recruiting and retaining adequate, well prepared staff trained to meet the education needs of students with individual differences. Such topics as recruitment, salary policy, tenure, leaves, contractual obligations, education, training, and academic freedom are considered.

#### EDSP 7324 Instructional Practices in Special Education

Prerequisite(s): None

This course guides special education professionals through the process of identifying, selecting, implementing, and evaluating evidence-based practices, including procedures for scenarios when the research is insufficient. Functional and curriculum based assessment is addressed.

#### EDSP 7325 Field Experience in Special Education Leadership

Prerequisite(s): Completion of 12 hours from EDLD 7200 or EDLD 7301 or EDLD 7302 or EDLD 7303 or EDLD 7304 or EDLD 7307 or EDLD 7308 or EDPS 7324

Candidates participate and are evaluated in an intensive study and field experience relating to positions in special education leadership. Candidates will write a manuscript for publication or for a presentation at a professional conference.

## Executive Educational Leadership (EDSU) Course Descriptions

#### EDSU 7303 Public Policy in Education

Prerequisite(s): None

This course examines the context for policy making and the process of policy development and implementation. It includes the study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

#### EDSU 7306 Field Experience in Executive Educational Leadership

Prerequisite(s): Completion of 12 hours of leadership core

Candidates participate and are evaluated in an intensive study and field experience relating to positions in educational leadership. Candidates will write a manuscript for publication or for a presentation at a professional conference.

#### EDSU 7308 Finance Principles and Practice for Christian School Leadership

Prerequisite(s): None

The course covers finance and funds development principles and models as well as major trends and issues in the study of resource acquisition and use in Christian schools and auxiliary enterprises.

#### EDSU 7309 Educational Law & Policy

Prerequisite(s): None

The course examines the tension between competing philosophical theories and the construction and function of educational policy and key legal issues that govern daily and long-range decisions of educational leaders. Contemporary debates in educational policy, law, and ethical issues will be explored and the development of educational policy and the initiation and impact that influences educational institutions will be examined.

#### EDSU 7310 Program Evaluation

Prerequisite(s): None

Essentials of policy and program evaluations focuses on establishing whether a particular program, regulation, or policy is achieving its intended outcome by investigating whether it has had a verifiable causal effect on intended (and unintended) outcomes. The coursework covers the use of effective evaluation procedures and applications that will allow educational leaders to become knowledgeable consumers. The course presents a variety of methods and applications that are included in the repertoire of educational personnel who successfully evaluate school programs and policies.

#### EDSU 7320 District and Community Relations

Prerequisite(s): None

The course focuses on systems for developing school-community relations and an understanding of the school district's purposes, functions, achievements as related to the needs of all stakeholders. Best practices and relevant research involving the communication of student achievement data, systems management by effectively using media such as websites, newsletters, and local news agencies will be explored.

#### EDSU 7321 District Finance, Plant Planning and Management

Prerequisite(s): None

The course is designed for school superintendents, business managers, and other school personnel whose responsibilities include school plant planning and management. Topics considered include how to use and maintain present school plants, keeping the school board and community informed as to building needs, selecting architects, and financing construction, and the developing educational specifications. It will also cover the roles, responsibilities, systems and procedures in school district

business matters including budgeting, accounting, data processing, purchasing, personnel, and how bond packages are created for rapid district growth needs.

#### EDSU 7322 Human Resource Management

Prerequisite(s): None

The course focuses on the administrator's role in recruiting and retaining adequate staff. Such topics as recruitment, salary policy, tenure, leaves, contractual obligations, and academic freedom are considered.

## Professional Education (EDUC) Course Descriptions

#### EDUC 2320 Learning and Development

Prerequisite(s): None

This is a comprehensive study of child and adolescent development (cognitive, social, physical, and emotional development) combined with examination and analysis of learning theory and other factors and principles that affect learning. Observation and experience in schools is included. (Students who wish to enter the Educator Preparation Program must earn a "C" or better in this course.)

#### EDUC 2330 Foundations of American Educational Thought

Prerequisite(s): None

This course of study introduces the historical, philosophical, and sociological influences that have shaped the dynamic nature of private and public educational systems in the United States. Emphasis is placed on the Christian influence on education, great educational leaders, as well as examining the future of education. A great variety of selected classical readings are included with authors such as William Penn, Benjamin Franklin, Thomas Jefferson, Noah Webster, Ralph Waldo Emerson, G. Stanley Hall, John Dewey, Booker T. Washington, Jane Addams, W.E.B. DuBois, E.L. Thorndike, and others. An overview of the many facets and issues of teaching are introduced. (Students who wish to enter the Educator Preparation Program must earn a "C" or better in this course.)

#### EDUC 4000 Clinical Teaching Seminar

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): Enrollment in clinical teaching in student's area of certification

This course is founded on foundational research-based content and best practices in education concerning the topics of classroom management, assessment and professional development. The seminar for clinical teachers is interactive includes exploration of issues of particular interest and value to students as they complete their Educator Preparation Programs. These issues include the process of acquiring a teaching position (applications, resumes, interview skills, etc.), classroom management/discipline, ethical and legal issues related to teaching, communication with parents, portfolio construction and other issues encountered during clinical teaching. Support and encouragement in the form of sharing and problem solving will occur during each of the weekly sessions.

#### EDUC 4100 TExES State Certification Preparation Seminar

Prerequisite(s): Admission to the Educator Preparation Program and a degree plan on file in the Office of Academic Records and completion of at least 90 credit hours of degree plan specified coursework

This course assists students in understanding the state and federal standards for their chosen certification areas. Students complete intensive reviews for their Pedagogy and Professionalism (PPR) and content area certification exams. They must successfully complete PPR and content area practice exams. This course must be completed prior to entering clinical teaching.

#### EDUC 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 4301 Curriculum and Instruction in the Elementary School

Prerequisite(s): Admission to the Educator Preparation Program.

This course is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well



as practical experiences in instructional design for elementary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Field work is required.

#### EDUC 4302 Classroom Culture, Climate, and Safety

Prerequisite(s): Admission to the EPP

Corequisite(s): None

This course has emphasis on helping pre-service teachers to recognize the importance of developing knowledge about the culture and backgrounds of children and families in order to establish positive interactions within the classroom community. Best practices in classroom and behavior management for classrooms in general and special education will be included. As part of this, training will include using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma, stress, developing trauma-sensitive classroom spaces, and using trauma-informed approaches to foster positive relationships. Suicide prevention will also be included.

#### EDUC 4311 Curriculum and Instruction in the Secondary School

Prerequisite(s): Admission to the Educator Preparation Program

This course is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well as practical experiences in instructional design for secondary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Field work is required.

#### EDUC 4320 Teaching Methodology for Secondary Teachers

Prerequisite(s): Admission to Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course combines campus-based instruction with field-based experiences. Students observe as well as plan and present lessons in their designated content area. An emphasis is placed upon content specific instructional methods, using data to make instructional decisions and application of classroom management skills. This course must be completed before clinical teaching.

#### EDUC 4340 Action Research

Prerequisite(s): None

The Action Research model is explored and students complete an Action Research project. Preparation for certification exams is also a component of the course. Students take this course either immediately preceding clinical teaching or concurrent with clinical teaching if clinical teaching occurs in the fall semester.

#### EDUC 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 4400 Clinical Teaching Seminar

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): Clinical teaching in student's area of certification

This course is founded on foundational research-based content and best practices in education concerning the topics of classroom management, assessment and professional development. The seminar for clinical teachers is interactive includes exploration of issues of particular interest and value to students as they complete their Educator Preparation Programs. These issues include the process of acquiring a teaching position (applications, resumes, interview skills, etc.), classroom management/discipline, ethical and legal issues related to teaching, communication with parents, portfolio construction and other issues encountered during clinical teaching. Support and encouragement in the form of sharing and problem solving will occur during each of the weekly sessions.

#### EDUC 4481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 4487 Clinical Teaching in the Bilingual Classroom

Prerequisite(s): Admission to the Teacher Preparation Program and approval of the Teacher Education Committee.

Corequisite(s): EDUC 4400

Clinical teaching is among the final requirements in the undergraduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for

the semester from Monday through Friday for the entire school day. This course is part of the preparation for both the BS degree and certification in Bilingual Generalist-Spanish (EC-6).

#### EDUC 4495 Clinical Teaching in Secondary School Subjects

Prerequisite(s): Admission to the Teacher Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 4400

Clinical teaching is among the final requirements in the undergraduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for the semester from Monday through Friday for the entire school day. This course is part of the preparation for both a BS degree and high school certification (grades 7-12) in the chosen teaching field.

#### EDUC 4800 Clinical Teaching

Prerequisite(s): Approval of application for clinical teaching.

Corequisite(s): None

Clinical teaching is among the final requirements in the undergraduate Educator Preparation Program. This course must be taken during one of the last two semesters prior to graduation. In this course, students are assigned to a classroom or classrooms for the semester from Monday through Friday for the entire school day. This course is part of the preparation for both the BS degree and certification offered through the Texas Education Agency. Students enrolled in clinical teaching must also enroll in and attend EDUC 4400 Clinical Teaching Seminar.

#### EDUC 4872 Clinical Teaching in All-Level Special Education

Prerequisite(s): Admission to the Teacher Preparation Program and approval of the Teacher Education Committee.

Corequisite(s): EDUC 4400

Clinical teaching is among the final requirements in the undergraduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for the semester from Monday through Friday for the entire school day. The course is part of the preparation for both the BS degree and certification in Special Education (EC-12).

#### EDUC 5000 Clinical Teaching Seminar

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): Enrollment in clinical teaching in student's area of certification

This course is founded on foundational research-based content and best practices in education concerning the topics of classroom management, assessment and professional development. The seminar for clinical teachers is interactive includes exploration of issues of particular interest and value to students as they complete their Educator Preparation Programs. These issues include the process of acquiring a teaching position (applications, resumes, interview skills, etc.), classroom management/discipline, ethical and legal issues related to teaching, communication with parents, portfolio construction and other issues encountered during clinical teaching. Support and encouragement in the form of sharing and problem solving will occur during each of the weekly sessions.

#### EDUC 5101 Internship I

Prerequisite(s): (Must have an Alternative Certification Program (ACP) plan on file in the School of Education or a Master's with Initial Certification degree plan on file in the Office of Academic Records) and be employed in an EC-12 school as a teacher.

This is a field-based course required for students in the HBU Alternative Certification Program (ACP) or in a Master's with Initial certification degree plan. To be enrolled in the course, the student must be employed as a teacher in an EC-12 state-accredited school. HBU faculty will provide regular supervision and support for the student during the semester to assist the student in becoming a successful and effective teacher. (Offered Fall and Spring only.)

#### EDUC 5181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 5201 Internship II

Prerequisite(s): EDUC 5101 and be employed as a teacher in an EC-12 state-accredited school in the semester immediately prior (excluding summer)

This is a field-based course required for students in the HBU Alternative Certification (ACP) Certification Program or in a Master's with Initial Certification degree plan. HBU faculty will provide regular supervision and support for the student during the semester to assist the student in becoming a successful and effective teacher. Preparation for the EC-12 Pedagogy and Professional Responsibilities certification exam is provided during this course. (Offered Fall and Spring only.)

#### EDUC 5281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 5320 Teaching Methodology for Secondary Teachers

Prerequisite(s): Teacher Certification

This course combines campus-based instruction with a minimum of 25 clock hours of field-based experience in observation and the planning and presenting of lessons for prospective student teachers or interns. An emphasis is placed upon lesson presentation skills; lesson preparation and planning, using a variety of teaching methods including technology; application of classroom management skills; and research into the teaching of the specific content area for which the student is being certified.

#### EDUC 5335 Clinical Teaching in the 4-8 Classroom

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for the semester from Monday through Friday for the entire school day. This course is part of the preparation for both a MED degree and certification (grades 4-8) in the chosen teaching field.

#### EDUC 5350 Science for Pre-Adolescents

Prerequisite(s): None

This course is an exploration of teaching science for educators in preschool through grade 6. Graduate students will examine a variety of science curricula as well as teaching/learning materials and strategies for developing new content and skills at preschool through grade 6 levels. Applications of knowledge and skills are emphasized. Technology applications are required.

#### EDUC 5360 Essential Elements of Math

Prerequisite(s): EDUC 5313 or EDUC 5314 or EDUC 6302 or EDUC 6312 or teacher certification

This course prepares prospective and practicing preschool, elementary school and middle school teachers to teach mathematics effectively. Students acquire an in-depth knowledge of the content, methods, and materials involved in the development of mathematical processes and in development of the number and operations strand of preschool, elementary, and middle school mathematics. Classroom applications and use of models and manipulatives are emphasized. Fieldwork in which students teach mathematics in an elementary or middle school is required.

#### EDUC 5361 Clinical Teaching in Elementary School Spanish

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5362 and EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5362 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Spanish (EC-12).

#### EDUC 5362 Clinical Teaching in Secondary School Spanish

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5361 and EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5361 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Spanish (EC-12).

#### EDUC 5371 Clinical Teaching in the EC-6 Classroom

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms the semester from Monday through Friday for the entire school day. This course is part of the preparation for both the MED degree and certification in EC-6 or EC-6 Bilingual.

#### EDUC 5373 Clinical Teaching in the 7-12 Classroom

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for the semester from Monday through Friday for the entire school day. This course is part of the preparation for both a MED degree and high school certification (grades 7-12) in the chosen teaching field.

#### EDUC 5374 Clinical Teaching in EC-6/Special Education EC-12 Classrooms

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned from Monday through Friday for the entire school day in an EC- 6 classroom for half of the semester and are assigned in a Special Education EC-12 classroom for the remainder of the semester. This course is part of the preparation for both the MED degree and certification in EC-6 and in Special Education Grades (EC-12).

#### EDUC 5375 Essential Elements of Fine Arts and PE/Health

Prerequisite(s): None

This course explores EC-6 fine arts, PE and Health content and methodology. It includes development of knowledge skills, and dispositions identified in the art, music, theatre, PE and Health TEKS (Texas Essential Knowledge and Skills), as well as ways to integrate into learning in other content areas.

#### EDUC 5380 Essential Elements of Social Studies

Prerequisite(s): EDUC 6302 or EDUC 6312

This course provides an in-depth study of social studies content and skills, as well as teaching/learning materials and strategies for developing content and skills at preschool through grade 12 levels. Teachers will apply content knowledge as they learn to implement and enhance classroom essential knowledge and skills; construct assessments that assess in a differentiated manner using multiple approaches to assessment; and create diagnostic assessment tools. Emphasis is placed on developing a professional perspective and knowledge base designed for service as a teacher leader at campus/district/national levels. Technology integration to enhance instruction is an integral element of the course.

#### EDUC 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 5384 Clinical Teaching in Elementary Physical Education

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5385 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5385 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Physical Education (EC-12).

#### EDUC 5385 Clinical Teaching in Secondary Physical Education

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5384 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5384 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Physical Education (EC-12).

#### EDUC 5393 Clinical Teaching in Elementary School Art

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5396 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken

during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5396 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Art (EC-12).

#### EDUC 5394 Clinical Teaching in Elementary School Music

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and (EDUC 5397 or EDUC 5398) and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5397 or EDUC 5398 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Music (EC-12).

#### EDUC 5396 Clinical Teaching in Secondary School Art

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5393 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5393 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Art (EC-12).

#### EDUC 5397 Clinical Teaching in Secondary School Choral Music

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5394 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5394 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Music (EC-12).

#### EDUC 5398 Clinical Teaching in Secondary School Instrumental Music

Prerequisite(s): Admission to the Educator Preparation Program and approval of the Teacher Education Committee

Corequisite(s): EDUC 5000 and EDUC 5394 and enrollment in clinical teaching in student's area of certification

Clinical teaching is among the final requirements in the graduate educator preparation program. This course must be taken during one of the last two semesters prior to graduation. In this course students are assigned to a classroom or classrooms for half of the semester from Monday through Friday for the entire school day. The corequisite EDUC 5394 provides a full semester of clinical teaching experience. The course is part of the preparation for both the MED degree and certification in Music (EC-12).

#### EDUC 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EDUC 6301 Classroom Management

Prerequisite(s): None

A study of a broad spectrum of approaches to classroom management, including authoritarian, behavior-modification, group-process, instructional, and psycho-emotional-climate orientations. Examination of research regarding effective classroom management. Exploration of multiple strategies for handling common classroom management problems. (Offered also as EDAD 6307.)

#### EDUC 6302 Elementary School Curriculum and Instruction

Prerequisite(s): None

This course is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well as practical experiences in instructional design for elementary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Fieldwork is required.

#### EDUC 6304 Children, Adolescents, and Learning

Prerequisite(s): None

This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance; teacher-made and standardized). Related constructs such as motivation and self-esteem are explored.

#### EDUC 6312 Secondary School Curriculum and Instruction

Prerequisite(s): None

This course is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well as practical experiences in instructional design for secondary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Fieldwork is required.

#### EDUC 6315 American Educational Reform

Prerequisite(s): None

In this course of study the historical, philosophical, sociological and political influences of the past, present, and future issues and trends of American education are examined. Emphasis is placed on interconnectivity and impact on teaching and learning in both private and public venues. Study framed within this context provides opportunity for the professional educator to develop a deeper understanding of the current challenges faced in educational settings. A broad selection of readings range from traditional classical works to current perspectives on challenging issues such as: demographics, diversity, vouchers, charter schools, home schooling, accountability, high-stakes testing, special needs, giftedness, bilingual instruction, technology, and more.

#### EDUC 6320 Research Techniques and Procedures

Prerequisite(s): None

A study of a spectrum of research methods related to psychological and educational research. The course is designed to develop research knowledge and skills. Included are theory, techniques, designs, evaluation of research, and integration of findings into professional decision-making. (Offered also as EDAD 6310 and PSYC 6320.)

#### EDUC 6320 Research Techniques and Procedures

Prerequisite(s): None

A study of a spectrum of research methods related to psychological and educational research. The course is designed to develop research knowledge and skills. Included are theory, techniques, designs, evaluation of research, and integration of findings into professional decision-making. (Offered also as EDAD 6310 and PSYC 6320.)

#### EDUC 6322 Curriculum and Instruction: Grades K-12

Prerequisite(s): None

This course provides a study of influencing factors and guiding principles for curriculum and instruction in grades K-12. It includes practical experience in instructional design as well as first-hand teaching experiences. It is designed to provide integrated and in-depth understandings of principles and processes for curriculum and instruction, as well as practical experiences in planning and facilitating learning (instructional design, media/technology usage, and classroom teaching). The role of the student and teacher in the teacher-learning process as well as current Texas curriculum requirements, including Essential Knowledge and Skills, are explored.

#### EDUC 6330 Teaching Methodology for the Professional

Prerequisite(s): None

Structured to meet the needs of those professionals who must design, organize, and present materials to various target populations, this graduate level course focuses on teaching methods, media, and evaluation of the learning process.

#### EDUC 6370 Critical Issues in Teaching Reading in the Elementary School

Prerequisite(s): None

An analysis of issues important to effective development of reading abilities during the elementary school years. Emphasis is placed upon teaching comprehension processes and understanding factors which affect comprehension processes.

#### EDUC 6371 Critical Issues in Teaching Reading in the Secondary School

Prerequisite(s): None

An analysis of issues important to effective development of reading abilities during the secondary school years. Emphasis is placed upon teaching comprehension processes and understanding factors which affect comprehension processes.

#### EDUC 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Electrical Engineering (ELEN) Course Descriptions

#### ELEN 2341 Introduction to Microprocessors & Digital Design

Prerequisite(s): Credit for or concurrent enrollment in MATH 1451

Introduction to microprocessor organization and operation, data manipulation, assembly and/or embedded-C language programming, serial communication, analog-to-digital conversion, timers, interrupts, DC motor control. Digital design techniques, Boolean algebra, combinational logic, minimization techniques, simple arithmetic circuits, programmable logic, sequential circuit design, registers and counters, state machines, Verilog and VHDL.

#### ELEN 3325 Electric and Magnetic Fields

Prerequisite(s): PHYS 2423 and ENSC 2361 and MATH 2451

Corequisite(s): None

Vector analysis, Coulomb's and Gauss' Law. Electrical field streamlines. Energy and potential. Conductors, dielectrics, capacitance. Maxwell's, Poisson's, and Laplace's equations. Steady magnetic fields. Joule's Law. Ampere's Circuit Law, magnetic flux and potential, magnetic forces, materials and inductance, time-varying electromagnetic fields, Maxwell's equations, plane waves, transmission lines, impedance-matching devices.

#### ELEN 3342 Digital Signal Processing

Prerequisite(s): ELEN 2362

Discrete signals, LTI systems, discrete Fourier analysis, discrete filters, sampling, Z-transforms.

#### ELEN 3360 Electrical Circuits II

Prerequisite(s): ENSC 2361

Corequisite(s): None

Steady-state and transient analysis of RL, RC, and RLC circuits. Design problems using circuit analysis programs. Analysis of ideal and non-ideal operational amplifiers. Magnetically coupled circuits. Complex frequency. Two-port networks. Laplace transforms. Frequency response.

#### ELEN 3361 Linear Systems

Prerequisite(s): ELEN 3360

A study of the fundamental principles and properties of linear systems. Topics will include Fourier Series, Fourier Transform, Laplace Transform, convolution and the system function, filters, state variable representation and solution.

#### ELEN 3362 Solid State Electronics

Prerequisite(s): MATH 2451 and PHYS 2423 and ENSC 2361

An introduction to solid state electronics with topics to include amplifiers, small-signal models, and applications of diodes, bipolar junction transistors, junction field effect transistors, and metal oxide semiconductor field effect transistors. Course will include lab-based activities and a comprehensive semester project.

#### ELEN 3363 Electronic Circuits

Prerequisite(s): ELEN 2361

Circuit-level behavior of diodes, bipolar transistors, field-effect transistors, and operational amplifiers. Analysis and design of linear amplifiers. Frequency domain characterization of transistor circuits.

#### ELEN 3364 Electronic Circuits II

Prerequisite(s): ELEN 3363

Corequisite(s): None

Analysis and design of advanced transistor circuits; differential amplifiers, cascodes, current mirrors, frequency response, high frequency transistor models, feedback and stability, active filters, operational amplifiers, power electronic circuits.

#### ELEN 3374 Automatic Control Systems

Prerequisite(s): MATH 2323 and ELEN 3360

Analysis and design of linear systems. Mathematical modeling. Transfer functions and signal-flow graphs. State variable analysis. Time domain analysis and design of linear control systems. Frequency domain analysis and design of linear control systems.

#### ELEN 4341 Embedded Systems

Prerequisite(s): ELEN 2341

A low level study of embedded systems, particularly those that constitute cybersecurity infrastructure. Topics include C, assembly language, FPGA design, hardware encryption, packet filtering and routing.

#### ELEN 4362 Power Systems and Renewable Energy

Prerequisite(s): ELEN 3364

Corequisite(s): None

This course introduced methods used in analysis and design of modern electrical power systems. Topics include: phasor analysis, per-unit system, single-phase and three-phase AC power systems, electrical power generation, solar power generation, wind power generation, transformers, transmission and distribution systems and steady-state power flow analysis.

#### ELEN 4371 Instrumentation and Measurement

Prerequisite(s): ENSC 2361

Transducers, including 4-20 mA loops. Signal Conditioning. Industrial Control Electronics, including Programmable Logic Controllers (PLCs). Statistical analysis on experimental data.

#### ELEN 4372 Communication Systems

Prerequisite(s): ELEN 3361

Basic theory and principles of modern analog and digital communication systems; signal and noise analysis, signal-to-noise ratio, and circuit implementations.

## English (ENGL) Course Descriptions

#### ENGL 1303 Basic Grammar and Composition

Prerequisite(s): None

A prerequisite course for enrollment in ENGL 1313 for students not meeting the ENGL 1313 placement requirement. ENGL 1303 is an introduction to the principles of composition accomplished through the study of grammar, standard English usage, and rhetorical techniques and strategies. This course emphasizes basic grammar and composition and focuses on sentence structure and on organizing and developing the short essay. ENGL 1303 does not meet the Liberal Arts Core requirements for either the BA or the BS degree but does carry elective credit.

#### ENGL 1313 Composition and Literature I

Prerequisite(s): (SAT Evidence-Based Reading and Writing (EBRW) 570+) or (ACT English 22+) or (Classic Learning test (CLT) 75+) or (TSIA in Reading 351+ and TSI in Writing 340+ and TSIA Essay score of 5+) or (TSIA2 945+ on the ELAR CRC [English Language Arts and reading section of the College Readiness Classification] and a minimum score of 5 on the TSIA2 Essay Test) or (Accuplacer Reading Comprehension score of 78+ and a Sentence Skills score of 87+) or ([Accuplacer Next Gen Reading score of 253+] and [253+ Writing score or 5+ WritePlacer score]) or ("B" or higher in AP or Honors English on High School transcript) or ("A-" or higher in non-AP or non-Honors senior English on High School transcript) or (ENGL 1303 with a grade of "C" or higher)

An introduction to the principles of composition and rhetoric accomplished through the writing of expository essays and through the study both of the principles of composition and of essays which employ specific rhetorical strategies.

#### ENGL 1323 Composition and Literature II

Prerequisite(s): ENGL 1313

This course continues the study of composition and rhetoric introduced in English 1313: Composition and Literature I. Students will gain an understanding of why reading literature is deeply important for Christians, learn the conventions of such literary genres as poems, stories, novels, and plays, study methods of literary analysis, interpret literature from a Biblical



perspective through the exploration of Biblical archetypes, typology, language constructions, and metaphor in classic works of English literature, and learn to write well-constructed and well-written arguments about literature and life in standard English including the use of research in MLA format and the writing of a fully developed research paper.

#### ENGL 2315 Great Works of Literature I

Prerequisite(s): ENGL 1313 and ENGL 1323

A reading course in the literary heritage of western civilization. This course includes readings from the Greeks, the Romans, and the Middle Ages.

#### ENGL 2325 Great Works of Literature II

Prerequisite(s): ENGL 1313 and ENGL 1323

A reading course in the literary heritage of western civilization. This course includes readings from the 18th century to the present.

#### ENGL 2366 Masterworks: The Epic

Prerequisite(s): ENGL 1313 and 1323

This course takes students on an exciting journey through four great epics: Homer's Iliad and Odyssey, Virgil's Aeneid, and Dante's Inferno. The course examines the nature of the epic hero and those universal questions we all must answer for ourselves: Who am I? What is my purpose? How do I know I am of value?, etc.

#### ENGL 3313 English Literature I

Prerequisite(s): ENGL 1313 and ENGL 1323

A survey of the historical development of English literature from its beginning through the eighteenth century: historical background and major authors of each period. The course will provide requisite information for advanced study in major periods of English literature. For English majors or by permission of the instructor.

#### ENGL 3321 Special Topics/Independent Study

Prerequisites: ENGL 1313 and 1330

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ENGL 3323 English Literature II

Prerequisite(s): ENGL 1313 and ENGL 1323

A survey of the historical development of English literature of the nineteenth and twentieth centuries: historical background and major authors of each period. The course will provide requisite information for advanced study in major periods of English literature. For English majors or by permission of the instructor.

#### ENGL 3331 American Literature I

Prerequisite(s): ENGL 1313 and ENGL 1323

This course examines the beginnings of America's literary self-definition in the Colonial Period and covers the rise of American Romanticism and its culmination in writers such as Emerson, Poe, Hawthorne, Melville, Thoreau, and Dickinson. For English majors or by permission of the instructor.

#### ENGL 3332 American Literature II

Prerequisite(s): ENGL 1313 and ENGL 1323

This course examines American literary trends after the Civil War, including Realism, Naturalism, and Modernism. Writers under consideration include Twain, S. Crane, Frost, Stevens, Fitzgerald, Hemingway, and Faulkner. For English majors or by permission of the instructor.

#### ENGL 3334 Literature and Culture of the Southwest

Prerequisite(s): ENGL 1313 and ENGL 1323

The course addresses the way the American West has shaped American culture and popular culture. It examines the Frontier Myth, Manifest Destiny, Regeneration through Violence, America's cowboy archetype, the savage archetype, and the American dream. Students read literature written by authors from a variety of cultures, including Anglo, Mexican-American, and Native American. Students view television shows and films to examine how popular culture has created and enforced stereotypes. The course is designed for non-majors seeking upper level elective credit or to fulfill Liberal Arts Core requirements.

#### ENGL 3342 Women's Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course will acquaint students with literature by and about women from the medieval period to the present. Through a

study of various literary genres, students will learn that the issues that concern women transcend time, place, race, religion, and ethnicity. This course is designed for non-English majors seeking upper level elective credit or to fulfill Liberal Arts Core requirements and for persons seeking certification in Language Arts Grades 6-8 and Grades 8-12.

#### ENGL 3346 Austen and the Brontes

Prerequisite(s): ENGL 1313 and ENGL 1323

This course covers selected novels of Jane Austen and Charlotte, Emily, and Anne Bronte, influential 19th century writers who wrote of affairs of the heart with insight and passion. Students will study the authors' social and intellectual milieu and discuss their works and compare them to some of the film adaptations of these popular works.

#### ENGL 3363 Film Studies

Prerequisite(s): ENGL 1313 and ENGL 1323

An introduction to the art of film. Students are provided with a methodology and a vocabulary for understanding film and are encouraged to consider how different directors guide and shape our perceptions of reality, how different genres generate their own unique vision of the world and of humanity, how the multi-media aspects of film affect us as viewers, how film provides us with a record of cultural values and cultural change, and how screen writers, actors, directors, and cinematographers translate literary genres into visual terms. This course may be used for elective credit.

#### ENGL 3370 Hispanic Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

The study of major periods and masterworks of Hispanic literature, read and discussed in English. Introduces literary/cultural figures of medieval and early modern Spain (El Cid, Don Quixote, Don Juan); and includes major 20th-century writers, as well as literary movements that were propagated from Latin America to the rest of the literary world (e.g., magical realism). This course may not be used to fulfill requirements for the Spanish major. (Offered also as SPAN 3370.)

#### ENGL 3371 Chronicles of Narnia

Prerequisite(s): ENGL 1313 and ENGL 1323

Students complete a close reading of the seven novels that make up the Chronicles of Narnia by C. S. Lewis. Students assess how and to what extent the Chronicles successfully foster spiritual maturity, strength of character, and moral virtue. Special focus will be placed on the Christian allegories that underlie each of the novels.

#### ENGL 3372 Multicultural Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

Students study ethnic literatures, including works by authors from the following cultural voices: North American Indian, African American, Mexican American, Asian American, and Americans of Middle Eastern descent.

#### ENGL 3373 Shakespeare

Prerequisite(s): ENGL 1313 and ENGL 1323

A study of selected tragedies, history plays, and comedies, with emphasis on the major tragedies. Some consideration will be given to the cultural and philosophical characteristics of the Elizabethan Age as they are reflected in the drama of Shakespeare. For English majors or permission of the instructor.

#### ENGL 3377 Lord of the Rings

Prerequisite(s): ENGL 1313 and ENGL 1323

Students complete readings from Beowulf and selected Arthurian romances and a close reading of The Hobbit and The Lord of the Rings. The course also includes an overview of The Silmarillion and a discussion of how Tolkien was influenced by Norse mythology, Beowulf, Arthurian Romances, his Catholic faith, and his friendship with C. S. Lewis.

#### ENGL 3378 The Legacy of Greece

Prerequisite(s): ENGL 1313 and ENGL 1323

This course takes students on an exciting journey through the great literary works of Ancient Greece: Homer's Iliad and Odyssey; Aeschylus' Oresteia (Agamemnon, Libation Bearers, Eumenides), Sophocles' Oedipus, Antigone, Women of Trachis, and Philoctetes; Euripides' Medea, Hippolytus and Bacchae. The course examines the nature of the epic and tragic hero and those universal questions we all must answer for ourselves: Who am I? What is my purpose?, How do I know I am of value? The course will also offer an overview of ancient Greek history and consider Greece's legacy for Western civilization.

#### ENGL 3379 The Legacy of Rome

Prerequisite(s): ENGL 1313 and ENGL 1323

This course takes students on an exciting journey through the great literary works of Ancient Rome and Medieval Italy: Virgil's Aeneid; Ovid's Metamorphoses, Dante's Divine Comedy: Inferno, Purgatorio, Paradiso. The course examines the

nature of the classical and medieval epic hero and those universal questions we all must answer for ourselves: Who am I? What is my purpose? How do I know I am of value? The course will also offer an overview of ancient Roman history, consider Rome's legacy for Western civilization, and discuss how Dante, while imitating pagan writers, was able to fashion a Christian epic.

#### ENGL 3381 Special Topics/Independent Study

Prerequisite(s): ENGL 1313 and 1330

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### ENGL 3384 Religion in American Literature and Film

Prerequisite(s): ENGL 1313 and ENGL 1323

Students read novels, including Flannery O'Connor's *Wise Blood*, Davis Grubb's *Night of the Hunter* (screenplay by James Agee), Sinclair Lewis's *Elmer Gantry*, and Marilyn Robinson's *Gilead*. Students also view films based on these and other novels that portray religion in 20th century American society, and learn to analyze both genres for plot, characterization, metaphors, themes and other literary elements.

#### ENGL 3385 The Writings of C.S. Lewis

Prerequisite(s): None

C.S. Lewis, the greatest Christian apologist of the 20th century, has challenged three generations of readers to think logically and imaginatively about their faith, their moral behavior, and their view of man, God, and the universe. This class will study closely Lewis's seven major apologetical works (*Mere Christianity*, *The Problem of Pain*, *Miracles*, *Screwtape Letters*, *The Great Divorce*, *The Abolition of Man*, and *A Grief Observed*) and seek to determine why these works have had such a phenomenal and growing impact both on Christians of all denominations and on those of other (or no) religious backgrounds.

#### ENGL 3386 The Inklings

Prerequisite(s): None

Although the late 19th century was a golden age for children's literature, after WWI a more cynical, "realistic" Europe relegated fairy tales to the nursery. A group known as the Inklings--which centered on C.S. Lewis, J.R.R. Tolkien, and Charles Williams--played a major role in revising the reputation of fantastical literature. This class will study Lewis's *Space Trilogy* (*Out of the Silent Planet*, *Perelandra*, *That Hideous Strength*) and *Till We Have Faces*, Tolkien's shorter fairy tales and essay "On Fairy Stories", and one of the spiritual warfare novels of Charles Williams (*Descent into Hell*). The class will also consider how the Inklings were influenced by the faerie stories of George MacDonald (*Phantastes*, *Lillith*), and the imaginative apologetics of G.K. Chesterton (*Orthodoxy*, *The Everlasting Man*).

#### ENGL 4311 Literary Criticism

Prerequisite(s): (ENGL 1313 and ENGL 1323) or (HNRS 2310 and HNRS 2340)

A survey of literary theory from Plato to Postmodernism. The course provides an understanding of the different theoretical structures, schools, and methodologies that have influenced our understanding and appreciation of literature. It explores the presuppositions upon which each theoretical system is founded and the special terminology associated with each system. Students planning to pursue a graduate degree are strongly encouraged to take this course.

#### ENGL 4330 Medieval Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of the Middle Ages in Britain (ca. 450-1485). Works and authors may include *Beowulf*, *Gawain and the Green Knight*, *Julian of Norwich*, *Margery Kempe*, Chaucer's *Canterbury Tales*, Gower's *Confessio Amantis*, Langland's *Piers Plowman*, and Malory's *Le Morte d'Arthur*. As Rome waned, western Europe was transformed politically by the rise of feudal kingdoms and religiously by the flowering of an influential and dynamic Church. In this class, we will examine closely how different works and authors reflect and engage the many facets of medieval culture, including chivalry and heroism, courtly love, practical Christian piety, and the grim realities of war at home and abroad.

#### ENGL 4331 Renaissance English Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of the Renaissance in England (1485-1600). Works and authors may include William Shakespeare, Christopher Marlowe, Thomas More's *Utopia*, Elizabeth I, Francis Bacon, Philip Sidney's *Astrophil and Stella*, and Edmund Spenser's *Faerie Queene*. In a time of new classical learning, violent religious controversy, and political upheaval, Renaissance England was rich with remarkable creativity and artistic achievement in prose, poetry, and drama. In this class, we will examine closely how different Renaissance writers expressed and explored the human condition at all levels, in a period that speaks beautifully of the True and the Good perhaps more than any other.

#### ENGL 4332 17th-Century English Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of seventeenth-century England (ca. 1601-1700). Works and authors may include John Donne's lyric poetry, Ben Jonson's comedies, John Webster's macabre drama, George Herbert's *The Temple*, John Milton's *Paradise Lost*, John Bunyan's *Pilgrim's Progress*, Cavalier poetry, Richard Crashaw, Margaret Cavendish, Lucy Hutchinson, Thomas Browne, Andrew Marvell, Aphra Behn, and William Congreve. The literature of this period is extraordinary for elaborate form and conceit, intense meditative and devotional lyric, response to revolutionary scientific discoveries, and political satire, polemic, and debate through a period of civil war, regicide, and republican experiment.

#### ENGL 4333 18th-Century British Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of the Long Eighteenth Century (1688-1815). Works and authors may include John Dryden, Daniel Defoe's *Moll Flanders*, Samuel Richardson's *Pamela*, Henry Fielding's *Tom Jones*, Jonathan Swift's *Gulliver's Travels*, Joseph Addison, Richard Steele, Alexander Pope, Laurence Sterne, Samuel Johnson, James Boswell, Frances Burney, and Jane Austen. Topics may include Enlightenment thought, Augustan poetry, sentimental fiction, comedy of manners, early gothic romance, satire, coffeehouses, the rise of the novel and of journalism, and developments in literary criticism, biography, the essay, and the dictionary.

#### ENGL 4334 The Romantic Age

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of the Romantic Age (1789-1832). Works and authors may include Blake's "Marriage of Heaven and Hell," Wordsworth's *Prelude*, Coleridge's "Christabel," Byron's *Don Juan* and *Manfred*, Shelley's *Prometheus Unbound*, and Keats's "Eve of St. Agnes" and "Lamia." In this class, we will examine closely the unique zeitgeist of the Romantic Age, one that marks a transition between traditional, pre-French revolutionary Europe and the modern Europe of which we are heirs. Like the great figures of the Renaissance, the Romantics saw themselves as breaking from past traditions while yet carrying on perennial conversations about human nature, the natural world, the imagination, and the divine.

#### ENGL 4335 The Victorian Age

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of the key literature of the Victorian Age (1833-1901). Works and authors may include Tennyson's *In Memoriam* and *Idyls of the King*, Browning's "Fra Lippo Lippi" and "Andrea del Sarto," Newman's *Apologia Pro Vita Sua*, John Stuart Mill's *Autobiography*, Ruskin's *Stones of Venice*, Carlyle's *Sartor Resartus*, T.H. Huxley's "On the Physical Basis of Life," and Arnold's "Function of Criticism." The Victorian Age was an age during which the orthodoxies of the past were put to the test by new theories of science, progress, philosophy, art, religion, authority, etc. In this class, we will examine closely how each Victorian writer reacted to and wrestled with these challenges.

#### ENGL 4336 20th-Century British Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course provides intensive study of major authors writing in English in Modern and contemporary letters. Authors may include T.S. Eliot, Virginia Woolf, James Joyce, and William Butler Yeats, among others. Special consideration will be given to the literature of the world wars, modernism, and post-modernism.

#### ENGL 4337 American Romanticism

Prerequisite(s): ENGL 1313 and ENGL 1323

This course is an intensive study of both American Renaissances -- the one of American Transcendentalism with authors such as Irving, Emerson, Thoreau, Fuller, Whitman, Hawthorne, and Melville, as well as the renaissance of sentimental American writers such as Longfellow, Alcott, and Stowe.

#### ENGL 4338 American Realism and Naturalism

Prerequisite(s): ENGL 1313 and ENGL 1323

This course is an intensive study of the great realists and naturalists, including Jack London, Edith Wharton, Henry James, Mark Twain, Stephen Crane, and Theodore Dreiser. Special attention will be paid to the historical context of American realism and its concomitant literary outgrowths, including magic realism and dystopian fiction.

#### ENGL 4339 American Modernism and Contemporary Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

This course is an intensive study of the rise of Modernism and the expatriate movement in American letters, with possible authors including Ernest Hemingway, Ezra Pound, F. Scott Fitzgerald, Gertrude Stein, H.D., and Wallace Stevens. Contemporary experimental authors as well as the current use of modernist literary techniques will also be explored. Attention may also be paid to music and visual art of the modernist movement.

ENGL 4381 Special Topics/Independent Study

Prerequisite(s): ENGL 1313 and ENGL 1323

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

ENGL 4394 Advanced Studies in American Literature

Prerequisite(s): ENGL 1313 and 1323

Corequisite(s): None

This undergraduate course provides intensive study of American literature in the English language. Sections of this course may focus on a variety and range of representative authors, works, genres, movements, and periods from the colonial period up to the twentieth century.

ENGL 4395 Advanced Studies in British Literature

Prerequisite(s): ENGL 1313 and 1323

Corequisite(s): None

This undergraduate course provides intensive study of literature from the British Isles: England, Scotland, Ireland, and Wales. Sections of this course may focus on a variety and range of representative authors, works, genres, movements, and periods from the early Middle Ages up to the twentieth century.

ENGL 4396 Christianity and Literature

Prerequisite(s): ENGL 1313 and 1323

Corequisite(s): None

This undergraduate course provides directed readings of select works that embody a Christian worldview or that readily lend themselves to being analyzed in accordance with a Christian worldview. Works can be taken from a wide range of authors, genres, and/or countries, but all will be viewed through an intentionally Christian lens.

ENGL 4397 Modern and Contemporary Literature

Prerequisite(s): ENGL 1313 and 1323

Corequisite(s): None

This undergraduate course provides directed readings of works of literature from the modern and contemporary periods. Readings may be selected from a variety of narrative forms, genres, places of origin, and dates from the late 19th century to the present day. Consideration may be given to the novel, short fiction, and poetry, as well as modernist and contemporary approaches to the literary tradition more broadly.

ENGL 4398 World Literature

Prerequisite(s): ENGL 1313 and 1323

Corequisite(s): None

This undergraduate course provides directed readings of select non-English-language literature in translation or literature in English by non-American and non-British authors. Readings can be taken from any country or period from antiquity to the twenty-first century. This course may focus on the major authors and literary trends of a single nation or it may introduce a comparative approach to literary trends across nations and/or time periods.

ENGL 5319 Structures of Poetry

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5319

Structures of Poetry teaches students to read poetry thoughtfully, accurately, and wisely. Students who are experienced with reading poetry will emerge from this course as capable readers. Students who have read much poetry will emerge from this course with a much fuller understanding of the way a poem functions.

ENGL 5321 Victorian Fiction

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5321

This introductory course on Victorian Fiction will survey the major novelists from Dickens to Hardy.

ENGL 5322 Chronicles of Narnia

Prerequisite(s): None

Corequisite(s): None

Students complete a close reading of the seven novels that make up *The Chronicles of Narnia* by C. S. Lewis. Students assess how and to what extent *The Chronicles* successfully foster spiritual maturity, strength of character, and moral virtue. Special focus will be placed on the Christian allegories that underlie each of the novels.

#### ENGL 5323 Tolkien and the World of Fantasy

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5323

Students complete readings from *The Lord of the Rings* and *Beowulf*. The course also includes an overview of *The Hobbit* and *The Silmarillion* and a discussion of how Tolkien was influenced by Anglo-Norse mythology, his Catholic faith, and his friendship with C. S. Lewis. Emphasis will be put on how Tolkien injects a Christian worldview into a pre-Judeo-Christian society.

#### ENGL 5345 Faulkner

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5345

Students read novels and short stories by William Faulkner and relate his themes and style to American Modernism.

#### ENGL 5349 The Epic: Homer and Virgil

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5349

This course introduces students to the Great Epics of the Classical World: *The Iliad* and *Odyssey* of Homer and the *Aeneid* of Virgil.

#### ENGL 5359 Utopia, Dystopia and the Literature of Technology

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5359

This course will cover literature that portrays societies that are utopian and/or dystopian in nature, and feature the use or misuse of technology. The course will begin with Sir Thomas More's *Utopia* (1516), then proceed chronologically through the 19th and 20th centuries. We will end by exploring a new literary genre, hypertext fiction, which is not only produced but also consumed using technology, since it can only be read on a computer screen. Students will analyze the works using selected 20th century critical theories.

#### ENGL 5364 Chaucer and the Fourteenth Century

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5364

Examines the fourteenth century as a turning point in English and European culture: the end of the High Middle Ages and the beginnings of the pre-Renaissance. The course emphasizes the rise of vernacular languages as literary languages, particularly in Italy and England, and the role of Geoffrey Chaucer as the father of English poetry.

#### ENGL 5365 Milton

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5365

This course considers the thought and works of John Milton, with special attention devoted to *Paradise Lost*. Through examination of Milton's poetry and his major prose writings as well as their historical context and influence, students will explore the artistic, religious, political, and philosophical contributions of this key intellectual figure.

#### ENGL 5366: Advanced Studies in American Literature

Prerequisite(s): None

Corequisite(s): None

This course provides intensive study of American literature in the English language. Sections of this course may focus on a variety and range of representative authors, works, genres, movements, and periods, from the colonial period up to the twentieth century.

#### ENGL 5367: Advanced Studies in British Literature

Prerequisite(s): None

Corequisite(s): None

This course provides intensive study of literature from the British Isles: England, Scotland, Ireland, and Wales. Sections of this course may focus on a variety and range of representative authors, works, genres, movements, and periods, from the early Middle Ages up to the twentieth century.

#### ENGL 5368: World Literature

Prerequisite(s): None

Corequisite(s): None

This course provides directed readings of select non-English-language literature in translation or literature in English by non-American and non-British authors; readings can be taken from any country or period from antiquity to the twenty-first century. This course may focus on the major authors and literary trends of a single nation or it may introduce a comparative approach to literary trends across nations and/or time periods.

#### ENGL 5369: Christianity and Literature

Prerequisite(s): None

Corequisite(s): None

This course provides directed readings of select works that embody a Christian worldview or that readily lend themselves to being analyzed in accordance with a Christian worldview; works can be taken from a wide range of authors, genres, and/or countries, but all will be viewed through an intentionally Christian lens.

#### ENGL 5370: Shakespeare

Prerequisite(s): None

Corequisite(s): None

This course provides a selected study of William Shakespeare's drama and verse, attending to the major genres of history, tragedy, comedy, romance, and non-dramatic poetry. Consideration may be given to Shakespeare's deployment of the theatre as a locus of human transformation, the role of imagination in early modern questions of faith and politics, and the poet's creative use of literary, historical, and philosophical sources.

#### ENGL 5371: Modern and Contemporary Literature

Prerequisite(s): None

Corequisite(s): None

This course provides directed readings of works of literature from the modern and contemporary periods. Readings may be selected from a variety of narrative forms, genres, places of origin, and dates, from the late 19th century to the present day. Consideration may be given to the novel, short fiction, and poetry, as well as modernist and contemporary approaches to the literary tradition more broadly.

#### ENGL 5381: Special Topics/Independent Study

Prerequisite(s): None

Corequisite(s): None

Topics are selected on basis of student need and academic qualifications of faculty. If regular classes are not conducted, a minimum of 30 hours of work for each hour credit must be included.

#### ENGL 6315 Critical Approaches to Literature: Don Quixote

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6315

This course uses the Cervantes masterpiece *Don Quixote de la Mancha* as a springboard for the study of literary theory that may, in turn, be applied to other literary texts. Contemporary theories such as psychological, mythological-archetypal, formalist, structuralist, and poststructuralist methodologies will be examined and applied to *Quixote*.

#### ENGL 6328 Early American Literary Traditions

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6328

This course provides a survey of American literary traditions from 1620 to 1920, focusing on the historical and philosophical foundations and major figures in American literature. Writers included are: Bradford, Bradstreet, Edwards, Franklin, Irving, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, Dickinson, Twain, Howells, Crane, Adams, and James.

#### ENGL 6338 The World of Great Detectives

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6338

A survey of mystery and detective fiction since Poe with an emphasis on 20th century British and American writers. By the end of the course, students should recognize the major authors, the major fictional detectives, and the principal varieties, e.g., the inverted detective story, the hard-boiled school, the police procedural, and the locked room puzzle.

ENGL 6343 Satire: From Aesop to Auden

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6343

This course will study the form and content of satire from antiquity to the modern period as represented in selected poetry and prose. Works studied will be grouped in thematic units to allow comparison of techniques employed by individual writers in addressing common issues.

ENGL 6369 The World of Charles Dickens

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6369

This course will provide an overview of the life, world, and work of Charles Dickens, the Shakespeare of the English novel. His development as a writer will be traced through his major novels: *Oliver Twist*, *David Copperfield*, *Dombey and Son*, *Little Dorrit*.

## Engineering (ENGR) Course Descriptions

ENGR 1301 Introduction to Engineering

Prerequisite(s): MATH 1313 and MATH 1323

An introduction to the engineering profession, including registration, ethics, and an introduction to the different fields of engineering. Topics include: a review of basic mathematical skills required for engineering, including operations with vectors, matrices, and complex numbers; the use of graphing calculators and computer algebra systems; an introduction to engineering analysis and design techniques; and the use of word processors, spreadsheets, and computer-aided-design software in engineering. Includes one semester hour credit for laboratory sessions.

ENGR 1302 Introduction to Engineering II

Prerequisite(s): ENGR 1301

A continuation of ENGR 1301. Topics include: explorations of basic mechanics, acoustics, optics, thermodynamics, analog and digital electronics, and computer systems. This course also covers additional mathematical skills required for engineering: numerical techniques, statistics, nonlinear systems, iterative systems, and chaotic behavior. Includes one semester hour credit for laboratory sessions.

## Engineering and Science (ENSC) Course Descriptions

ENSC 1411 Engineering and Cyber Projects I

Prerequisite(s): None

Corequisite(s): Credit for or concurrent registration in MATH 1434 or higher

An introduction to engineering profession, engineering design and problem-solving, computing, algorithms, programming and software structures, and computer systems.

ENSC 1412 Engineering and Cyber Projects II

Prerequisite(s): ENSC 1411 and MATH 1434 or higher

Corequisite(s): None

Additional engineering and computing projects using electronic components, algorithms and programming, and applications.



ENSC 2321 Statics and Mechanics of Materials

Prerequisite(s): ENSC 1412 and PHYS 2413 and MATH 1452

Resultants and equilibrium of force systems, stress and strain, truss and frame analysis, torsion, bending.

ENSC 2322 Thermodynamics

Prerequisite(s): ENSC 1422 and MATH 1452

Fundamental concepts, properties of pure substance, work, heat, first and second laws of thermodynamics, entropy, cycle analysis.

ENSC 2361 Electrical Engineering and Circuits

Prerequisite(s): ENSC 1422 and MATH 1451

Fundamental concepts, units and laws. Network theorems, network simplification, phasors and AC solution of circuits, power and electronic applications.

ENSC 4311 Senior Project I

Prerequisite(s): Permission of instructor

Open-ended, team-based design project that draws on student's entire academic experience with emphasis on idea generation and conceptual design. Social and ethical aspects of engineering and computing. Communication skills.

ENSC 4312 Senior Project II

Prerequisite(s): ENSC 4311

Continuations of ENSC 4311 with emphasis on implementation and testing.

ENSC 4315 Internship/Professional Experience

Prerequisite(s): Consent of Dean

On-site, supervised, structured work experience. This course may be taken to facilitate a three month off-campus professional experience or part-time professional experience.

## Educational Psychology (EPSY) Course Descriptions

EPSY 5310 Ethical and Professional Issues in Psychology and Counseling

Prerequisite(s): None

A seminar format will provide the student with opportunities to study ethical standards and applications in mental health fields. (Offered also as PSYC 5310.)

EPSY 5323 Theories of Counseling and Psychotherapy

Prerequisite(s): None

Comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills. (Offered also as PSYC 5323.)

EPSY 5330 Psychology of Learning

Prerequisite(s): None

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments. (Offered also as PSYC 5330.)

EPSY 5363 Principles of Guidance

Prerequisite(s): None

Introduction to philosophical and historical foundations of guidance and counseling, stressing practical problems of organizing and implementing guidance programs in the secondary and elementary schools. Consideration is given to professional issues, present and future, as they impact the role and function of the counselor. Includes the design of a guidance and counseling program for an elementary, secondary, or postsecondary institution. (Offered also as PSYC 5363.)

EPSY 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 5310 Ethical and Professional Issues in Psychology and Counseling

Prerequisite(s): None

A seminar format will provide the student with opportunities to study ethical standards and applications in mental health fields. (Offered also as PSYC 5310.)

#### EPSY 5313 Methods and Techniques in Counseling

Prerequisite(s): None

This course will introduce the student to those active listening skills which communicate the qualities of empathy, genuineness and unconditional positive regard. The course will include role-playing and videotaped exercises. Other selected interventions will be included.

#### EPSY 5330 Psychology of Learning

Prerequisite(s): None

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments. (Offered also as PSYC 5330.)

#### EPSY 5363 Principles of Guidance

Prerequisite(s): None

Introduction to philosophical and historical foundations of guidance and counseling, stressing practical problems of organizing and implementing guidance programs in the secondary and elementary schools. Consideration is given to professional issues, present and future, as they impact the role and function of the counselor. Includes the design of a guidance and counseling program for an elementary, secondary, or postsecondary institution. (Offered also as PSYC 5363.)

#### EPSY 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 6191 Counseling Practicum

Prerequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques. Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment. (Offered also as PSYC 6191.)

#### EPSY 6192 Counseling Practicum

Prerequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques. Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment. (Offered also as PSYC 6192.)

#### EPSY 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 6305 Individual Psychological Evaluation

Prerequisite(s): EPSY 6302

Review of theory underlying individual ability tests; supervised practice in test administration, scoring, and interpretation. Skills in report preparation are addressed. The Wechsler scales are emphasized. (Offered also as EDSP 6305 and PSYC 6305.)

#### EPSY 6308 Methods of Group Guidance

Prerequisite(s): EPSY 5323

Group aspects of student personnel and clinical work for counselors, administrators, and other professionals dealing in services where group counseling is provided. Theory and research relevant to providing group counseling to various populations are emphasized. Didactic and experiential activities are offered. (Offered also as PSYC 6308.)

#### EPSY 6310 Clinical Psychopathology

Prerequisite(s): 24 graduate semester hours in psychology

A course that examines the etiology, symptoms, diagnosis, prognosis and therapeutic methods applicable to the major psychological disorders. Emphasis is placed on being able to differentiate one disorder from the other. (Offered also as PSYC 6310.)

#### EPSY 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### EPSY 6391 Counseling Practicum

Prerequisite(s): A cumulative GPA of at least 3.00 and the successful completion of 24 credit hours. The 24 credit hours are comprised of EDUC 6304 and COUN 5310 and COUN 5318 and COUN 5320 and COUN 5363 and COUN 5321 and six credit hours from any courses listed on the MEd School Counseling Degree Plan. All courses included in the prerequisite requirement of 24 credit hours must be passed with a grade no lower than a 'C'.

This course provides a supervised field experience in school counseling with emphasis upon methods and techniques. Competence in school counseling with varied types of concerns is developed. All practicum students must be involved in school counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

## Educational Technology (ETEC) Course Descriptions

#### ETEC 4306 Educational Applications of Technology

Prerequisite(s): Admission to the Educator Preparation Program

A broad spectrum of technology application is explored including the use of word processing, software evaluation, Internet use, multimedia, and telecommunications. Technology is used for communication, management, teaching, and learning. Software is reviewed and evaluated.

#### ETEC 5302 Multimedia Instructional Strategies

Prerequisite(s): None

This course is part of the introductory sequence of courses designed to introduce and train educators in the appropriate applications of instructional technology. Information acquisition will focus on methodologies and appropriate use of multimedia as an instructional tool. Application of skills will focus on demonstrated proficiency in manipulation of text, graphics, and sound. Problem-solving activities will focus on the integration of multimedia programs as appropriate. Participants will complete the design and development of an individual multimedia project and a group multimedia project, using advanced technical features and multiple sources of media. Participants will learn to use multimedia tools to enhance their own communication, expand their repertoire of instructional strategies, and lead students in creating their own multimedia projects.

#### ETEC 5305 Technology Enhanced Instructional Design

Prerequisite(s): ETEC 5306

This course is designed to provide integrated and in-depth understanding of the principles and processes of technology-enhanced instructional design and curriculum development. Learning will be focused on the application of learner, instructional, and resource analyses with an emphasis on technology-enhanced resources, assessment, and computer-based curriculum management.

#### ETEC 5306 Educational Applications of Technology

Prerequisite(s): None

A broad spectrum of technology application is explored including the use of word processing, software evaluation, Internet use, multimedia, and telecommunications. Technology is used for communication, management, teaching, and learning. Software is reviewed and evaluated.

#### ETEC 5319 Internet Resource Management

Prerequisite(s): None

Internet Resource Management is designed to allow participants to experience appropriate uses of technology as a learner, and thus better use technology in teaching and learning. The digital world can produce a management nightmare without the proper tools for resource management. The goal of this course is to provide a combination of hands-on and student-centered experiences that will assist in the management of Internet resources. These experiences will enable participants to search for information, share information, generate materials, and evaluate web-based instructional materials. Instructional strategies will focus on the acquisition, analysis, and synthesis of Internet resources that address appropriate educational needs. Graduate students will create a group of 4 inquiry based Webquest and make it available online for students.

#### ETEC 6307 Design of Print-Based Media

Prerequisite(s): ETEC 5306

Information acquisition activities include analysis of graphic and text layout design for various print-based media. Application competencies include creation and evaluation of documents using advanced standards and styles of publishing. Problem-solving activities will focus on matching the appropriate production software.

#### ETEC 6308 Distance Learning

Prerequisite(s): ETEC 5306

Information acquisition focuses on case studies and research efforts documenting effective and ineffective applications of distance learning technologies. Application of research findings will lead to the development of a distance learning prospectus. By participating in distance learning demonstrations and simulations, students will apply and test instructional strategies appropriate for learners in a remote learning scenario. Problem-solving activities will include delivery system design and program design.

## Electrical Engineering (ELEN) Course Descriptions

#### ELEN 2325 Electrical and Magnetic Fields

Prerequisite(s): PHYS 2423 and ENSC 2361 and MATH 2451

Vector analysis, Coulomb's and Gauss' Law. Electric field streamlines. Energy and potential. Conductors, dielectrics, capacitance. Maxwell's, Poisson's and Laplace's equations. Steady magnetic fields. Joule's Law. Ampere's Circuit Law, magnetic flux and potential, magnetic forces, materials and inductance, time-varying electromagnetic fields, Maxwell's equations, plane waves, transmission lines, impedance-matching devices.

#### ELEN 2341 Introduction to Microprocessors & Digital Design

Prerequisite(s): Credit for or concurrent enrollment in MATH 2451

Introduction to microprocessor organization and operation, data manipulation, assembly and/or embedded-C language programming, serial communication, analog-to-digital conversion, timers, interrupts, DC motor control. Digital design techniques, Boolean algebra, combinational logic, minimization techniques, simple arithmetic circuits, programmable logic, sequential circuit design, registers and counters, state machines, Verilog and VHDL.

#### ELEN 2362 Electrical Circuits II

Prerequisite(s): ENSC 2361

Steady-state and transient analysis of RL, RC and RLC circuits. Design problems using circuit analysis programs. Analysis of ideal and non-ideal operational amplifiers. Magnetically coupled circuits. Complex frequency. Two-port networks. Laplace transforms. Frequency response.

#### ELEN 3342 Digital Signal Processing

Prerequisite(s): ELEN 3361

Discrete signals, LTI systems, discrete Fourier analysis, discrete filters, sampling, Z-transforms.

#### ELEN 3361 Linear Systems

Prerequisite(s): ENSC 2361 and MATH 2451

Fourier Series, Fourier Transform, Laplace Transform. Convolution and the system function. Filters. State variable representation and solution.

ELEN 3362 Solid State Electronics

Prerequisite(s): MATH 2451 and PHYS 2423 and ENSC 2361

Fundamentals of solid state electronic materials and devices, emphasizing semiconductors and principles of operation of ULSI devices.

ELEN 3363 Electronic Circuits

Prerequisite(s): ELEN 2351 and ELEN 3362

Circuit-level behavior of diodes, bipolar transistors, field-effect transistors, and operational amplifiers. Analysis and design of linear amplifiers. Frequency domain characterization of transistor circuits.

ELEN 4341 Embedded Systems

Prerequisite(s): ELEN 2341

Assembly and C programming on a customizable microprocessor implemented on an FPGA board. Verilog components, RTOS, debugging techniques, state machines, software revision control, DSP programming.

ELEN 4371 Instrumentation and Measurement

Prerequisite(s): ENSC 2361

Transducers, including 4-20 mA loops. Signal Conditioning. Industrial Control Electronics, including Programmable Logic Controllers (PLCs). Statistical analysis on experimental data.

ELEN 4372 Communication Systems

Prerequisite(s): ELEN 3342

Analog and digital communication systems. Random signals, noise, and filtering. Physical constraints. Multiplexing. Properties of AM, FM, PSK, and QAM systems.

ELEN 4373 SCADA Systems

Prerequisite(s): ELEN 3361 and MATH 2451

Analysis and design of linear systems. Mathematical modeling. Transfer functions and signal-flow graphs. State variable analysis. Time domain analysis and design of linear control systems. Frequency domain analysis and design of linear control systems. Security of cyber physical systems.

## Engineering and Science (ENSC) Course Descriptions

ENSC 1411 Engineering and Cyber Projects I

Prerequisite(s): Credit or registration in MATH 1434 or higher

An introduction to engineering profession, engineering design and problem-solving, computing, algorithms, programming and software structures, and computer systems.

ENSC 1412 Engineering and Cyber Projects II

Prerequisite(s): ENSC 1411

Additional engineering and computing projects using electronic components, algorithms and programming, and applications.

ENSC 2321 Statics and Mechanics of Materials

Prerequisite(s): ENSC 1412 and PHYS 2413 and MATH 1452

Resultants and equilibrium of force systems, stress and strain, truss and frame analysis, torsion, bending.

ENSC 2322 Thermodynamics

Prerequisite(s): ENSC 1422 and MATH 1452

Fundamental concepts, properties of pure substance, work, heat, first and second laws of thermodynamics, entropy, cycle analysis.

ENSC 2361 Electrical Engineering and Circuits

Prerequisite(s): ENSC 1412 and MATH 1451

Fundamental concepts, units, and laws. Network theorems, network simplification, phasors and AC solution of circuits, power, and electronic applications.

#### ENSC 4311 Senior Project I

Prerequisite(s): Permission of instructor

Open-ended, team-based design project that draws on student's entire academic experience with emphasis on idea generation and conceptual design. Social and ethical aspects of engineering and computing. Communication skills.

#### ENSC 4312 Senior Project II

Prerequisite(s): ENSC 4311

Continuations of ENSC 4311 with emphasis on implementation and testing.

#### ENSC 4315 Internship/Professional Experience

Prerequisite(s): Consent of Dean

On-site, supervised, structured work experience. This course may be taken to facilitate a three month off-campus professional experience or part-time professional experience.

## Entrepreneurship (ENTR) Course Descriptions

#### ENTR 3301 Entrepreneurship and New Venture Development

Prerequisite(s): None

Corequisite(s): None

This course focuses on the core principles of innovation-related entrepreneurship, and the processes involved with developing new ventures. The entrepreneur's function in a start-up company or existing enterprise is examined. Topics include: a) recognition and quantification of market opportunity, b) integration of creativity and innovation with problem-solving and opportunity-recognition related to new products, c) assessment of risk associated with market position, d) the relationship of networking and perseverance, e) the role of venture capital or angel investors, and f) the different stages of ventures related to innovation and entrepreneurship.

#### ENTR 3302 Entrepreneurial Creativity and Opportunity Recognition

Prerequisite(s): ENTR 3301

Corequisite(s): None

This course focuses on the core principles that comprise the formal creative process wherein innovators and entrepreneurs diagnose problems and determine opportunities for a given market, recognize a deliverable product opportunity, and then propose an innovative and creative solution to meet potential demand. Topics include: a) the formal market-mapping process, b) developing a competitive matrix for any market, c) formalizing the specific stages of the creative process, business models, and quantifiable outcomes, d) product feasibility studies, and e) pro forma forecasting and sensitivity analysis given various assumptions.

#### ENTR 3303 Developing the Business Plan for New Ventures

Prerequisite(s): ENTR 3301

Corequisite(s): None

This course focuses on the development of a comprehensive business plan, executive summary, and slide presentation for an emerging or existing enterprise. Topics include: a) the eight facets of new ventures, b) the competitive matrix, c) the uses of funds schedule, d) pro forma cash flow and innovation or venture potential, e) investor capitalization sheets and legal formation, f) the business model for the product or service, g) the format and targeted uses for an Executive Summary, h) the "business plan slide presentation" (the pitch), and i) the format for attendees at public and private forums.

#### ENTR 6301 Entrepreneurship and New Venture Development

Prerequisite(s): None

This course focuses on the core principles of economics, with an emphasis on the specific terminology, models, and concepts describing the micro-economic entity of the firm. It will also integrate the core tenets that drive the American market system of free enterprise. Topics will include: a) producer supply, buyer demand, and the four market structures of monopoly, oligopoly, monopolistic competition, and commodity-based perfect competition; b) marginal analysis of revenue, costs, profits, and productivity; and c) integrating pricing, revenue, and margins into decision making for the emerging entrepreneurial venture.

#### ENTR 6302 Entrepreneurial Creativity and Opportunity Recognition

Prerequisite(s): MGMT 6390

This course focuses on the core principles that comprise the formal creative process wherein innovators and entrepreneurs diagnose problems and determine opportunities for a given market, recognize a deliverable product opportunity, and then propose an innovative and creative solution to meet potential demand. Topics include: a) the formal market-mapping, b) developing a competitive matrix for any market, c) formalizing the specific stages of the creative process, business models, and quantifiable outcomes, d) product feasibility studies, and e) pro forma forecasting and sensitivity analysis given various assumptions.

#### ENTR 6303 Developing the Business Plan for the New Venture

Prerequisite(s): ENTR 6301

This course focuses on the entrepreneur's development of a comprehensive business plan, executive summary (XSumm), and slide presentation for a start-up or emerging growth venture. Topics include: a) the common "8 Facets of New Ventures", b) the competitive matrix, c) the Uses of Funds schedule, d) pro forma cash flows and venture potential, e) investor capitalization sheets and venture legal formation, f) the Business Model for the product-service, g) the format and targeted uses for an Executive Summary (XSumm), h) the business plan slide presentation (the pitch), and i) the format and attendees at public and private venture forums.

#### ENTR 6390 Entrepreneurial Praxis: Integrating the Emerging Venture Experience

Prerequisite(s): ACCT 6365 and ECON 6365 and ENTR 6301 and ENTR 6302 and ENTR 6303 and FINA 6365 and MGMT 6390 and MKTG 6365

This course focuses on bringing together and integrating all facets of the program into a comprehensive entrepreneurial experience where students consult to a Houston-area entrepreneur/founding team on the complete new venture development process. This experience provides a "working lab" within which the full complement of the MSME courses come together in a formal, systematic manner. Topics include: a) comparisons-contrasts of the consulting venture and the student's own proposed new venture, b) engaging in high-level dialogue with an entrepreneur/business owner across a wide range of pros and cons related to all facets of the venture development process, and c) recognizing various opportunities for strong ethics/morals throughout the many levels of entrepreneurial leadership in the firm.

## Finance (FINA) Course Descriptions

#### FINA 3315 Security Markets and Financial Institutions

Prerequisite(s): FINA 3320

An introduction to the US financial system. Topics include interest rate theory, financial markets such as money markets and capital markets including stock and bond markets, and financial institutions such as banks and other depository institutions, finance companies, insurance companies, investment companies, pension funds, securities firms. (Offered also as ECON 3315.)

#### FINA 3320 Corporate Finance

Prerequisite(s): ACCT 2301 and BUSA 2315

Introduction to the basic concepts, principles, and analytical techniques of financial management. Topics include financial planning and analysis, risk and return, time value of money, valuation and capital budgeting. The following key aspects of finance will be emphasized - net present value, cash flows, and the tradeoff between risk and return.

#### FINA 3322 Introduction to Risk Management

Prerequisite(s): FINA 3320

This course provides an introduction to corporate risk management by combining concepts, tools, and techniques from finance and related disciplines such as economics and statistics. It discusses the identification, measurement, and management of risk from both personal and corporate perspectives. Topics covered include how to characterize and measure risks, compare and price risk, evaluate the effects that risk has upon stakeholder incentives and firm value, etc.

#### FINA 3330 International Finance

Prerequisite(s): FINA 3320 and ECON 2311

A study of the theories and practices of international trade and finance, direction and composition of world trade, institutions for facilitating trade, international payments, capital movement, exchange rates. (Offered also as ECON 3330.)

#### FINA 4307 Investment Principles

Prerequisite(s): FINA 3320 and ECON 2311

An introductory investment course designed to teach students how to make investment decisions. It helps prepare students become investment professionals and financial planners. It analyzes different types of investment products and discusses the characteristics of different kinds of investors for purposes of developing an effective investment policy. Topics include debt

securities, equity securities, derivative securities, security analysis, and portfolio management. The course provides the first good step for those students who are interested in obtaining the CFP (Certified Financial Planner) certification or the CFA (Chartered Financial Analyst) charter.

#### FINA 4318 Corporate Financial Management

Prerequisite(s): FINA 3320 and ECON 2311

This course will examine the theories and practice of corporate finance and provide practical solutions to the problems faced by financial managers and analysts. This course will demonstrate the problems of utilizing financial decision making tools under uncertainty, establish a framework for the analysis of financial problems, and illustrate the breadth of financial decision making.

#### FINA 4322 Options and Futures

Prerequisite(s): FINA 4307

The objective of this course is to give students an understanding of the wide range of derivative financial securities, including options and futures, and better prepare them for the types of careers available in today's complex financial world. Students will learn how these securities are priced and used in risk management and speculative strategies by individuals and companies.

#### FINA 4330 Financial Analysis and Modeling

Prerequisite(s): FINA 3320 and ECON 2311

This course will introduce students to the fundamentals of financial modeling using the theories, concepts, and tools covered in FINA 3310, Corporate Finance, and FINA 4318, Corporate Financial Management. Extensive application of spreadsheet models incorporating real life financial data is used to familiarize students with the methodology in financial analysis and financial decision-making. Specific emphasis is on the interpretation of financial statements and their forecasts in support of planning, budgeting, and asset, as well as corporate, valuation objectives.

#### FINA 4381 Special Topics/Independent Study

Prerequisite(s): Approval of the Dean of the Dunham College of Business

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### FINA 5260 Principles of Finance

Prerequisite(s): None

An introduction to the basic theory and tools of financial management. Topics include financial statement analysis, risk and return, time value of money, and security valuation.

#### FINA 6330 Financial Management

Prerequisite(s): ACCT 6352 and MGMT 5260 and FINA 5260

Application of current financial analysis techniques within the firm. Topics covered include capital budgeting techniques, investment analysis, capital structure decisions, financial planning, and working capital management. The course includes review of multinational or global corporations and multinational versus domestic financial management. This course also looks at business ethics and social responsibility by firms, including agency problem, management compensation, and executive stock options. Legal aspects are considered throughout the course and involve Securities and Exchange Commission (SEC), bankruptcy, reorganizations, liquidation proceedings, initial offerings (IPO's) and mergers, leveraged buyouts (LBO's), divestitures, and holding companies. Graduate Business programs only.

#### FINA 6332 Investments

Prerequisite(s): FINA 6330

A detailed analysis of the types of investment media integrated with the basic concepts of portfolio selection, diversification, and risk management. Sophisticated investment techniques and strategy will be utilized. Graduate Business programs only.

#### FINA 6333 International Finance

Prerequisite(s): ACCT 6352 and MGMT 5260 and FINA 5260

Studies of the factors that influence international financial decision making and the institutions and instruments that facilitate international trade and investment. Includes the international payments system, foreign exchange rates, and international capital movements. Graduate Business programs only.

#### FINA 6335 Risk Management

Prerequisite(s): FINA 6330

Decision-making under uncertainty and the management of risk by corporations, recognizing the relationship between risk management and the overall goals of the firm. Emphasis is placed upon the identification, measurement and management of



corporate risks. Risk exposures due to complex financial structures are also covered in this course. Graduate Business programs only.

#### FINA 6359 Healthcare Finance

Prerequisite(s): FINA 6330

Corequisite(s): None

This course emphasizes financial management and financial operations theory, principles, and concepts as they relate to healthcare organizational decision-making and accountability. Students will apply current leadership principles to analyze healthcare delivery and financing challenges, assess customer base and facility mission to effectively manage and allocate human, financial and information resources in health organizations, and analyze health data to make data driven decisions in organizational policy and procedure.

## Freshman Year Seminar (FYS) Course Descriptions

#### FYS 1300 Freshman Year Seminar

Prerequisite(s): None

The ultimate purpose of college is student learning. The purpose of the first-year seminar is to help the new student begin exploring how to make his or her education, both in and out of the classroom, relevant and meaningful. Emphasis is on assisting the student in becoming aware of the spectrum of learning opportunities at this university, directing the student to the academic, social, cultural, recreational, and spiritual resources and opportunities to the university and teaching the new student how to effectively utilize and take part in these as a new member of the university community.

## Government (GOVT) Course Descriptions

#### GOVT 2313 American and Texas Government

Prerequisite(s): None

A survey of the structure and operation of the national and Texas governments. This course is required for certification to teach in the public schools of Texas.

#### GOVT 2343 Public Policy

Prerequisite(s): None

This course will examine policy issues at the national level including crime, welfare, healthcare, the environment, taxation, immigration, defense, and education. The course will not only emphasize policy content, but also will focus upon the policy process, the influence of various political personalities on shaping public policy, and policy evaluation.

#### GOVT 2350 Introduction to Criminal Justice

Prerequisite(s): None

This course is designed to provide an introduction into criminal justice. It will improve one's basic understanding of crime and the criminal justice systems and familiarize one with the key concepts and terminology utilized in the field by discussing the role of the core elements: police, courts, and corrections. It will force students to examine individual rights protected by the constitution and balance them against a community's need for public safety and public order. It highlights the complexities of the criminal justice discipline and encourages students to think critically and employ ethical reasoning by presenting real-life examples faced by criminal justice practitioners and asking the student to balance values, criminal procedures, and the law when coming up with solutions.

#### GOVT 3340 Legal Aspects of Criminal Justice

Prerequisite(s): None

This course is designed to provide an in-depth look into the aspects of law which are relevant to and essential for a better understanding of the criminal justice system and its related processes. Laws that govern policing are primarily based upon the United States Constitution, United States Supreme Court decisions, and statutes passed by the United States Congress and state legislatures. This course focuses on these sources but will present the material in a format and in language designed to meet the needs and interests of non-lawyers while preserving the meaning and content of the law as interpreted by the courts. This class will force students to examine individual rights protected by the constitution and balance them against a community's need for public safety and public order. It highlights the complexities of the criminal justice discipline and encourages students to think critically and employ ethical reasoning by presenting real-life examples faced by criminal justice practitioners and asking the student to balance values, criminal procedures, and the law when coming up with solutions.

#### GOVT 3341 Ethics, Crime, and Criminal Justice

Prerequisite(s): None

This course is designed to provide a comprehensive study of ethics, crime, and criminal justice by exploring different themes and issues, including concepts such as good vs. evil, right vs. wrong, duty, obligation, virtue, freedom, rationality, and free will. The themes that ethics explores underlie many circumstances we routinely confront as individuals, groups, organizations, communities, and cultures. Ultimately, if the criminal justice aim of ethics is realized, the student will be equipped to adopt more informed beliefs, to make better decisions, to undertake healthier actions, to be a better citizen, and consequently, to live a more rewarding and fulfilling life in the United States or any country on earth. The study into criminal justice ethics concludes by discussing why faith matters and how it could matter more.

#### GOVT 3342 Foundations of Criminal Law

Prerequisite(s): None

The course will focus on introducing students to the substantive criminal law and the criminal justice system. The course will include a treatment of the origin of laws, the penal code, the definition of law and crime, general principles of criminal responsibility, elements of major crimes, punishments, conditions or circumstances which may excuse one from criminal responsibility or mitigate punishment, and introduce students to the court system. Although the course will familiarize students with federal criminal law, the main emphasis will be on the penal laws of Texas (Texas Penal Code).

#### GOVT 3344 The American Court System

Prerequisite(s): None

Survey of state and federal court systems, the U.S. Supreme Court, introduction to civil and criminal law, the role of lawyers, judges, and juries in the American court system. This course is basic to pre-law.

#### GOVT 3345 Ancient and Medieval Political Thought

Prerequisite(s): None

An examination of classic dilemmas and recurrent problems in political theory and how they are dealt with by ancient Greek, Roman, and feudal thinkers. This course will focus on the original writings of philosophers who have made a substantial contribution to political theory, from Plato to Machiavelli.

#### GOVT 3348 American Political Thought

Prerequisite(s): None

This course covers American political thought from the colonial experience, the Revolution, the drafting of the Constitution, the Civil War, the Civil Rights movement, to the present - an analysis of ideas that shaped the American political system.

#### GOVT 3353 Contemporary Political Thought

Prerequisite(s): None

A study of the major political doctrines of the present day, with primary emphasis upon Marxism, Fascism, and the doctrines of the modern democratic state.

#### GOVT 3374 The United States Congress

Prerequisite(s): None

An analysis of the institutional behavior, procedures, and organization of Congress. Special attention paid to the roles of representatives, senators, lobbyists, and the legislative process.

#### GOVT 3384 The Presidency

Prerequisite(s): None

Analysis of the nation's chief executive, including the origins of the office, electoral process, powers and duties of the office, organization and staffing of the White House, and influence on national and world politics.

#### GOVT 3387 Campaigns and Elections

Prerequisite(s): None

Corequisite(s): None

An analysis of the American electoral system and political campaigns. This course focuses on political parties, campaign strategy, the electoral process, public opinion, and voter turnout.

#### GOVT 3390 Law and Justice: Great Trials of the Western Legal Tradition

Prerequisite(s): None

An analysis of the great trials that shaped the Western legal tradition, from ancient Athens to contemporary America. This course focuses on the formation and justification of three principles of justice (reason, autonomy, and consent) which define the

natural law jurisprudence underlying the legal and governmental institutions of England and the United States. This course also examines the horrific consequences of abandoning these principles of justice in three 20th century legal systems: The Soviet Union, Nazi Germany, and the United States.

#### GOVT 3394 Law and Religion in the United States

Prerequisite(s): None

This course provides the historical background for the development of the separation of church and state and the subsequent development of secularism. Law and religion is designed to teach students to think in sophisticated ways about religious liberty and the interaction of religion and politics.

#### GOVT 3395 Comparative Politics

Prerequisite(s): None

Corequisite(s): None

This course explores the purpose and function of government from both theoretical and applied perspectives. Students will read various foundational theories of government, understand different ways in which governments can be designed and implemented, and examine the working governments of countries other than the United States.

#### GOVT 4310 Jurisprudence, Law, and Legal Theory

Prerequisite(s): None

This course presents an introduction to jurisprudence. It surveys (1) the rudiments of the common law system, (2) the existence conditions (essential elements) of law, and (3) what determines the legal validity (enforceability) of law. These issues necessarily involve a number of fundamental philosophical issues, including: 1) the appropriate relationship between law and morality, 2) the appropriate relationship of the individual to the state, and the appropriate limits and boundaries of governmental coercion, 3) the nature of justice, and the principles of reason, autonomy, and consent, 4) the relationship between individual liberty and the protection of property, freedom of expression, and freedom of religious belief and practice., 5) the appropriate limits and boundaries of judicial discretion, and 6) constitutional interpretation. The course also addresses important substantive issues of tort law, property law, contract law, and constitutional law. The course concludes by examining the recent emergence of "the economic approach to law," a judicial philosophy that evaluates the morality of law by its ability to generate profits. (This course will be included in the Political Theory Option of the degree plan.)

#### GOVT 4313 Constitutional Law

Prerequisite(s): None

Constitutional Law I focuses on the Bill of Rights (Amendments I through X) and the "Civil War Amendments" (Amendments XIII through XV). The course focuses on the historical events that led to the adoption of each Amendment and the major United States Supreme Court cases interpreting and applying each Amendment. This course focuses on the Constitution's guarantees of political liberty, the Constitution's requirements in criminal procedure, and the United States Supreme Court's expansion of federal power over private and state action through "substantive due process" and "incorporation" under Amendment XIV.

#### GOVT 4314 Constitutional Law II

Prerequisite(s): None

This course is a continuation of the study of judicial review, the political role of the courts, American federalism, the jurisdiction of and the limitations of the judicial branch, the power of taxation, the commerce power, the substantive and procedural rights of the individual, and the powers of the President that began in GOVT 4313, Constitutional Law I. Students will explore each of these dimensions of constitutional law in more depth and learn to analyze and evaluate current legislation and legal decisions of the legislative and judicial branches of government.

#### GOVT 4333 United States Foreign Policy

Prerequisite(s): None

A survey of the foundation of foreign policy and the major diplomatic developments from the founding period to the present. Emphasis will be placed on the means and methods by which United States foreign policy is formulated and executed.

#### GOVT 4343 Intelligence and National Security

Prerequisite(s): None

An analysis of the role played by the American intelligence community (CIA, NSA, DIA, etc.) in the assessment and realization of U.S. national security interests, with special attention to methods, duties, and prerogatives of the various agencies that make up the intelligence community.

#### GOVT 4353 International Relations

Prerequisite(s): None

A survey of contemporary international political conditions. Along with the analysis of the forces and pressures behind contemporary events, the principles, origin, and development of international law and international organizations will be given consideration.

#### GOVT 4363 Political Economy of Latin America: Revolutions, Reform, and Resistance

Prerequisite(s): None

This course explores the political dynamics involved in economic decision-making and action in contemporary Latin America. In examining the relationship between politics and economics in the region, the course will focus on issues of dependency and development, neo-liberalism, authoritarian rule and transition to democracy, and religious and social mobilization in revolution.

#### GOVT 4381 Special Topics/Independent Study

Prerequisite(s): Permission of the instructor and dean of the college/school.

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### GOVT 4383 Internship in Political Science

Prerequisite(s): Permission of Instructor

Directed work experience in a variety of public and private organizations. The primary objective of this course is to provide students with opportunities to apply what they have learned in class in a career-oriented setting. Also provides students with the opportunity to attain applied research experience and develop analytic skills.

#### GOVT 4392 Independent Research Project

Prerequisite(s): Permission of the instructor

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Greek (GREK) Course Descriptions

#### GREK 2312 Greek Grammar I

Prerequisite(s): None

An introduction to the forms, vocabulary, and grammatical usage of the Koine Greek, designed to give the student the tools necessary for translation and analysis of the Greek New Testament.

#### GREK 2322 Greek Grammar

Prerequisite(s): GREK 2312

A continuation of GREK 2312. An introduction to additional forms, vocabulary, and grammatical usage of Koine Greek designed to give the student the skills necessary for translation and analysis of the Greek New Testament.

#### GREK 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### GREK 3311 Greek Reading and Syntax

Prerequisite(s): GREK 2312 and GREK 2322

An intermediate study of Greek syntax with application to the translation and analysis of the Greek New Testament.

#### GREK 4320 Synoptic Gospels

Prerequisite(s): GREK 2312, 2322, 3311

Co-requisite(s): None

GREK 4320 The Synoptic Gospels covers advanced study of biblical Greek through translation of the Greek text of the Synoptic Gospels. This course may be taken up to three times for credit if content differs.

#### GREK 4325 Johannine Literature

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4325 Johannine Literature covers advanced study of biblical Greek through translation of the Greek text of the Johannine Literature.

**GREK 4330 Acts I**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4330 Acts I covers advanced study of biblical Greek through translation of the Greek text of the Acts of the Apostles chapters 1-14.

**GREK 4331 Acts II**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4331 Acts II covers advanced study of biblical Greek through translation of the Greek text of the Acts of the Apostles chapters 15-28.

**GREK 4335 Pauline Epistles**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4335 Pauline Epistles covers advanced study of biblical Greek through translation of the Greek text of the Pauline Epistles. This course may be taken up to three times for credit if content differs.

**GREK 4340 Revelation**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4340 Revelation covers advanced study of biblical Greek through translation of the Greek text of the book of Revelation.

**GREK 4345 Septuagint**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4345 Septuagint covers advanced study of biblical Greek through translation of the Greek text of the Septuagint.

**GREK 4350 Apostolic Fathers**

Prerequisite(s): GREK 2312, 2322, 3311

Corequisite(s): None

GREK 4350 Apostolic Fathers covers advanced study of biblical Greek through translation of the Greek text of the Apostolic Fathers.

**GREK 4352 Directed Studies in Greek**

Prerequisite(s): GREK 2312 and GREK 2322 and GREK 3311 and GREK 4351

Advanced study of Greek literature of the Koine period. This course may not be repeated more than twice.

**GREK 5301 Greek I**

Prerequisite(s): None

Greek I is a study of Koine Greek grammar and syntax for reading the Greek New Testament and selected extrabiblical literature.

**GREK 5302 Greek II**

Prerequisite(s): GREK 5301

Greek II is an advanced study of Koine Greek grammar and syntax for reading and exegesis of the Greek New Testament and other selected literature.

**GREK 6301 Intermediate Greek**

Prerequisite(s): GREK 2312 and GREK 2322 or GREK 5301 and GREK 5302

Introductory studies in Greek grammar and syntax of select literature of the Koine period.

**GREK 6320 Synoptic Gospels**

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6320 The Synoptic Gospels covers advanced study of biblical Greek through translation of the Greek text of the Synoptic Gospels. This course may be taken up to three times for credit if content differs.

#### GREK 6325 Johannine Literature

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6325 Johannine Literature covers advanced study of biblical Greek through translation of the Greek text of the Johannine Literature.

#### GREK 6330 Acts I

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6330 Acts I covers advanced study of biblical Greek through translation of the Greek text of the Acts of the Apostles chapters 1-14.

#### GREK 6331 Acts II

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6331 Acts II covers advanced study of biblical Greek through translation of the Greek text of the Acts of the Apostles chapters 15-28

#### GREK 6335 Pauline Epistles

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6335 Pauline Epistles covers advanced study of biblical Greek through translation of the Greek text of the Pauline Epistles. This course may be taken up to three times for credit if content differs.

#### GREK 6340 Revelation

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6340 Revelation covers advanced study of biblical Greek through translation of the Greek text of the book of Revelation.

#### GREK 6345 Septuagint

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6345 Septuagint covers advanced study of biblical Greek through translation of the Greek text of the Septuagint.

#### GREK 6350 Apostolic Fathers

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Corequisite(s): None

GREK 6350 Apostolic Fathers covers advanced study of biblical Greek through translation of the Greek text of the Apostolic Fathers.

#### GREK 6352 Advanced Directed Studies in Greek

Prerequisite(s): (GREK 2312 and GREK 2322 and (GREK 3311 or GREK 6301)) or GREK 5301 and GREK 5302 and GREK 6301

Advanced studies in Greek grammar, syntax, linguistic approaches, and/or text critical theories with application to literature of the Koine Period. Course may be repeated as course content differs.

## Hebrew (HEBR) Course Descriptions

#### HEBR 2312 Hebrew Grammar I

Prerequisite(s): None

An introduction to the forms, vocabulary, and grammatical usage of biblical Hebrew designed to give the student the skills necessary for the translation and analysis of the Hebrew Bible.

#### HEBR 2322 Hebrew Grammar II

Prerequisite(s): HEBR 2312

A continuation of HEBR 2312. An introduction to additional forms, vocabulary, and grammatical usage of biblical Hebrew designed to give the student the skills necessary for the translation and analysis of the Hebrew Bible.

#### HEBR 3311 Hebrew Reading and Syntax I

Prerequisite(s): HEBR 2312 and HEBR 2322

An intermediate study of Hebrew syntax with application to the translation and analysis of selected portions of the Hebrew Bible and/or Second Temple literature.

#### HEBR 4351 Hebrew Reading and Syntax II

Prerequisite(s): HEBR 2312 and HEBR 2322

Advanced study of Hebrew syntax with application to the translation of selected portions of the Hebrew Bible and/or Second Temple literature.

#### HEBR 4352 Directed Studies in Hebrew

Prerequisite(s): HEBR 3311 and HEBR 4351

Advanced study of the Hebrew Bible and/or selected Second Temple literature. This course may not be repeated more than twice.

#### HEBR 4393 Senior Seminar

Prerequisite(s): HEBR 2312 and HEBR 2322 and HEBR 3311 and HEBR 4351

Directed studies in the Hebrew Bible and other Second Temple literature.

#### HEBR 5301 Hebrew I

Prerequisite(s): None

Hebrew I is a study of Hebrew grammar and syntax for reading the Hebrew Bible and other Second Temple literature.

#### HEBR 5302 Hebrew II

Prerequisite(s): HEBR 5301

Hebrew II is an advanced study of Hebrew grammar and syntax for reading the Hebrew Bible and other Second Temple literature.

#### HEBR 6301 Intermediate Hebrew

Prerequisite(s): HEBR 2312 and HEBR 2313 or HEBR 5301 and HEBR 5302

Introductory studies in Hebrew grammar and syntax of select literature of the Hebrew Bible and/or Second Temple period.

#### HEBR 6320 Pentateuch

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Pentateuch. This course may be taken up to three times for credit if course content differs.

#### HEBR 6325 Historical Books

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Historical Books. This course may be taken up to three times for credit if course content differs.

#### HEBR 6330 Psalms

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Psalms. This course may be taken up to three times for credit if course content differs.

#### HEBR 6335 Wisdom Literature

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Wisdom Literature. This course may be taken up to three times for credit if course content differs.

#### HEBR 6340 Major Prophets

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Major Prophets. This course may be taken up to three times for credit if course content differs.

#### HEBR 6345 Minor Prophets

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Minor Prophets. This course may be taken up to three times for credit if course content differs.

#### HEBR 6352 Advanced Directed Studies in Hebrew

Prerequisite(s): (HEBR 2312 and HEBR 2322 and (HEBR 3311 or HEBR 6301)) or HEBR 5301 and HEBR 5302 and HEBR 6301

Corequisite(s): None

Advanced studies in Hebrew grammar, syntax, linguistic approaches, and/or text critical theories with application to literature of the Hebrew Bible and/or Second Temple literature. Course may be repeated as course content differs.

## Higher Education (HIED) Course Descriptions

#### HIED 5301 History and Philosophy of Higher Education

Prerequisite(s): None

This course examines the development of American higher education against the background of influential social, political, economic, and intellectual issues.

#### HIED 5302 College and University Administration

Prerequisite(s): None

An introduction of the various types of institutions of higher education, their organization and roles on a national scope. The principal administrative functions, including faculty personnel, business management, public relations, and the liaisons of student personnel with other administrative functions will be discussed.

#### HIED 5303 Legal Aspects and Finance in Higher Education

Prerequisite(s): None

This course analyzes case law on issues of access, student rights, employment, church and state, private sector, liability, academic freedom, and civil rights. Additionally, this course examines revenue, fund-raising and development, types of expenditures, tuition and financial aid policies, budgeting and accounting practices.

#### HIED 5304 Introduction to Student Affairs Work

Prerequisite(s): None

An introduction to the basic functions and professional issues in student affairs work. Relevant concepts of administration, enrollment management, student development theory, and spiritual development are introduced. The functions of and relationships between various student services departments are also discussed.

#### HIED 5305 Christian Colleges and Universities

Prerequisite(s): None



This course examines the most salient aspects of Christian colleges and universities. Specifically, students will have the opportunity to ascertain the distinctiveness of member institutions of the Christian College Collation (CCCU) and the International Association of Baptist Colleges and Universities (IABCU).

HIED 5306 Practicum in Higher Education

Prerequisite(s): None

Practical application of learning and skills developed during coursework by serving in a particular higher education department/office. This is to be completed toward the end of the student's program of study.

## History (HIST) Course Descriptions

HIST 2311 Western Civilization I

Prerequisite(s): None

A survey of Western Civilization from the Ancient World to the end of the Middle Ages in Europe.

HIST 2312 Western Civilization II

Prerequisite(s): None

A survey of Western Civilization from the Renaissance and Reformation to the present.

HIST 2313 U.S. History to 1877

Prerequisite(s): None

A survey of American history from its origins to the close of Reconstruction.

HIST 2323 U.S. History from 1877

Prerequisite(s): None

A survey of American history from the close of Reconstruction to the present.

HIST 3311 American Religious History

Prerequisite(s): None

This course covers the history of American religion from the pre-contact period to the present.

HIST 3313 Colonial America

Prerequisite(s): None

This course covers the history of colonial North America, from the first European settlements in the sixteenth century to the end of Spanish rule in northern New Spain in 1821. The primary focus is on the regions that later become part of the United States.

HIST 3314 Revolutionary and Early National America

Prerequisite(s): None

A study of the causes and consequences of the American Revolution and the development of the United States between 1763 and 1789.

HIST 3323 Civil War and Reconstruction

Prerequisite(s): None

A study of the rise of sectionalism, the abolition crusade, the secession crisis, United States versus Confederate States, aftermath of the war, reconstruction, economic and social consequences of the war, and emergence of a New South.

HIST 3333 History of Texas

Prerequisite(s): None

A survey course from the period of exploration and early colonization to the present. It includes the struggle for independence, the Civil War in Texas, and the growth of the state into an industrialized, urbanized society.

HIST 3354 History of Britain I - To 1688

Prerequisite(s): None

This class focuses on the origins and development of the political, social, and cultural institutions in the British Isles and extends from the Roman era to 1688.

HIST 3364 History of Britain II - From 1688

Prerequisite(s): None

This class focuses on the development of the political, social, and cultural institutions in the British Isles from the Glorious Revolution to the present.

#### HIST 3375 Great Texts in History

Prerequisite(s): None

This course introduces students to a variety of ideas, methods, and texts, and the kinds of genres and sources that compose historical studies. Emphasis is placed on the Great Books of the Western Tradition and other key historical texts that are important to the discipline. Students may repeat this course with each new concentration of focus, in consultation with their advisor and with the professor's permission.

#### HIST 3380 Blood & Fire: Religion, Science, and Medicine, 1000-1700

Prerequisite(s): None

This course explores the changes in natural philosophy and scientific thought in Christian Europe and the Muslim world during the medieval and early modern periods, as well as the role of religion in these changes. Particular emphasis is placed on advances in medicine and physics as well as the transition from a medieval to modern view of science.

#### HIST 3388 Comparative World Civilizations

Prerequisite(s): None

This course focuses on major world civilizations from ancient times to the present.

#### HIST 3396 Early Modern Europe: 1400-1815

Prerequisites: None

This course examines the political, social, and cultural events in Europe from the Renaissance and Reformation through the Age of Napoleon.

#### HIST 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HIST 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HIST 4310 The Medieval World

Prerequisite(s): None

This course examines the political, social, religious, and cultural history of Europe from the Carolingian Empire to the birth of the Renaissance. Topics include the formation of medieval states, the Crusades, and the Roman Catholic Church.

#### HIST 4311 Renaissance and Reformation

Prerequisite(s): None

This course examines the European cultural, religious, and social transformations that occurred between 1350 and 1650--transformations known as the Renaissance and Reformation.

#### HIST 4330 United States Legal History

Prerequisite(s): None

This course provides an introduction to the history of American law from the Declaration of Independence in 1776 to the establishment of women's suffrage in 1920.

#### HIST 4340 Unborn Life in the Western Tradition and American History

Prerequisite(s): None

This course explores the history of American ideas and practices regarding unborn human life within the context of the philosophical and religious traditions of the West.

#### HIST 4357 American Experience in Vietnam

Prerequisite(s): None

A study of the American military experience in Vietnam, 1950-1975.

#### HIST 4373 Studies in British History

Prerequisite(s): None

An advanced study of special problems or periods in British history, examined through lectures, discussions, and presentations, in one of the following periods: (a) Tudor-Stuart England, (b) Victorian Britain, (c) the British Empire, (d) Modern Britain.

#### HIST 4380 The Making of Modern America

Prerequisite(s): None

Corequisite(s): None

An advanced study of the long Progressive Era (1870-1917) as the formative stage of modern America.

#### HIST 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HIST 4382 The Greek World

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: HIST 3377

This course introduces students to the world of Ancient Greece. The goals of the course are to read the foundational texts of the Archaic, Classical, and Hellenistic periods, to place them in their historical, philosophical, and archaeological contexts, and to consider their impact on western civilization. Authors read in this class may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Thucydides.

#### HIST 4383 Internship in History

Prerequisite(s): Permission of the Instructor

Directed work experience in a variety of public and private organizations. The primary objective of this course is to provide students with opportunities to apply what they have learned in class in a career-oriented setting. Also provides students with the opportunity to attain applied research experience and develop analytic skills.

#### HIST 4384 The Roman World

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: HIST 3378

This course introduces students to the world of Ancient Rome. The goals of the course are to read the foundational texts of the Republican and Imperial periods, to place them in their historical, philosophical, and archaeological contexts, to understand the interrelationship between the Greek and Roman worlds, to discuss the emergence of Christianity in its classical context, and to consider the impact of Ancient Rome on western civilization. Authors read in this class may include Vergil, Cicero, Lucretius, Horace, Plautus, Terrence, Suetonius, Tacitus, and Pliny.

#### HIST 4388 THE American South in the Atlantic World, 1400 – 1888

Prerequisite(s): None

Corequisite(s): None

This course covers the American South from the pre-contact period to 1888, with an emphasis on social, cultural, and intellectual history. The course will examine the cosmopolitan character of the South in the international context of the Atlantic World.

#### HIST 4389 Augustine and His World

Prerequisite(s): None

Corequisite(s): None

This course examines the life and writings of Augustine of Hippo. Special attention is given to his theological and philosophical contributions to western thought, as well as the importance of his political theories to subsequent history. The course places Augustine within his social context and examines the roles he played in the religious and political upheavals of the late Roman Empire.

#### HIST 4392 Independent Research Projects and Directed Readings

Prerequisite(s): None

A research intensive capstone history course involving important historical terminology, source materials, documentation formats, historiography, and investigative methodologies, with a rigorous emphasis on the analytical proficiencies and advanced writing techniques used by historians.

#### HIST 5310 Readings in European History

Prerequisite(s): None

Corequisite(s): None

This course provides directed readings in selected areas of European history to introduce students to the themes, concepts, and historiographical trends in European history. This course may be taken up to three (3) times for course credit.

#### HIST 5320 Readings in American History

Prerequisite(s): None

Corequisite(s): None

This course provides directed readings in selected areas of U.S. history to introduce students to the themes, concepts, and historiographical trends in U.S. history. This course may be taken up to three (3) times for course credit.

#### HIST 5330 History of Christianity

Prerequisite(s): None

Corequisite(s): None

In this course, the student will study the history of Christianity in the ancient, medieval, and modern periods. Although the primary focus will be on the development of Western (Latin) Christianity, some consideration will be given to Byzantine (Eastern) Christendom as well as the spread of Christianity throughout the third world. In addition to the basic content of the history of Christianity, attention will be given to the application of a critical historiography in the interpretation of events and movements.

#### HIST 5381 Special Topics/Independent Study

Prerequisite(s): None

Corequisite(s): None

Topics are selected on the basis of student need and academic qualifications of staff. If regular classes are not conducted, a minimum of 30 hours of work for each hour of credit must be included.

#### HIST 5382 The Greek World

Prerequisite(s): None

Corequisite(s): None

This course introduces students to the world of Ancient Greece. The goals of the course are to read the foundational texts of the Archaic, Classical, and Hellenistic periods, to place them in their historical, philosophical, and archaeological contexts, and to consider their impact on western civilization. Authors read in this class may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Thucydides.

#### HIST 5383 The Roman World

Prerequisite(s): None

Corequisite(s): None

This course introduces students to the world of Ancient Rome. The goals of the course are to read the foundational texts of the Republican and Imperial periods, to place them in their historical, philosophical, and archaeological contexts, to understand the interrelationship between the Greek and Roman worlds, to discuss the emergence of Christianity in its classical context, and to consider the impact of Ancient Rome on western civilization. Authors read in this class may include Vergil, Cicero, Lucretius, Horace, Plautus, Terrence, Suetonius, Tacitus, and Pliny.

#### HIST 5384 The Medieval World

Prerequisite(s): None

Corequisite(s): None

This course introduces students to the Medieval World. The goals of the course are to read the foundational texts of the Medieval period, to place them in their historical, philosophical, and architectural contexts, to understand the relationship between the Classical Antiquity and the emergence of Christian Europe, and to consider the impact of the Medieval period on western civilization. Authors read in this class may include Boethius, Augustine, Aquinas, Dante, Bede and Chaucer.

#### HIST 5385 The Renaissance and Reformation

Prerequisite(s): None

Corequisite(s): None

This course introduces students to the period of the Renaissance and Reformation. The goals of the course are to read the foundational texts of the Reformation period, to place them in their historical, philosophical, and religious contexts, to understand the relationship between the Classical Antiquity, the middle ages, and the emergence of early modern Europe, and

to consider the impact of the Renaissance and Reformation on western civilization. Authors read in this class may include Luther, Calvin, Machiavelli, Erasmus, Petrarch, Shakespeare, Milton, and Donne.

#### HIST 5386 The Enlightenment

Prerequisite(s): None

Corequisite(s): None

This course introduces students to the period of the Enlightenment. The goals of the course are to read the foundational texts of the Enlightenment period, to place them in their historical, philosophical, scientific and religious contexts, to understand the relationship between the Classical Antiquity, the scientific revolution, and the emergence of representative democracy, and to consider the impact of the Enlightenment on western civilization. Authors read in this class may include Locke, Hobbes, Pope, Swift, Austen, Voltaire, Rousseau and Kant.

#### HIST 5388 The American South in the Atlantic World, 1400-1888

Prerequisite(s): None

Corequisite(s): None

This course covers the American South from the pre-contact period to 1888, with an emphasis on social, cultural, and intellectual history. The course will examine the cosmopolitan character of the South in the international context of the Atlantic World.

#### HIST 5389 Augustine and His World

Prerequisite(s): None

Corequisite(s): None

This course examines the life and writings of Augustine of Hippo. Special attention is given to his theological and philosophical contributions to western thought, as well as the importance of his political theories to subsequent history. The course places Augustine within his social context and examines the roles he played in the religious and political upheavals of the late Roman Empire.

#### HIST 5399 Thesis

Prerequisite(s): Approval of research topic by supervisor

Corequisite(s): None

This course is for the research, writing, and defense of a thesis project that is supervised by a faculty member. This course may be taken for up to six hours of credit toward a degree.

#### HIST 6310 Unborn Life in the Western Tradition and American History

Prerequisite(s): None

Corequisite(s): None

Through a close study of great texts as well as individual scholarly research, this graduate-level course explores the history of ideas, attitudes, and practices regarding unborn life in the Western Tradition. The course pays special attention to American history as an expression of that tradition and to Christian reflection on the unborn from antiquity to the present.

#### HIST 6319 Revolutionary America in the Age of Enlightenment

Prerequisite(s): None

Corequisite(s): None

This course explores the ideas and events of the American revolutionary era, 1763-1789, against the backdrop of the Enlightenment.

#### HIST 6360 Philosophy of History

Prerequisite(s): None

Corequisite(s): None

This course explores topics in both substantive and critical philosophy of history. These topics may include the nature of historical explanation and narrative, the relation of history to other disciplines, and the way in which scholars have viewed historical progress. Of interest will be the way in which the Philosophy of History can inform our theological beliefs, and in particular, our understanding of the life of Christ.

## Honors College (HNRS) Course Descriptions

#### HNRS 1020 Honors Writing I

Prerequisite(s): Admission to the Honors College

Corequisite(s): Concurrent enrollment in HNRS 1710 and HNRS 1030

A course designed to teach the writing and rhetorical skills needed to complement HNRS 1710.

#### HNRS 1030 Honors Lecture I

Prerequisite(s): Admission to the Honors College

Corequisite(s): HNRS 1710 or HNRS 1610 or HNRS 1310

A lecture course designed to complement HNRS 1710, 1610, or 1310 by providing information on the texts and authors that students examine in HNRS 1710, 1610, or 1310.

#### HNRS 1050 Honors Writing II

Prerequisite(s): HNRS 1710

Corequisite(s): Concurrent enrollment in HNRS 1740 and HNRS 1060

A course designed to teach the writing and rhetorical skills needed to complement HNRS 1740.

#### HNRS 1060 Honors Lecture II

Prerequisite(s): HNRS 1710 or HNRS 1610 or HNRS 1310

Corequisite(s): HNRS 1740 or HNRS 1640

A lecture course designed to complement HNRS 1740 or 1640 by providing information on the texts and authors that students examine in HNRS 1740 or 1640.

#### HNRS 1310 Walking to Piraeus: The Ancient Greek World

Prerequisite(s): (HNRS 1323 OR ENGL 1323) AND majoring in COSC or CYEN or ELEN or IS

Corequisite(s): HNRS 1030

This course will explore the human intellectual tradition during the Classical Age. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 1313 Honors Composition I

Prerequisite(s): Admission to the Honors College AND majoring in COSC or CYEN or ELEN or IS

Corequisite(s): None

An introduction to the principles of composition and rhetoric accomplished through the writing of expository essays and through the study both of the principles of composition and of essays which employ specific rhetorical strategies. Students complete a research paper.

#### HNRS 1323 Honors Composition II

Prerequisite(s): HNRS 1313

Corequisite(s): None

An introduction to the principles of composition and rhetoric accomplished through the writing of expository essays and through the study both of the principles of composition and of essays which employ specific rhetorical strategies. HNRS 1323 is a continuation of the study of composition and rhetoric introduced in HNRS 1313. HNRS 1323 concentrates on the writing of expository, argumentative, and researched essays through the study of the principles of composition, of research, and of literary analysis. Students complete a research paper.

#### HNRS 1610 Walking to Piraeus: The Ancient Greek World

Prerequisite(s): (HNRS 1323 OR ENGL 1323) AND majoring in COSC or CYEN or ELEN or IS

Corequisite(s): HNRS 1030

This course will explore the human intellectual tradition during the Classical Age. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 1640 All Roads Lead to Rome: The Ancient Roman & Early Christian Worlds

Prerequisite(s): HNRS 1310 OR HNRS 1610

Corequisite(s): HNRS 1060

This course will explore the human intellectual tradition during the classical Roman period and the period of the early Christian church. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization, and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 1710 Walking to Piraeus: The Ancient Greek World

Prerequisite(s): Admission to the Honors College

Corequisite(s): Concurrent enrollment in HNRS 1020 and HNRS 1030

This course will explore the human intellectual tradition during the Classical Age. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world. (Also offered as ENGL 2710)

#### HNRS 1740 All Roads Lead to Rome: The Ancient Roman & Early Christian Worlds

Prerequisite(s): HNRS 1710

Corequisites(s): Concurrent enrollment in HNRS 1050 and HNRS 1060

This course will explore the human intellectual tradition during the classical Roman period and the period of the early Christian church. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization, and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 2020 Honors Writing III

Prerequisite(s): HNRS 1740

Corequisite(s): Concurrent enrollment in HNRS 2710 and HNRS 2030

A course designed to teach the writing and rhetorical skills needed to complement HNRS 2710.

#### HNRS 2030 Honors Lecture III

Prerequisite(s): HNRS 1740 or HNRS 1640

Corequisite(s): Concurrent enrollment in HNRS 2610 OR HNRS 2311 OR (HNRS 2020 AND HNRS 2710)

A lecture course designed to complement HNRS 2710, 2610, or 2311 by providing information on the texts and authors that students examine in HNRS 2710, 2610, or 2311.

#### HNRS 2050 Honors Writing IV

Prerequisite(s): HNRS 2710

Corequisite(s): Concurrent enrollment in HNRS 2740 and HNRS 2060

A course designed to teach the writing and rhetorical skills needed to complement HNRS 2740.

#### HNRS 2060 Honors Lecture IV

Prerequisite(s): HNRS 2311 OR HNRS 2610 OR HNRS 2710

Corequisite(s): HNRS 2640 OR (HNRS 2050 AND HNRS 2740)

A lecture course designed to complement HNRS 2740 or 2640 by providing information on the texts and authors that students examine in HNRS 2740 or 2640.

#### HNRS 2311 Faith, Reason & Romance: The Medieval & Renaissance Worlds

Prerequisite(s): HNRS 1640

Corequisite(s): HNRS 2030

This course will explore the human intellectual tradition during the Medieval and Renaissance periods. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 2610 Faith, Reason & Romance: The Medieval & Renaissance Worlds

Prerequisite(s): HNRS 1640

Corequisite(s): HNRS 2030

This course will explore the human intellectual tradition during the Medieval and Renaissance periods. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 2640 Enlightenment & Modernity: 1600–1900

Prerequisite(s): HNRS 2610 or HNRS 2311

Corequisite(s): HNRS 2060

This course will explore the human intellectual tradition during the Enlightenment and Modern periods. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 2710 Faith, Reason & Romance: The Medieval & Renaissance Worlds

Prerequisite(s): HNRS 1740

Corequisite(s): Concurrent enrollment in HNRS 2020 and HNRS 2030

This course will explore the human intellectual tradition during the medieval and Renaissance periods. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world. (Also offered as ENGL 2720)

#### HNRS 2740 Enlightenment & Modernity: 1600-1800

Prerequisite(s): HNRS 2710

Corequisite(s): Concurrent enrollment in HNRS 2050 and HNRS 2060

This course will explore the human intellectual tradition during the Enlightenment and Modern periods. Students will examine themes that underscore human experience during a particular period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 3020 Honors Writing VI

Prerequisite(s): HNRS 2740

Corequisite(s): Concurrent enrollment in HNRS 3710 and HNRS 3030

A course designed to teach the writing and rhetorical skills needed to complement HNRS 3710.

#### HNRS 3030 Honors Lecture V

Prerequisite(s): HNRS 2640 or HNRS 2740

Corequisite(s): HNRS 3710 or HNRS 3610

A lecture course designed to complement HNRS 3710 or 3610 by providing information on the texts and authors that students examine in HNRS 3710 or 3610.

#### HNRS 3050 Honors Writing I

Prerequisite(s): HNRS 3710

Corequisite(s): Concurrent enrollment in HNRS 3740 and HNRS 3060

A course designed to teach the writing and rhetorical skills needed to complement HNRS 3740.

#### HNRS 3060 Honors Lecture VI

Prerequisite(s): HNRS 3710 or HNRS 3610

Corequisites: Concurrent enrollment in HNRS 3740 or 3640

A lecture course designed to complement HNRS 3740 or 3640 by providing information on the texts and authors that students examine in HNRS 3740 or 3640.

#### HNRS 3130 Honors Science Readings

Prerequisite(s): Admission to the Honors College

Corequisite(s): None

This course is a reading course to complement the texts studied throughout the Honors College curriculum that address themes in the history of science. Students read texts in the history of science in order to understand the development of the scientific method.

#### HNRS 3135 Honors Laboratory

Prerequisite(s): Admission to the Honors College

Corequisite(s): None

This course is a laboratory course to supplement the texts studied throughout the Honors College curriculum that address themes in the history of science. Students recreate important experiments in the history of science in order to understand the development of the scientific method.

#### HNRS 3199 Special Topics/Independent Study

Prerequisite(s): Admission to the Honors College and permission of the Honors College director



Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 3299 Special Topics/Independent Study

Prerequisite(s): Admission to the Honors College and permission of the Honors College director

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 3300 Honors College Study Abroad

Prerequisite(s): Admission to the Honors College and permission of the Honors College director

This course will explore the human intellectual and artistic traditions of specific regions of the world. Students will examine themes that underscore human experience in a specific region from various academic perspectives. Students will gain a critical understanding of the artistic, literary, philosophical, historical, theological, and socio-cultural traditions that shape our world. Travel to the region of study will be a significant part of the course. The course may be repeated as course content differs.

#### HNRS 3399 Special Topics/Independent Study

Prerequisite(s): Admission to the Honors College and permission of the Honors College director

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 3610 The Last Two Hundred Years: 1800 to the Present

Prerequisite(s): HNRS 2640

Corequisite(s): HNRS 3030

This course will explore the human intellectual tradition during the last two hundred years. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 3640 The Story of Scripture: The Biblical Narrative from Genesis to Revelation

Prerequisite(s): HNRS 3610

Corequisite(s): HNRS 3060

This course will explore the biblical narrative from the beginning of the Old Testament to the end of the New Testament. Students will examine themes that underscore human experience recorded in the biblical text from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 3710 The Last Two Hundred Years: 1800 to the Present

Prerequisite(s): HNRS 2740

Corequisite(s): Concurrent enrollment in HNRS 3020 and HNRS 3030

This course will explore the human intellectual tradition during the last one hundred years. Students will examine themes that underscore human experience during a particular historical period from various academic perspectives. The themes may be chosen from leadership, war, race, ethics, globalization, community, and science. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 3740 The Story of Scripture: The Biblical Narrative from Genesis to Revelation

Prerequisite(s): HNRS 3710

Corequisite(s): Concurrent enrollment in HNRS 3050 and HNRS 3060

This course will explore the biblical narrative from the beginning of the Old Testament to the end of the New Testament. Students will examine themes that underscore human experience recorded in the biblical text. The themes may be chosen from leadership, war, race, ethics, globalization, and community. Students will gain a critical understanding of the literary, philosophical, historical, theological, and socio-cultural traditions that shape our world.

#### HNRS 4310 Special Topics/Independent Study

Prerequisite(s): HNRS 3740 or permission of the instructor

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 4320 Special Topics/Independent Study

Prerequisite(s): HNRS 3740 or permission of the instructor

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 4330 Special Topics/Independent Study

Prerequisite(s): HNRS 3740 or permission of the instructor

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 4340 Special Topics/Independent Study

Prerequisite(s): HNRS 3740 or permission of the instructor

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HNRS 4398 Senior Thesis

Prerequisite(s): HNRS 3740 or permission of the Honors College director

The Senior Thesis is a capstone learning experience in the Honors College. The thesis must be on an original topic, involve significant research and writing, and be defended orally upon its completion. A faculty advisor shall direct the research and writing project.

#### HNRS 4399 Senior Thesis

Prerequisite(s): HNRS 3740 or permission of the Honors College director

The Senior Thesis is a capstone learning experience in the Honors College. The thesis must be on an original topic, involve significant research and writing, and be defended orally upon its completion. A faculty advisor shall direct the research and writing project.

## Honors Program (HONR) Course Descriptions

#### HONR 4399 Senior Honors Thesis

Prerequisite(s): An approved prospectus

The Senior Honors Thesis is the capstone learning experience in the departmental honors program. The thesis must be at least 35 pages in length, include a one page abstract, be on an original topic, involve significant research, and must be defended orally upon its completion. A faculty thesis advisor shall direct the research and writing project.

## Human Services (HSRV) Course Descriptions

#### HSRV 7301 Mental Health and Communities

Prerequisites(s): none

Co-requisite(s): none

In this course students will explore and analyze the range of mental health services and how they interact in various community settings. Topics covered will include the history of mental disorders and the changes that have occurred in treatment over the last century. (3 credits)

#### HSRV 7302 Program Planning and Consultation in Mental Health

Prerequisite(s): None

Co-requisite(s): None

This course provides an overview of the program planning process and consultation services, administration, and program evaluation procedures for various agencies, hospitals, schools, churches, and related entities. Students will acquire skills in identifying and implementing effective facilitation approaches, negotiation, and advocacy action plans. (3 credits)

#### HSRV 7303 Policies, Economics, and Services in Mental Health

Prerequisite(s): None

Co-requisite(s): None

In this course students will analyze major policy issues and the economic impact on communities as it relates to mental health issues. Students will explore the access to mental health treatment and utilization patterns and use economic theory to predict changes in access and how they influence the design and implementation of mental health services and policies. (3 credits)

#### HSRV 7304 Multicultural Issues in Mental Health

Prerequisite(s): None

Co-requisite(s): None

This course is designed to examine the advanced scope of multicultural issues in mental health and communities. Exploring the systemic and community perspectives relevant to multicultural, diversity, and social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, religious, and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and issues of equity such as oppression, under represented, power, and privilege. (3 credits)

#### HSRV 7305 Community Mental Health Administration and Law

Prerequisite(s): None

Co-requisite(s): None

In this course students will discuss current trends and technology, and opportunities related to mental health management. This course will include topics such as mental health business and management, budget models, ethical business and marketing practices, billing, insurance, integrated behavioral healthcare models, Medicaid, Medicare, and HIPPA and FERPA compliances. (3 credits)

#### HSRV 7306 Trauma and Community Crisis

Prerequisite(s): None

Co-requisite(s): None

This course examines the nature and effects of crisis, trauma, and natural disasters on or within communities. Exploring and developing strategies and training to work with situational crisis and epidemics that affect schools, faith institutions, emergency care facilities, and communities at large. This course will examine human service delivery systems and guidelines for attending to the emotional and mental health needs of both disaster survivors and responders as well as counseling responses and interactions with national, religious, and governmental relief agencies such as FEMA and The American Red Cross. (3 credits)

## Humanities (HUM) Course descriptions

#### HUM 5301 The Trivium in the Western Tradition

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5301

This course explores the historical and practical importance of the Trivium as a fundamental part of teaching and learning. It incorporates the basic elements of the Western tradition and the liberal arts, focusing them around the disciplines of grammar, logic, and rhetoric.

#### HUM 5330 Cloak and Dagger – Spies in Fiction and Film

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5330

Spies appear in some of humankind's oldest stories; in modern culture, the spy is viewed as both hero and antihero. The moral and political ambiguities of espionage fiction are considered parables of the moral dilemmas of modern humankind.

#### HUM 5332 Old South: History & Literature

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5332

This course covers the Old South (American South) from the pre-contact period to the beginning of the Civil War, with an emphasis on social, cultural, and intellectual history and on literature. The course will focus particularly on eastern Texas and on the Gulf South as a distinctive region of the South.

#### HUM 5354 Law & Lawyers in Literature, Film, and Video

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5354

A study of the ways in which lawyers have been viewed in literature, cinema, and television.

#### HUM 5360 Mythology in Literature and Arts

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5360

This course provides an overview of the major myths, the archetypes based on those myths, and their use in literature and the arts. It emphasizes the Greco-Roman, Norse, and Celtic myths, but also covers other mythologies. Coverage will include major stories from the Old and New Testaments.

#### HUM 5381 Special Topics/Independent Study

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5381

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### HUM 5390 Western Culture and Human Experience I

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5390

This course is a core component of the MLA program and offers a broad overview of history, politics, art, and philosophy. HUM 5390 will cover the years from the time of classical Greece through the medieval period; HUM 5391 will cover the Renaissance, Reformation, and Early Modern period; HUM 5392 will cover from the French revolution through Modern times.

#### HUM 5391 Western Culture and Human Experience II

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5391

This course is a core component of the MLA program and offers a broad overview of history, politics, art, and philosophy. HUM 5390 will cover the years from the time of classical Greece through the medieval period; HUM 5391 will cover the Renaissance, Reformation, and Early Modern period; HUM 5392 will cover from the French revolution through Modern times.

#### HUM 5392 Western Culture and Human Experience III

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 5392

This course is a core component of the MLA program and offers a broad overview of history, politics, art, and philosophy. HUM 5390 will cover the years from the time of classical Greece through the medieval period; HUM 5391 will cover the Renaissance, Reformation, and Early Modern period; HUM 5392 will cover from the French revolution through Modern times.

#### HUM 5393 The Grandeur That Was Rome

Prerequisite(s): None

Corequisite(s): None

Through a vigorous dialogue with the Aeneid, the Metamorphoses, and The Divine Comedy, supplemented by lectures on ancient Roman and medieval history, religion, philosophy, and culture, students will enter in to the Great Conversation of the key Roman poets. The class will center on the perennial questions of life and will seek to gain true wisdom and virtue from a direct wrestling with those questions. Although Virgil and Ovid's epics will be assessed in terms of their own culture, they will also be studied as pre-Christian works that point ahead to the fuller revelation of Christ and the Bible and that find their culmination in Dante's fusion of Athens and Jerusalem.

#### HUM 5394 The Glory That Was Greece

Prerequisite(s): None

Corequisite(s): None

Through a vigorous dialogue with the Iliad, the Odyssey, and the tragedies of Aeschylus, Sophocles, and Euripides, supplemented by lectures on ancient Greek history, religion, philosophy, and culture, students will enter in to the Great Conversation that begins with the ancient Greeks. The class will center on the perennial questions of life and will seek to gain true wisdom and virtue from a direct wrestling with those questions. Although the works will be studied in terms of their own culture, they will also be studied as pre-Christian works that point ahead to the fuller revelation of Christ and the Bible.

#### HUM 6344 American Popular Culture

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6344

A study of the development and impact of the mass media and society with an emphasis on the 20th century. Materials to be studied include dime novels, pulp magazines, comic books, and paperback books as well as their relationships to other mass media, particularly radio, television, and motion pictures. Other aspects include the production, marketing and distribution of popular culture as well as the sociological and psychological implications.

HUM 6346 King Arthur in History and the Arts

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6346

This course examines the major literary, musical, and artistic works inspired by the legends of King Arthur and the Knights of the Round Table. The course will cover the historical roots of the legends, their use by major historians, and their influence on European and English literature.

HUM 6381 Special Topics/Independent Study

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6381

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

HUM 6397 Shakespeare: History and Film

Prerequisite(s): None

Corequisite(s): None

Course Equivalency: MLA 6397

The purpose of this course is to introduce students to William Shakespeare's plays about the Wars of the Roses; to examine those plays in the contexts of Shakespeare's era and our own; to analyze his use and misuse of his sources for dramatic and political purposes; and to study the major modern cinematic and televised adaptations of the plays.

## Interdisciplinary Courses (INDC) Course Descriptions

INDC 2333 American Heritage Destinations

Prerequisite(s): None

This course explores various historical and cultural aspects of the nation's heritage in three specific locations: Boston, Philadelphia, and Washington D.C. The first week of the course will be spent in preparation for an academically oriented field trip during the second week. Students may repeat this course for each NEW destination. Only offered during the May Fast Term.

INDC 3310 Essential Elements of Art

Prerequisite(s): Admission to the Educator Preparation Program

This course adds a concentrated focus on art education to an overview of fine arts history and education (including art, music and theatre). It explores the philosophy of preschool and elementary pedagogy based upon Discipline-based Art Education (DBAE) and Texas Essential Knowledge and Skills standards. Practical applications for integrating the arts into a cross-curriculum program are emphasized. (Offered also as ART 3310.)

INDC 3315 Cultural Craft for the Pre-Adolescent Student

Prerequisite(s): Admission to the HBU Educator Preparation Program

This course combines a basic multicultural study of classical and traditional craft and creative problems in three-dimensional media for teaching in the pre-adolescent (EC-6) classroom. (Offered also as ART 3315.)

INDC 3316 Cultural Craft for the Adolescent Student

Prerequisite(s): Admission to the HBU Educator Preparation Program

This course encourages expanded multicultural appreciation of classical and traditional craft and includes practical experience and preparation for teaching a variety of fiber arts, printmaking, bookbinding, mosaic and three-dimensional design in the adolescent (6-8 and 9-12) classroom. (Offered also as ART 3316.)

INDC 3320 Essential Elements of Music

Prerequisite(s): Admission to the Educator Preparation Program

This course adds a concentrated focus on music education to an overview of fine arts history and education (including art, music and theatre). It includes a study of the child voice, rote singing, development of rhythmic and melodic expression, directed listening, and music reading readiness. Basic materials including song text are studied, and simple percussion and melodic instruments are used in creative activities.

#### INDC 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### INDC 4100 Humanities Capstone Experience

Prerequisite(s): None

This course is a one-hour classroom and field-based learning experience constructed around student preparation for the next steps after graduation. Students will learn about effective communication, constructing essential documents, impression management during important social occasions, and how to present a best self during interviews and similar professional interactions. Included in the curriculum will be seminars with business and academic leaders who will be able to provide guidance and coaching. At the end of the capstone course, students will be better prepared professionally, socially, and spiritually to enter the next stage of their life.

#### INDC 4160 Wellness and Fitness for Children

Prerequisite(s): Admission to the Educator Preparation Program

This course prepares students to effectively teach health and P.E. in grades PK-6. In addition to PK-6 health content and methodology, it includes exploration of developmentally appropriate movement education methods for PK through grade 6 as well as ways to use movement activities to help children learn academic content areas other than health and P.E. (such as math, science, social studies and language arts).

#### INDC 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### INDC 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### INDC 4302 Multimedia Instructional Strategies

Prerequisite(s): None

This course is designed to develop skills necessary for today's educators in the development and integration of multimedia projects into their curriculum and to explore trends and issues in the use of multimedia tools for communication and instruction.

#### INDC 4319 Internet Resource Management

Prerequisite(s): None

Internet Resource Management is designed to allow participants to experience appropriate uses of technology as a learner, and thus better use technology in teaching and learning. The goal of this course is to provide a combination of hands-on and student-centered experiences that will assist in the management of Internet resources. These experiences will enable participants to search for information, share information, generate materials, and evaluate web-based instructional materials. Instructional strategies will focus on the acquisition, analysis, and synthesis of Internet resources that address appropriate educational needs.

#### INDC 4340 Social Studies for Pre-Adolescents

Prerequisite(s): EDUC 4301

This course provides an exploration of social studies content and skills as well as teaching/learning materials and strategies for developing content and skills at preschool through grade 6 levels. Essential knowledge and skills are emphasized. Field-based experiences and technology applications are required.

#### INDC 4350 Essential Elements of Science

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course provides an exploration of science content and skills, as well as teaching/learning materials and strategies for helping preschool through grade six students learn science. It includes an overview of the Texas Essential Knowledge and

Skills (TEKS) for science at these grade levels and exploration of discipline specific pedagogy and reading strategies. Technology applications are required.

#### INDC 4360 Essential Elements of Math

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311) and MATH 2302 and MATH 2303

This math methods course prepares prospective elementary and middle school teachers with knowledge of methods and materials needed to teach math effectively. EC-6 math content is briefly reviewed as students explore research validated ways to develop children's problem solving and reasoning abilities as well as their understanding and use of whole numbers, decimals and fractions. Active learning using models and inquiry is emphasized. Fieldwork in which students teach mathematics in an elementary or middle school is required.

#### INDC 4380 Essential Elements of Social Studies

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course is an introduction to theories, pedagogical considerations and current methodology, including technology integration, in the teaching of social studies to elementary age children. Students gain experience in applying this knowledge through instructional design projects and simulated teaching experiences. The course includes an overview of PK-8 social studies content including Texas history and world geography and an exploration of discipline specific reading strategies.

#### INDC 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### INDC 4385 Essential Elements of Fine Arts

Prerequisite(s): None

This course explores EC-6 fine arts content and methodology. It includes development of knowledge, skills and dispositions identified in the art, music and theatre Texas Essential Knowledge and Skills (TEKS) as well as ways to integrate fine arts into learning in other content areas.

#### INDC 4390 Advanced Elements of Social Studies

Prerequisite(s): Admission to the Educator Preparation Program and (EDUC 4301 or EDUC 4311)

This course provides an exploration of social studies content and skills. Social studies content will include World History, Geography, and Texas History. The course will introduce students to teaching/learning materials and strategies for developing concepts and skills for middle to high school students. Integration of technology and interactive learning are integral aspects of this course.

#### INDC 6330 Global Political Economy

Prerequisite(s): None

This course examines the interaction of politics and the economy at the global level. In particular, it evaluates how political and economic decisions of one country or groups of countries affect institutions and life circumstances in others and assesses the causes and consequences of globalization as rooted in political economy. Key topics include major conceptual frameworks for understanding the linkages between international politics and international economics, international monetary and financial relations, international trade, foreign investment and multinational enterprises, key international economic institutions such as the International Monetary Fund, World Trade Organization, and World Bank, the rise of the BRIC economics and the shift of global balance, and global economic governance. Graduate Business programs only.

#### INDC 6332 International Organizations

Prerequisite(s): None

As global corporations span national boundaries, they must interact with a large number of international organizations. This course examines the major international institutions that deal with crime, diplomacy, trade, finance, the environment, and human rights, and how these institutions both facilitate and constrain the activities of global corporations. Examples of such organizations are the United Nations, the World Bank and IMF, the World Trade Organization, the World Court, and others. This course deals with a wide variety of issues, including, but not limited to: theoretical frameworks of international organizations; the historical evolution of international organizations; the structure and governance of international organizations; classification of international organizations; and the functions and roles of individual international organizations. Graduate Business programs only.

# Information Systems (IS) Course Descriptions

## IS 3341 Information Technology Infrastructure

Prerequisite(s): COSC 1352

Corequisite(s): None

Hardware, software, networks, and other physical resources required to develop, test, deliver, monitor, control or support IT services; cloud-based IT assets.

## IS 4311 Project Management

Prerequisite(s): Senior Standing or consent of instructor

Corequisite(s): None

Information technology project planning, resource organization and controlling, overview of software engineering principles, principles of software management, planning, risk management and software cost estimation. Topics include defining the project, estimating schedules and costs, developing a plan, and managing risks. Students will gain working knowledge of current widely used project management methodologies and gain hands-on experience by working through real world case studies.

## IS 4341: Data and Information Management

Prerequisite(s): IS 3341 or consent of instructor

Corequisite(s): None

This course provides an introduction to the core concepts in data and information management. Topics may include coverage of basic database administration tasks and key concepts of data quality and data security. Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella.

## IS 4342: Cyber Human Systems

Prerequisite(s): COSC 3342

Corequisite(s): None

An interdisciplinary topic that requires the understanding of human interaction with computer systems as well as computer security and privacy. Topics may include human-computer-device interfaces, cloud and distributed computing, database development and management, and information assurance as well as the NIST Cybersecurity Framework standards, guidelines and best practices to manage cybersecurity risk. Impact of AI and machine learning.

# Kinesiology (KINE) Course Descriptions

## KINE 1310 Basic Health Assessment and Terminology

Prerequisite(s): None

This course is a study of the basic structure of medical terms, including prefixes, suffixes, roots, and general rules and guidelines. Emphasis is placed on pronunciation, spelling, and application of general rules for translation and composition of medical terms. Commonly used medical terms are presented for each body system. This course also provides the basic knowledge and skills necessary to obtain a detailed health assessment of individuals across the age continuum. Emphasis is placed on obtaining a systematic health history and physical exam using the techniques of inspection, palpation, percussion, and auscultation.

## KINE 2202 Creating a Wellness Lifestyle

Prerequisite(s): None

Provides information regarding the components of physical fitness: cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. In addition, nutrition, disease control, stress management, proper diet and exercise procedures are emphasized. Pre-selected physical activities will be conducted during many of the class sessions to allow the application of principles taught in the lecture sessions. Students are expected to design and implement a wellness plan during the class. Required for all baccalaureate degrees.

## KINE 2310 Foundations of Kinesiology

Prerequisite(s): Kinesiology major or minor

Students will study the various areas of kinesiology and will learn basic information concerning each discipline studied. Students will also study the history and philosophy of kinesiology, and will develop their own philosophy or goals regarding



the kinesiology field. Field trips, guest speakers, class projects, and lectures are utilized to highlight the different fields such as exercise science, teaching, coaching, sports psychology and sociology, and sports media.

#### KINE 2334 Tests and Measurements in Kinesiology

Prerequisite(s): None

Introductory course in the area of measurement and evaluation in kinesiology. Fundamental statistics and practical experiences of administering and taking physical education skills tests are included. Students also learn how to construct knowledge tests.

#### KINE 2335 Sports and Fitness Activities

Prerequisite(s): None

Methods and materials are provided in the areas of teaching team and individual activities to elementary and secondary students, church recreation programs, or summer recreation programs. A variety of activities will be presented such as archery, golf, horseshoes, table tennis, bowling, pickleball, and badminton to name a few. Students will also be required to develop an activity and teach it to the class as well as take tests, and learn the rules of the sport activities that are taught.

#### KINE 2336 Strategies and Principles of Coaching

Prerequisite(s): None

An overview of strategies and principles involved in coaching are emphasized. In addition, organization and administration of practices and games is discussed. The student will learn to develop drills and teach students in the proper developmental sequences appropriate for both junior and senior high school age students.

#### KINE 2340 Health Psychology

Prerequisite(s): None

Health Psychology is an introductory course dealing with the major content areas of health psychology. Topics include an overview of the field of health psychology, major body systems, important theoretical models for explaining, promoting, and changing health behaviors, moderators for stress and coping, and an introduction to health services including patient provider relations. The psychosocial aspects of pain, coronary heart disease, hypertension, stroke, diabetes, and other chronic health conditions will be introduced. (Offered also as PSYC 2340.)

#### KINE 3301 Prevention and Treatment of Sports Injuries

Prerequisite(s): Completion of or concurrent enrollment in KINE 2310

Basic instruction in the prevention, care, and evaluation of athletic injuries through lectures, discussions, and laboratories, for the future trainer, coach, or physical education instructor.

#### KINE 3305 Nutrition for Health

Prerequisite(s): Kinesiology Major and BIOL 2404

A course designed to study foods and their effects upon health, development, and performance of the individual. The student will be introduced to concepts of nutrition for optimal health, sports nutrition, and basic essential nutrient dietary needs.

#### KINE 3310 Exercise Prescription

Prerequisite(s): KINE 2310 and KINE 3393 and BIOL 2404 with grade C or better

Corequisite(s): None

An upper level required class designed to teach students how to use the concepts of periodization in order to develop training plans for athletes of various skill levels. Planning will include assessing fitness levels using field and laboratory tests and equipment, creating training objectives, and organizing training schedules throughout a training year.

#### KINE 3342 Wellness for Special Populations

Prerequisite(s): BIOL 2404

Corequisite(s): None

Course material will cover anatomical and physiological differences of special populations, including but not limited to children, pregnant, elderly, and obese populations. Students will learn to prescribe healthy nutrition and exercise programs for special populations based on national standards and recommendations.

#### KINE 3345 Foundations of Physical Therapy and Rehabilitation

Prerequisite(s): KINE 3301 and BIOL 2404

Corequisite(s): None

This course will introduce students to the history of physical therapy (PT) and the various roles and settings where PT's serve within the health care system. Learners will develop competency in the understanding of the practical and clinical reasoning skills required to successfully rehabilitate injured athletes. Students will understand exercise techniques, biomechanics, and

specific rehabilitative programs to excel in designing and implementing rehab programs. An understanding of the concepts of range of motion, strength, power, endurance, and return to activity will be obtained in this course.

#### KINE 3360 Administration in Sports and Kinesiology

Prerequisite(s): KINE 2310

Students will learn leadership, management, communication, and motivation skills necessary for dealing with sports and kinesiology programs. In addition, the course will cover human resource issues, public relation opportunities, how to develop partnerships and market wellness and sport programs. Other areas also covered are risk management, facility management, finances, transportation, and law issues.

#### KINE 3365 Practical ECG Interpretation

Prerequisite(s): BIOL 2404

This course examines the anatomy and function of the heart and the role of electrocardiogram testing for measuring and quantifying heart health.

#### KINE 3370 Fieldwork in Sports Administration

Prerequisite(s): KINE 3360

This internship course provides students with real world experience in the area of sport management. Students are placed based on internship site availability.

#### KINE 3381 Special Topics/Independent Study

Prerequisite(s): KINE 2310

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### KINE 3393 Physiology of Exercise

Prerequisite(s): KINE 2310 and BIOL 2404 with grade C or better

Corequisite(s): None

A course concerning human physiology and its relationship to exercise. All in the body are studied with regard to how each system reacts and adapts to the stress of exercise.

#### KINE 3395 Kinesiology/Applied Biomechanics

Prerequisite(s): KINE 2310 and KINE 3393 and BIOL 2404

Muscles of the human body and their functions in relation to movement will be studied. Simple examples and analyses of human motion will be studied in an effort to acquaint the student with the reasons for teaching specific sport movements.

#### KINE 3398 Foundations of Health Instruction

Prerequisite(s): KINE 2310

The class emphasizes the dimensions of wellness and how to teach school age children (K-12) and or adults. Areas that will be covered involve the health components (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition), proper hygiene, sex education, disease prevention, drug use prevention, mental health stability, environmental health management, and stress management. In addition to learning details about the health components, students will learn how to teach, develop, and present health lessons to a class of students of individual with whom a student is developing a wellness program.

#### KINE 4181 Special Topics/Independent Study

Prerequisite(s): KINE 2310

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### KINE 4323 Motor Learning

Prerequisite(s): BIOL 2404 and KINE 2310 and KINE 3393

A course structured around the basics of human movement and motor performance. Subject matter includes perceptual-motor foundations of physical education with emphasis on the state of the performer and his ability to learn motor skills.

#### KINE 4328 Wellness and Fitness in EC-12 Schools

Prerequisite(s): KINE 2310

This course is designed to introduce the kinesiology major to practical concepts and programs that are presently being taught in elementary, junior high, and secondary physical education programs. The course includes information on daily and unit lesson plan preparation, class organization, classroom management, and field experience. A big part of this class is devoted to what is

going on in the schools, as well as what is effective and valuable in a modern physical education curriculum. (12-hour practicum included)

#### KINE 4341 Kinesiology Internship

Prerequisite(s): KINE 2310 and (BIOL 2404 with a grade of 'C' or better) and completion of 22 hours of KINE courses excluding activity courses and senior standing

Corequisite(s): None

A field experience in kinesiology involving supervised experiences working in either an on-campus or off-campus setting that must be approved by the Department of Kinesiology. Students will be required to complete 150 field experience hours. In addition, students will complete a portfolio of work assigned by the profession.

#### KINE 4351 Sports Facility and Event Management

Prerequisite(s): KINE 3360

This course will focus on elements of planning, design and management related to maintenance, operations, security, and marketing for successful facility and event management of high school, collegiate, professional and recreational facilities and events. During the semester, students will get hands-on experience through the planning of their own event, and upon completion of the course, students will then be prepared to design, run, and evaluate a key event.

#### KINE 4352 Sports Media and Ethics

Prerequisite(s): KINE 3360

The purpose of this course is to provide students an opportunity to reflect on and discuss ethical and media concerns in athletics. It is designed to allow students the opportunity to examine the concepts of ethics throughout sport without being limited to just considering those competing on the field or court. Topics will include ergogenic aids, exploitation, cheating, genetic enhancement, violence and spectatorship, as well as broadcast and social media.

#### KINE 4353 Sports Law

Prerequisite(s): KINE 3360

This course is designed to enable students to expand their knowledge on laws, rules, and regulations surrounding sport and recreation, including legal issues associated with sports, sporting events, sports-related industries, sports programs, athletic education, recreation management and their constituents. Topics include negligence, property and premises law, risk management, contract law, constitutional law, and sports legislation.

#### KINE 4363 Sports Sociology

Prerequisite(s): KINE 2310

Sport Sociology is designed to thoughtfully examine and analyze the role of sports in modern society. Understanding sports as a part of our American culture is appropriate in analyzing the many subcultures involved in the world of sport.

#### KINE 4365 Research Methods in Kinesiology

Prerequisite(s): 20 hours of kinesiology course work

Corequisite(s): None

This course covers research methods, designs, analysis, and interpretation of data. The course will examine the types of research conducted in kinesiology and sport sciences and the various approaches to conducting research. The course is a writing intensive course. The course is intended to prepare the student to be a critical consumer of new information and emerging trends in exercise and sport sciences in the understanding and creation of research.

#### KINE 4370 Research in Kinesiology

Prerequisite(s): KINE 2310 and KINE 4365 and completion of 22 hours of Kinesiology courses (excluding activity courses) and senior standing

Research in current issues of kinesiology will be addressed to provide information regarding the field of kinesiology. Students will write a research paper and give a presentation addressing the issues. Additional research projects will be assigned.

#### KINE 4380 Special Topics/Independent Study

Prerequisite(s): KINE 2310

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### KINE 4381 Special Topics/Independent Study

Prerequisite(s): KINE 2310

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### KINE 5301 Applied Research Methods in Sports and Kinesiology

Prerequisite(s): None

Students will be given the opportunity to develop, implement and apply evidence-based research methods to sport management and kinesiology problems identified from their professional experience. Inductive and deductive approaches will be explored.

#### KINE 5302 Legal Issues in Sport

Prerequisite(s): None

This course is designed to expand student knowledge of the laws, rules, and regulations surrounding sport and recreation law, including legal issues associated with sports, sporting events, sports related industries, sports programs, athletic education, recreation management and their constituents. This course seeks to demonstrate how legal aspects of sport are integrated within the American legal system. Students will analyze sport cases that cover divergent legal areas including sponsors, liability, negligence, property and premises law, risk management, contract law, constitutional law and sports legislation.

#### KINE 5305 History and Culture of Sport

Prerequisite(s): None

This course considers the intersection of sport and society in shaping American history. Course materials will consider the development of sport from primitive cultures to modern day society. Additional topics include modernity, the rise of the city, religious thought, consumerism, mass media, women's sport history, and sport in a global world.

#### KINE 5306 Ethical Issues in Sport Management

Prerequisite(s): None

This course is intended to equip students to consider major moral and/or ethical decisions in sport management based upon theoretical frameworks. These theoretical frameworks from both inside and outside of sport will assist students in expanding their values and moral reasoning skills as it applies to the sport management industry. Topics are to include competition and fair play, doping and genetic enhancement, gender equality, and social ethics.

#### KINE 5308 Event and Facility Management

Prerequisite(s): None

This course is designed to study the planning, implementation, and evaluation of sport and recreational events. This course will focus on elements of planning, design and management related to maintenance, operations, security and marketing for successful facility and event management of high school, collegiate, professional and recreational facilities and events.

#### KINE 5309 Management of Sport Delivery Systems and Organizations

Prerequisite(s): None

The purpose of this course is to consider the necessary organizational theory and techniques to successfully manage the delivery of sport in professional, educational, and fitness settings. Emphasis will be placed upon various areas of leadership, including diversity leadership, globalization and leadership, leadership development and crisis leadership. In the end, students will be able to identify and implement appropriate organizational factors in order to promote an effective organization.

#### KINE 5310 Financial Management in Sport

Prerequisite(s): None

The goal of this course is to consider the financial principles that are most significant to the sport industry. Students will study public and private financing options for professional, intercollegiate, interscholastic and recreational sport, including budgeting and generating revenue. Economic and financial theories are considered in order to give students insight into how sport managers can successfully manage the finances of particular sport organizations.

#### KINE 5311 Internship in Sport Management

Prerequisite(s): None

Non-thesis option. Minimum of 6 credit hours. Program Director must approve internship location and student role.

#### KINE 5312 Thesis

Prerequisite(s): None

Non-internship option. Minimum of 6 credit hours. Program Director must approve topic. Student works with advisor/committee to complete the research project. Students will prepare their project for presentation/publication.

# Latin (LATN) Course Descriptions

## LATN 1311 Elementary Latin

Prerequisite(s): None

Introduction to the fundamentals of classical Latin. Topics include: pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Latin. Graded reading material is adapted from classical texts and cultivates an appreciation of Latin literature and culture.

## LATN 1312 Elementary Latin II

Prerequisite(s): LATN 1311

Continuation of elementary Latin sequence. Topics include: continued study of vocabulary, grammar and syntax; reading more difficult Latin; gaining greater appreciation of Latin literature and culture.

## LATN 2311 Intermediate Latin

Prerequisite(s): LATN 1312

This course has three main goals: to develop proficiency in reading Latin, to strengthen command of Latin grammar and vocabulary, and to explore key features of Roman life and culture. Students read extended selections in the original Latin prose/poetry; and classroom discussion addresses cultural and historical issues while also reviewing grammar, stylistics, and poetics.

## LATN 3301 Classical Mythology

Prerequisite(s): None

This course introduces the major Greek and Roman Myths in translation, analyzes the ways myths function in ancient and modern society, and considers the importance of Classical Myth on the modern world.

## LATN 3302 Cicero

Prerequisite(s): LATN 2311

Selected Latin readings from Cicero's oratory, philosophy, or letters.

## LATN 3303 Vergil

Prerequisite(s): LATN 2311

Selected Latin readings from Vergil's Aeneid, Georgics, or Eclogues.

## LATN 3304 Horace

Prerequisite(s): LATN 2311

Selected Latin readings from Horace's poetic works.

## LATN 3305 Ovid

Prerequisite(s): LATN 2311

Selected Latin readings from Ovid's poetic works.

## LATN 3306 Plautus and Terrence

Prerequisite(s): LATN 2311

Selected Latin readings from the comedies of Plautus and/or Terrence.

## LATN 3307 St. Augustine

Prerequisite(s): LATN 2311

Selected Latin readings from St. Augustine's Confessions, City of God, or other works.

## LATN 4301 Latin Letters

Prerequisite(s): LATN 2311

Selected Latin readings from the letters of Cicero, Pliny, Seneca, or others.

## LATN 4302 Roman Satire

Prerequisite(s): LATN 2311

Selected Latin readings from the satires of Horace, Juvenal, Martial, Apuleius, and/or others.

#### LATN 4303 Roman Philosophical Works

Prerequisite(s): LATN 2311

Selected Latin readings from Roman philosophical works including Cicero, Seneca, and others.

#### LATN 4304 Roman Historians

Prerequisite(s): LATN 2311

Selected Latin readings from Caesar, Sallust, Livy, Suetonius, or Tacitus.

#### LATN 4305 Roman Lyric Poetry

Prerequisite(s): LATN 2311

Selected Latin readings from Horace, Catullus, Propertius, Tibullus, and/or others.

#### LATN 4306 Readings from Christian Latin

Prerequisite(s): LATN 2311

Selected Latin readings from Christian authors from Late Antiquity through the Medieval period.

#### LATN 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### LATN 4399 Readings from Latin Literature

Prerequisite(s): Consent of instructor

Latin authors to be read are selected to meet the needs of the student. With content changed, this course may be repeated.

#### LATN 5301 Elementary Latin I

Prerequisite(s): None

Introduction to the fundamentals of classical Latin. Topics include: pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Latin. Graded reading material is adapted from classical texts and cultivates an appreciation of Latin literature and culture.

#### LATN 5302 Elementary Latin II

Prerequisite(s): LATN 5301

Continuation of elementary Latin sequence. Topics include: continued study of vocabulary, grammar and syntax; reading more difficult Latin; gaining greater appreciation of Latin literature and culture.

#### LATN 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## General Linguistics (LING) Course Descriptions

#### LING 3310 General Linguistics

Prerequisite(s): GREK 2312 and GREK 2322

An introduction to basic linguistic concepts and applications for biblical languages students as applied to biblical texts.

#### LING 5310 General Linguistics

Prerequisite(s): GREK 5301 and GREK 5302

An introduction to basic linguistic concepts and applications for biblical languages students as applied to biblical texts.

#### LING 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

# Learning, Technology, and Design (LTDE) Course Descriptions

## LTDE 5302 Foundations of Learning, Technology, and Design

Prerequisite(s): None

Corequisite(s): None

This foundational course introduces professionals in a variety of fields to innovative, authentic applications of technology within instructional design and learning endeavors. Information acquisition focuses on methodologies and appropriate use of technologies as instructional tools. Application of skill focuses on the creation of a digital portfolio showcasing authentic assessment pieces designed throughout the course. The online portfolio created in this course will be expanded through future courses within the program. This course is to be taken in the first nine hours.

## LTDE 5305 Instructional Design in a Digital Age

Prerequisite(s): None

Corequisite(s): None

This course provides students with experiences in applying digital tools and resources to the design of instructional strategies. Through a combination of hands-on, learner-centered experiences, students will synthesize information, share information, generate materials, and evaluate digitally based instructional resources. Instructional strategies will focus on the acquisition, analysis, and creation of digital resources that address appropriate instructional needs.

## LTDE 5306 Technology Planning and Administration

Prerequisite(s): None

Corequisite(s): None

This course provides an overview and foundation in systems theory and the administration of performance technology. Students will develop a vision for design and implementation of instructional solutions using technology. Topics covered include performance technology, general systems theory, needs assessment, data analytics, change management and the key elements of the instructional design cycle. An authentic professional project, including a needs assessment and final report of potential solutions, is required of all students.

## LTDE 5308 Design, Development, and Assessment of Online Learning

Prerequisite(s): None

Corequisite(s): None

Through this course, students will explore case studies and research efforts documenting effective and ineffective applications of online learning technologies. Through participating in online learning demonstrations and simulations, students will apply and assess instructional strategies appropriate for learners in distance learning scenarios, ultimately developing original online learning experiences to be applied in academic and/or professional settings. Through the process of creating such learning experiences, students will develop appropriate outcomes, as well as authentic assessment methods designed to address set outcomes.

## LTDE 5317 Current Topics in Learning with Technology

Prerequisite(s): None

Corequisite(s): None

This course provides an in-depth exploration of special topics in instructional design, including assistive technology and gamification, as well as relevant applications in instructional programs and professional endeavors. Presentation and exploration opportunities enable students to effectively incorporate assistive technology, gamification, and other specialized instructional strategies to enhance learning experiences within academic and professional environments.

## LTDE 5319 Technology Tools for Learning

Prerequisite(s): None

Corequisite(s): None

This course provides students opportunities to explore, evaluate, and design learning management systems (LMS) and their tools with a focus on features necessary to improve learner engagement. Students will create a digital learning environment designed to serve as an effective platform for meaningful and memorable learning experiences.

## LTDE 5320 Design and Development of Multimedia Instruction

Prerequisite(s): None

Corequisite(s): None

This course focuses upon the design and development of authentic applications of multimedia instructional tools and strategies within professional settings. Information acquisition focuses on methodologies and appropriate use of multimedia as an

instructional tool. Application of skill focuses on demonstrated proficiency in manipulation of text, graphics, and sound. Problem-solving endeavors focus on the integration of multimedia programs within appropriate professional contexts.

#### LTDE 5330 Professional Development for Technology Integration

Prerequisite(s): None

Corequisite(s): None

This course provides an integrated and in-depth understanding of the principles and processes of delivery of professional development and training programs which incorporate technology, as well as training others in its use. Students will explore the application of instructional strategies within a variety of contexts, ultimately designing digitally enhanced professional development resources, activities, and assessments.

#### LTDE 5350 Emerging Technologies

Prerequisite(s): None

Corequisite(s): None

This course examines the current and potential future impacts of innovative, emerging, and rapidly evolving technologies on organizations and their operations across a range of academic and professional settings. Students will investigate these technologies and how various organizations are responding to the resulting disruptive innovation. In addition to exploring tools and instructional practices, students will investigate opportunities and challenges in designing authentic assessment pieces that feature emerging technologies.

#### LTDE 6300 Learning, Technology, and Design Capstone Course

Prerequisite(s): None

Corequisite(s): None

This course features practical applications of learning and skills developed throughout preceding courses within the program. Students will demonstrate the knowledge and skills acquired as they design, implement, and evaluate an authentic assessment product intended to solve a real-world issue within an academic and/or professional setting. This course is to be completed at the conclusion of the student's program of study.

## Master of Arts in Pastoral Counseling (MAPC) Course Descriptions

#### MAPC 5301 Introduction to Pastoral Counseling

Prerequisite(s): None

This course surveys the field of pastoral counseling and will focus on the student's people helping skills, discernment of spiritual and biblical issues, the use of relevant Scripture in pastoral counseling settings, grief and loss issues, and relevant chaplaincy related factors.

#### MAPC 5302 Theories and Techniques in Pastoral Counseling

Prerequisite(s): MAPC 5301

This course introduces students to major theories of counseling and Psychotherapy. It involves an intensive counseling experience on campus designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

#### MAPC 5303 Theories and Techniques in Counseling

Prerequisite(s): MAPC 5301

This course introduces students to major theories and techniques of counseling. It includes an intensive supervised counseling experience on campus designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential helping skills and techniques are examined and practiced.

#### MAPC 6301 Pastoral Counseling Internship

Prerequisite: 21 hours of MAPC coursework, which must include COUN 6322, MAPC 5301, and MAPC 5303

This course offers students the opportunity to apply knowledge and experience gained through the academic program within an approved pastoral counseling setting, while also being under both onsite supervision and supervision by a university faculty member.



# Mathematics (MATH) Course Descriptions

## MATH 1034 Precalculus Mathematics Laboratory

Prerequisite(s): MATH 1313 or a satisfactory score on a departmental placement exam

Corequisite(s): MATH 1434

This is the laboratory portion of MATH 1434, Precalculus Mathematics.

## MATH 1051 Calculus I Laboratory

Prerequisite(s): MATH 1434 or a satisfactory score on a departmental placement exam

Corequisite(s): MATH 1451

This is the laboratory portion of MATH 1451, Calculus I.

## MATH 1052 Calculus II Laboratory

Prerequisite(s): MATH 1451

Corequisite(s): MATH 1452

This is the laboratory portion of MATH 1452, Calculus II.

## MATH 1302 Intermediate Algebra

Prerequisite(s): None

A review of arithmetic and algebraic skills needed for success in college-level mathematics. Students take assessments and will study and practice topics needed to strengthen their math skills as identified by their personal assessment. Topics may include fractions, signed arithmetic, order of operations, signed and fractional exponents, solving linear equations and inequalities, absolute value, quadratic equations, polynomials, rational functions, algebraic fractions, exponentials and radicals. This course is offered to aid students needing to strengthen their basic mathematical skills. Students who already have credit for a higher-level mathematics course will not be given credit for this course. This course may not be counted as part of the mathematics major or the mathematical studies major.

## MATH 1305 Math for Critical Thinking

Prerequisite(s): MATH 1301 or MATH 1302 or a MATH SAT/ACT score of at least 530/22 or a satisfactory score on a HBU required math placement exam

Mathematical topics needed for the critical evaluation of quantitative information and arguments, including set theory, counting, logic, and the critical appraisal of graphs and tables, including the use of some simple mathematical models, and an introduction to probability and statistics. Additional topics may be selected from finance, graph theory, number theory, geometry and matrix theory. This course may not be counted as part of a mathematics major or a mathematical studies major.

## MATH 1313 College Algebra

Prerequisite(s): MATH 1302 or a satisfactory score on a HBU required math placement exam

Evaluating and manipulating algebraic expressions, the laws of exponents, polynomials, factoring, rational expressions, radicals, the quadratic formula, solving equations and inequalities, systems of linear equations, an introduction to graphing, and applications. Students with no previous exposure to algebra should take MATH 1302 before MATH 1313. MATH 1313 may not be counted as part of a mathematics major. It may not be counted as part of a mathematical studies major except by students with a specialization in middle grades.

## MATH 1323 Trigonometry

Prerequisite(s): MATH 1313 or a satisfactory score on a HBU required math placement exam

A study of trigonometric functions, exponentials, logarithms, and applications for students needing a more comprehensive background than the accelerated coverage given in MATH 1434. This course may not be counted as part of the mathematics major.

## MATH 1434 Precalculus Mathematics

Prerequisite(s): MATH 1313 or a satisfactory score on a HBU required math placement exam

Corequisite(s): MATH 1034

Sets, relations, functions, roots of polynomial equations, trigonometry, and analytic geometry. This course may not be counted as part of the mathematics major. This course includes one semester hour credit for laboratory sessions.

## MATH 1451 Calculus I

Prerequisite(s): MATH 1434 or a satisfactory score on a HBU required math placement test

Corequisite(s): MATH 1051

Limits, continuity, differentiation and integration of elementary and transcendental functions, L'Hôpital's Rule. Applications, including rates of change, max/min problems, and area between curves. This course includes one semester hour credit for laboratory sessions.

#### MATH 1452 Calculus II

Prerequisite(s): MATH 1451

Corequisite(s): MATH 1052

A continuation of MATH 1451. Topics include: Techniques and applications of integration, improper integrals, parametric representations of curves, polar coordinates, L'Hôpital's Rule, numerical approximation of integrals, an introduction to differential equations, and infinite series. This course includes one semester hour credit for laboratory sessions.

#### MATH 2051 Calculus III Laboratory

Prerequisite(s): MATH 1452

Corequisite(s): MATH 2451

This is the laboratory portion of MATH 2451, Calculus III.

#### MATH 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. A laboratory may or may not be included.

#### MATH 2201 Foundations of Higher Mathematics

Prerequisite(s): MATH 1451

This course is a mathematically rigorous introduction to fundamental concepts required for higher-level mathematics. Topics include logic, sets, relations, functions, and algebraic structures, with an emphasis on formal mathematical proof techniques. It is required for the mathematics major.

#### MATH 2281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. A laboratory may or may not be included.

#### MATH 2302 Foundations of Arithmetic and Numeration

Prerequisite(s): MATH 1305 or higher level mathematics

A study, from an advanced perspective, of the concepts and skills involved in arithmetic and numeration. Topics include sets, rational numbers (whole numbers and place value, fractions, integers and decimals), number theory, properties and algebraic reasoning, arithmetic operations, percents, ratios, and proportions. Problem solving is emphasized. This course, designed for education majors, may not be counted as part of the mathematics major or minor or meet the Liberal Arts Core Curriculum, math proficiency requirement.

#### MATH 2303 Foundations of Geometry, Measurement, Probability & Statistics

Prerequisite(s): MATH 1305 or higher level mathematics

A study, from an advanced perspective, of the basic concepts and methods of geometry, measurement, probability and statistics. Topics include: representation and analysis of data; discrete and conditional probability; measurement; and geometry as approached through similarity and congruence, through coordinates, and through transformations. Problem solving is emphasized. This course, designed for education majors, may not be counted as part of the mathematics major or minor or meet the Liberal Arts Core Curriculum, math proficiency requirement.

#### MATH 2323 Linear Algebra

Prerequisite(s): MATH 1451

Introduction to linearity in mathematics. Topics include: matrices, determinants, abstract vector spaces, linear dependence, bases, eigenvalues and eigenvectors, and linear transformations.

#### MATH 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. A laboratory may or may not be included.

#### MATH 2451 Calculus III

Prerequisite(s): MATH 1452

Corequisite(s): MATH 2051

A continuation of MATH 1452. Topics include: three-dimensional coordinate systems, quadric surfaces, cylindrical and spherical coordinates, vector calculus in three dimensions, partial derivatives, the total differential, multiple integrals, line integrals, surface integrals, vector fields, Green's Theorem, Stokes' Theorem, the Divergence Theorem, and applications. This course includes one semester hour credit for laboratory sessions.

MATH 2481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

MATH 3004 Probability and Statistics with Computer Applications Laboratory

Prerequisite(s): MATH 1451

Corequisite(s): MATH 3404

This is the laboratory portion of MATH 3404, Probability and Statistics with Computer Applications.

MATH 3181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. A laboratory may or may not be included.

MATH 3281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. A laboratory may or may not be included.

MATH 3302 Foundations of Geometry

Prerequisite(s): MATH 1451

A study of classical Euclidean geometry using both analytic and synthetic techniques, with an emphasis on the formal development of geometry. Topics include: axiomatic systems, congruence and similarity, transformations, area and volume, Euclidean construction, finite geometries, and a brief introduction to non-Euclidean geometry. This course is required for the mathematical studies major but may not be counted as part of a mathematics major.

MATH 3304 Introductory Statistics for the Life Sciences

Prerequisite(s): MATH 1434 or MATH 1451 or a satisfactory score on a Calculus I qualifying HBU required math placement examination

An introduction to elementary probability and statistics with applications to the life sciences. Topics include: frequency distributions, measures of central tendency and spread, probability concepts, discrete and continuous distributions, point and interval estimation, hypothesis testing, analysis of variance, and an introduction to linear correlation and regression. This course includes one semester hour credit for laboratory sessions. May not be counted as part of a math major or a math studies major. Students may not receive credit for both MATH 3304 and MATH 3404.

MATH 3311 Introduction to Discrete Mathematics and Combinatorics

Prerequisite(s): MATH 1451

This course introduces students to elements of combinatorics, number theory, and discrete structures. Topics covered include: permutations, combinations, prime factorizations, the Euclidean Algorithm, relations, the pigeonhole principles, inclusion and exclusion, and finite state machines. It exposes students to areas of mathematics of current practical interest and involves the use of proof and algorithmic thinking.

MATH 3331 Nonlinear Dynamics and Chaos

Prerequisite(s): MATH 3333

An introduction to dynamical systems. This course develops the theory for normal forms, structural stability of solutions, robust behavior, transversality, and local bifurcations.

MATH 3333 Ordinary Differential Equations

Prerequisite(s): MATH 1452

A first course. Topics include: existence and uniqueness of solutions, solutions of linear equations, solutions of higher order linear equations with constant coefficients, infinite series solutions, numerical solutions, solutions of linear systems, an introduction to nonlinear differential equations, and application.

### MATH 3334 Partial differential Equations

Prerequisite(s): MATH 3333

An introduction to the basic properties of partial differential equations, including ideas and techniques that have proven useful in analyzing and solving them. Topics include: vibrations of solids, fluid flow, molecular structure, photon and electron interactions, and radiation of electromagnetic waves, with emphasis on the role of partial differential equations in modern mathematics, especially in geometry and analysis.

### MATH 3353 Introduction to Abstract Algebra

Prerequisite(s): MATH 1452 and MATH 2323

An introduction to algebraic structures. Topics include: sets, operations, relations, groups, subgroups, equivalence classes, Lagrange's Theorem, homomorphisms, rings, and ideals.

### MATH 3364 Mathematical Computing

Prerequisite(s): MATH 1451 or consent of instructor

An introductory course in computer programming with applications to mathematics. The programming language used will vary; possible choices include but are not restricted to Java, C++, C#, Maple, and MATLAB. Topics include: design of algorithms, structured programming, data types, control structures, functions and procedures, and mathematical problem solving. This course may be repeated for credit provided a different computer programming language is used.

### MATH 3371 Introduction to Complex Variables

Prerequisite(s): MATH 2451

An introduction to complex analysis and the study of complex-valued functions of a single complex variable. Topics include: the complex number system; the Cauchy-Riemann conditions; analytic functions including linear, exponential, logarithmic and trigonometric transformations; differentiation and integration of complex-valued functions; line integrals; and Taylor and Laurent Series expansions.

### MATH 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

### MATH 3383 Mathematical Methods for Science and Engineering

Prerequisite(s): Credit for or concurrent enrollment in MATH 3333 and MATH 2451

Advanced techniques in applied mathematics for students of science and engineering, with topics chosen from partial differential equations, Laplace transforms, Fourier series, complex analysis, and vector analysis. (Offered also as PHYS 3383.)

### MATH 3404 Probability and Statistics with Computer Applications

Prerequisite(s): MATH 1451

A mathematical development of the basic concepts of probability and statistics, emphasizing the theory of discrete and continuous random variables, with applications in science and engineering. Topics include: descriptive statistics, probability theory, random variables, expected value, probability density functions, probability distributions, correlation and regression, and an introduction to statistical inference. This course includes one semester hour credit for laboratory sessions. Students may not receive credit for both MATH 3304 and MATH 3404.

### MATH 3481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

### MATH 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

### MATH 4201 Mathematical Topics for Teachers

Prerequisite(s): 15 hours of mathematics and junior or senior standing

A review of mathematical topics of special interest to students obtaining teacher certification in mathematics, including material from algebra, geometry, probability, statistics, linear algebra, discrete math, and others. This course includes instruction on technology used in teaching mathematics, both graphing calculators and computer software. Required for the mathematical studies major, but may not be counted as part of a mathematics major.

#### MATH 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### MATH 4301 Real Variables I

Prerequisite(s): MATH 2451

A rigorous introduction to mathematical analysis. Topics covered include: the real and complex number systems, basic topology, numerical sequences and series, continuity of functions, and differentiation.

#### MATH 4302 Real Variables II

Prerequisite(s): MATH 4301

A continuation of MATH 4301. Further study of mathematical analysis. Topics covered include: Riemann integration, sequences and series of functions, functions of several variables, and integration of differential forms.

#### MATH 4303 Introduction to Numerical Analysis

Prerequisite(s): MATH 2451 and MATH 3364

An introduction to modern approximation techniques. This course shows how, why, and when numerical techniques can be expected to work and fail. It demonstrates the relevance of numerical analysis to a variety of disciplines and provides ample practice for students. Topics covered include: approximating solutions to equations in one variable, interpolation and approximation of polynomials, numerical differentiation and integration, applications to differential equations, and solutions of both linear and nonlinear systems of equations.

#### MATH 4310 Advanced Discrete Mathematics and Combinatorics

Prerequisite(s): MATH 3311

Further study of enumerative techniques and discrete structures including generating functions, recurrence relations, graph theory, spanning trees, optimization, and Boolean algebras.

#### MATH 4311 Topology I

Prerequisite(s): MATH 3353 or MATH 4301

An introduction to topology and its applications. Topics include: a review of basic abstract algebra; the definition of a topological space, interior, closure, and boundary of sets; subspace, product, and quotient topologies; continuity and homeomorphisms; metrics and metric spaces; connectedness; and compactness.

#### MATH 4312 Topology II

Prerequisite(s): MATH 4311

A continuation of MATH 4311. Topics include: dynamical systems and chaos, homotopy and degree theory, fixed point theorems, embeddings, knots, graphs, and manifolds.

#### MATH 4332 Dynamics and Bifurcations

Prerequisite(s): MATH 2451

Introduction to the theory of equilibrium solutions of nonlinear equations. Presentation of the theory of bifurcations includes the analysis of the nonlinear ordinary and algebraic equations that arise from the methods of reduction by projections.

#### MATH 4341 Mathematical Biology

Prerequisite(s): MATH 3333

Introduction to modeling in biology and genetics. Some of the models covered include populations models; host-parasite models; and gene spread models as described by difference equations, differential equations, and partial differential equations. The emphasis of this course will be to familiarize students with the selection of models and predictions based on the models chosen.

#### MATH 4353 Advanced Abstract Algebra

Prerequisite(s): MATH 3353

A continuation of MATH 3353. The focus of this course is on rings, domains, fields, polynomials, Galois theory, Boolean algebra, and modules. Other topics may be covered if time permits.

#### MATH 4372 Advanced Complex Variables

Prerequisite(s): MATH 3371

Further study of differentiable complex-valued functions of a single complex variable. Topics include: residue theory and

contour integrals, z-transforms, conformal mapping, harmonic functions and their applications, Fourier Series, and Laplace transforms.

#### MATH 4380 Differential Geometry

Prerequisite(s): MATH 2451

An introduction to diffeomorphisms and smooth manifolds. Topics covered include: tangent spaces, orientation of manifolds, vector fields, homotopy, and the index of a map.

#### MATH 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### MATH 4481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

## Master of Fine Arts (MFA) Course Descriptions

#### MFA 5363 Graduate Experimental Digital Methods and Materials III

Prerequisite(s): MFA 5361 and MFA 5362

These courses will enhance the fine arts studio experience by integrating experimental digital tools. Starting with simple and practical image editing and correction, the student quickly branches out into using the computer as another important tool in creating art. Course topics may include: working with digital photography, digital drawing and painting, 3D software, sound art, video art and the technology behind installation art. The students will research the history of movements within digital art (Generative Art, glitch, Datamoshing, etc.) They will explore the virtual tools and materials that state-of-the-art digital media has to offer. These cutting-edge programs (including Painter, Illustrator, Photoshop, After Effects, Ableton Live, etc.) provide an amazing variety of flexible and expressive possibilities. This digital studio course is designed to integrate with the hands-on studio experience, opening new dynamic, creative directions for the student as they develop their thesis.

## Management (MGMT) Course Descriptions

#### MGMT 3302 Principles of Management

Prerequisite(s): None

This course provides background in the theory and practice of management principles centered around leading, controlling, planning and organizing for a more effective workplace. Students will learn the historical underpinnings of current management practice in the areas of organization design, theory, strategy and planning, team building, motivation, leadership and decision-making, among others. Heavy emphasis is placed upon application in the modern organization.

#### MGMT 3305 Organization Behavior and Management

Prerequisite(s): MGMT 3302

An introduction to problems and decision making processes of organizations from a behavioral theory viewpoint. The level of analysis of the material is that of the individual manager and groups within the organizations. Topics include personality, motivation and attitude effects on organizational effectiveness, decision making models, leadership traits and behaviors, stress management, and group and team behavior. The integration of these concepts occurs within the organizational structures and processes. Emphasis is on effective management leading to effective organizations.

#### MGMT 3308 Business Stewardship

Prerequisite(s): PHIL 3320

This course introduces students to the notion of corporate social responsibility and theories of business stakeholder relations. The application of these ideas requires businesses to consider their pursuit of profit within the context of the impact of their business activities on a diverse set of organizational stakeholders. This course will explore issues surrounding the obligations of business to society, and the interests of corporations and their stakeholders in order to provide students with the ability to recognize potential conflicts of interest and act as effective business stewards to address them.

#### MGMT 3316 Innovation and New Offering Development

Prerequisite(s): MGMT 3302

This course deals with the critical issues in the management of highly innovative enterprises and the way they create value through innovation. Innovation can be applied at all levels of the value chain and in the areas of research and development, manufacturing, marketing, and new offering development and support. The concept of innovation in the area of new offering development will be examined in great detail and the students will become familiar with how some of the best-in-class companies create products and services much more quickly and effectively than the rest of the industry.

#### MGMT 3322 Human Resources Management

Prerequisite(s): MGMT 3302

Study of all phases of the human resources management (HRM) function from recruitment to retirement of the employee. Included are employment strategic planning, recruitment, selection, training and development, compensation, discipline, and the various laws under which employers must operate. Emphasis is on improving organizational effectiveness through the HRM function.

#### MGMT 3336 Organizational Theory

Prerequisite(s): MGMT 3302

This course provides the student with a foundation in the area of organizational theory. The focus of the course is on the structure of organizations and the interrelationship of organizations and their environments. Emphasis will be given to theoretical development, comparison of theoretical foundations, the assessment of empirical support for the theories, current perspectives of management, and current frontiers in organizational research. Applications of the theoretical perspectives to management and to current organizational events will be discussed.

#### MGMT 4315 Power and Negotiation

Prerequisite(s): MGMT 3302 or MGMT 3305

This course examines the art and science of management negotiation. The use of power to affect outcomes is explored. Students are exposed to cooperation theory, as well as multiple perspectives and analytical skills, in power management with a firm and between firms. Labor relations negotiations are also discussed. The course heavily depends upon cases that stimulate decision-making in the real business setting.

#### MGMT 4323 Transformational Leadership and Change

Prerequisite(s): MGMT 3302

In-depth overview of the behaviors and characteristics of an effective leader conducted through current readings from experts on management, leadership, and business and through the study of the habits of visionary companies. Emphasizes the importance of innovation while studying various ways of leading people and organizations to become innovative. Examines common misconceptions about leadership and provides a practical understanding of leadership by analyzing great leaders and their organizations.

#### MGMT 4335 Managing the Global Enterprise

Prerequisite(s): MGMT 3302

Focuses on general management and integration of functional area skills needed to compete in a complex international business environment. Case material addresses strategic issues, operational practices, and governmental relations of multinational companies. Key topics include identifying, developing, and defending an international competitive advantage; evaluating the international environment; and, organizing to become a successful global competitor.

#### MGMT 4396 Global Business Strategy

Prerequisite(s): FINA 3320 and MGMT 3302 and MKTG 3301 and completion of 90 credit hours

Global Business Strategy is a capstone course in business designed to integrate concepts and knowledge from a broad range of core business courses. The course considers the increasingly global context in which firms operate and develops a strategic view of the firm through a variety of management tools, models, and current debates. The capstone experience encourages significant group-based work through use of case studies and a computer simulation with global participants.

#### MGMT 5260 Decision Making Techniques for Managers

Prerequisite(s): None

This course will provide a sound knowledge of many quantitative methods used by managers in the decision making process - linear programming, multi-objective decision making, analytic hierarchy process, decision making under uncertainty, decision trees and simulations. The course will integrate modeling into many functional areas of business, including Finance, Management, Marketing and Economics. Students will get hands-on modeling experience in the Microsoft Excel environment. Basic principles of probability and statistics are also explored. Graduate Business programs only.

#### MGMT 5261 Management Principles

Prerequisite(s): None

This course provides background in the theory and practice of management principles centered around leading, controlling, planning and organizing for a more effective workplace. Students will learn the fundamental and historical underpinnings of current management practice in the areas of human resources management, motivation, leadership operations, and decision-making, among others. Graduate Business Program Only

#### MGMT 5340 Internship: MBA

Prerequisite(s): Current enrollment in MBA Program and completion of 12 credit hours in the MBA Program and a cumulative GPA of 3.0 or higher

An opportunity or experience by which students learn by undertaking responsible roles in organizations where the business practices of the enterprise will be studied. The students will have the opportunity to develop interpersonal skills while acquiring practical knowledge in their disciplines. The students will be exposed to various work roles and career choices.

#### MGMT 5361 Staffing and Performance Management

Prerequisite(s): None

Examines strategic approaches for determining staffing requirements. Focuses on the overall staffing process including identifying non-traditional innovative recruiting sources, labor and supply and demand impacts, candidate evaluation/selection methods, legal framework, interviewing techniques and marketing strategies for attracting the best candidates. Development of knowledge and skills in contemporary performance management processes, and coaching methods. Graduate Business programs only.

#### MGMT 5362 Human Resources Information Technology

Prerequisite(s): None

Examines the application of technology to human resource administrative processes and management information requirements. Applications include resume management, training, interviewing and selection, performance management, compensation administration, governmental reporting, payroll and benefits administration. The theory is reinforced through a series of real-world exercises using current software technologies. Topics also include defining technology needs based on business requirements, selecting technology vendors, outsourcing and preparing cost/benefit analyses for proposed projects. Graduate Business programs only.

#### MGMT 6131 Spirituality at Work I

Prerequisite(s): None

Co-requisite(s): None

This seminar intends to introduce students to the field of Spirituality at Work. Students will explore the history of Spirituality at Work in America, focus on spirituality's natural applications in leadership, religious faith in the workplace, Protestant Christian beliefs about faith and work, organizational approaches to religion in the workplace. The course resolves by providing a tool for integrating a person's faith or spirituality in the workplace.

#### MGMT 6132 Spirituality at Work II

Prerequisite(s): MGMT 6131

Co-requisite(s): None

This seminar focuses on implementation of the personal faith/spirituality integration plan developed by students in MGMT 6131. In this seminar, students will set weekly goals or activities at the beginning of the seminar and then maintain an online journal concerning their successes and growth. Students will be guided by reflective readings which emphasize integration dynamics on the personal, organizational, and societal levels. Students will also explore a case study.

#### MGMT 6133 Spirituality at Work III

Prerequisite(s): MGMT 6132

Co-requisite(s): None

MGMT 6133 combines elements of MGMT 6131 and MGMT 6132 by bringing content, experiences, and practical insights together to demonstrate personal learning. In this seminar, students will develop a personal spiritual leadership profile as a means to influence organizational change with goals for future personal development and corresponding "others directed" mentoring.

#### MGMT 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.



### MGMT 6303 Global Project Management

Prerequisite(s): ACCT 5362 and ECON 5363 and FINA 5260 and MGMT 5260 and MGMT 5261

This course focuses on the increasingly valuable and specialized field of Project Management as it applies to global business projects. As organizations seek sourcing, production, partnership, and market development opportunities in international markets, managers who have expertise in defining, coordinating, and bringing projects to closure will be of increasing value to their organizations. The course is a first step in preparing students to pursue future certification in the Project Management profession, should they wish to do so. Graduate Business Programs only.

### MGMT 6307 International Law

Prerequisite(s): None

As global corporations span national boundaries, they must interact with a large number of national legal systems, international agreements, and international organizations. This course deals with a wide variety of international legal issues which affect the conduct of business, including, but not limited to, the following: the evolution of international law; laws and regulations that concern international trade; organizations that regulate and promote international trade, such as WTO, NAFTA, and the EU; employment law; criminal law for business fraud; laws for the protection of IP-patents, copyrights, and trade secrets; environmental laws and organizations; issues of personal privacy and confidentiality; and laws that govern property rights and the resolution of ownership. Graduate Business programs only.

### MGMT 6329 Foreign Cultures

Prerequisite(s): None

As global corporations span national boundaries, their employees must interact with a wide variety of national cultures, societal structures, and world views. This course adopts the viewpoint of foreign cultures, applying anthropological theory to business situations. This course covers a wide variety of topics, including, but not limited to, the following: methods of anthropology; issues of culture; issues of language and communication; the economic aspects of foreign cultures; the role of family and kinship in society; religion and ethics; gender; and issues of ethnicity. It also examines how national cultures affect behaviors in business situations. Graduate Business programs only.

### MGMT 6331 Compensation and Benefits

Prerequisite(s): None

This course provides an in-depth understanding of total rewards including compensation and benefits. The content of the course considers the role of total rewards within the larger context of human resources management and business strategy with an emphasis on the theories, principles, design, implementation and administration of total rewards programs. Topics include internal and external pay relationships, job analysis, job evaluation, compensation models, performance appraisals, salary structures, short and long-term incentives, benefit designs and cost management. Graduate Business programs only.

### MGMT 6332 Managing the HR Function

Prerequisite(s): None

This course introduces students to the tools and techniques to manage human resource functions. The context of the course will emphasize the implementation of human resource functions as projects and includes a discussion of organizational behavior and project management. The course focuses on various aspects of organizational behavior including culture, performance and reward systems, ethics, organizational change and teams. Applications include the methodology, tools and techniques used to design, track, and manage human resource functions as projects. The focus of the course will include the knowledge and skills necessary to manage the challenges of implementing human resource functions. MS-HRM Program only.

### MGMT 6334 Legal Challenges in HR Management

Prerequisite(s): None

This course explores the legal aspects of the employee/employer relationship from a functional standpoint- beginning with the recruiting and selecting of employees, through their development and growth in the organization and ultimately, in some cases, their departure. Emphasis is on limiting employer liability through effective and sound interviewing processes, documentation of employee performance, execution and the ultimate handling of employee/employer conflict, including but not limited to labor relations and discrimination issues such as harassment, disability, etc. Graduate Business Programs only.

### MGMT 6335 History of Management, Human Resources, and Employment Relations

Prerequisite(s): None

Tracing the evolution of managerial thought from the Industrial Revolution to contemporary theory, this course provides background in the theory and practice of management and human resources. Principles of scientific management, the human relations movement, and the modernization of personnel to the modern models of human resource management will be examined. Concomitantly, employee relations will be examined both as a by-product of management systems and socio-cultural pressures.

#### MGMT 6337 Organizational Development and Change

Prerequisite(s): None

Corequisite(s): None

This course focuses on organizational development and change management as mechanisms to improve organizational performance. Various theories and models are discussed. Emphasis is placed on determining appropriate organizational interventions within complex environments. The roles and skills of internal and external consultants are addressed. Graduate Business programs only.

#### MGMT 6338 Human Resource Management for HR Professionals

Prerequisite(s): None

The course provides a strategic overview and integrated perspective of all the primary human resources functions. Emphasis is on the integration of HR practices and programs with the business strategy and culture of the organization. Topics include formulating HR strategy, staffing, performance management, strategic compensation, managing change, benefits, policy development, embracing diversity, employee development, and HR technology. Since students are HR professionals, the course is structured to draw upon their work experience. Graduate Business programs only.

#### MGMT 6339 Business Stewardship

Prerequisite(s): None

Business Stewardship introduces students to the notion of corporate social responsibility (CSR), theories of business stakeholder relations and the role Prosocial leadership plays in the CSR process. The application of these ideas requires businesses to consider their pursuit of profit within the context of the impact of their business activities on a diverse set of organizational stakeholders. This course will explore issues surrounding the obligations of business to society, and the interests of corporations and their stakeholders, to provide students with the ability to recognize potential conflicts of interest and act as effective business stewards to address them. This course contains a service learning component.

#### MGMT 6346 Global Supply Chain Management

Prerequisite(s): None

This course presents a methodology that links all the organizations involved with a company's global supply-chain in an integrated two-way communication system to manage high-quality inventory in the most effective and efficient manner. It examines the multitude of policies, procedures, and organizational structures that are required to do this. It presents the evolution of the Purchasing function into Supply Management, examining such issues as buyer-supplier relationship, cross-functional teams, total cost of ownership, quality management, and others. It further presents the whole process of product development. Other management issues include outsourcing, strategic sourcing, strategic cost management, and pricing. In addition, the course examines legal and ethical issues, government procurement, and institutional supply management. Graduate Business programs only.

#### MGMT 6352 Organizational Behavior

Prerequisite(s): MGMT 5261

This course deals with the basic concepts of management from a behavioral viewpoint. The behavior of individuals and groups in an organizational setting as well as the dynamics of the organization as the aggregate of individual behaviors are emphasized. Organizational theory and human resource management are discussed. Production operations management will be introduced. Graduate Business programs only.

#### MGMT 6357 Project Management

Prerequisite(s): None

Corequisite(s): None

This course will introduce students to project management by providing an overview of project management activities. The focus of the course is to execute a standardized body of knowledge that can be used to handle projects in various industries and institutions, such as engineering, construction, business, and education. Graduate Business programs only.

#### MGMT 6359 Health Services Management

Prerequisite(s): None

Corequisite(s): None

This course analyzes current issues facing health care leaders. The course examines the competencies (knowledge, skills, attributes, and behaviors) health services leaders need to thrive in a complex health system. Students will build their business skills, knowledge, and communications skills by analyzing commentaries, case studies, trends, and policies to improve decision-making and transformation.

#### MGMT 6364 Training and Development

Prerequisite(s): None

Focuses on creating learning designs and delivery approaches to meet employee development needs and business priorities. Topics include training needs analysis, methods of instruction, consulting skills to determine performance issues and potential training solutions, audio-visual hardware, educational software, validation and evaluation. Students are exposed to new learning technologies and authoring tools and the broader issues of employee development, including career planning and succession management. Graduate Business programs only.

#### MGMT 6374 Global Business Strategy

Prerequisite(s): ACCT 5362 and ECON 5363 and FINA 5260 and MGMT 5260 and MGMT 5261

This course deals with the management of global enterprises in their pursuit to maximize value provided to their respective stakeholders. It examines the evolution from international to global competition and how this affects a variety of industry types. It also looks at the different competitive structures that have appeared in the global area--alliances, partnerships, and acquisitions. Related to this, it presents the resulting organizational structures and business models. It further examines many issues of global management, such as global marketing, global risk management, global supply chains, global R&D, global knowledge management, and others. Graduate Business programs only.

#### MGMT 6376 Business Strategy and Policy

Prerequisite(s): MGMT 6331 and MGMT 6334 and MGMT 6364 and MGMT 6337, or ACCT 6352 and ECON 6353 and FINA 6330 and MGMT 6352 and MKTG 6310

Corequisite(s): None

This course focuses on strategic management from a value-based perspective. The corporate level of decision-making is emphasized. Various models of the strategic process from formulation to implementation to evaluation are discussed. How resources, including such intangible assets as knowledge, are used to implement strategic decisions is evaluated. Graduate Business programs only.

#### MGMT 6378 Management of Global Human Resources

Prerequisite(s): None

Examines the human resources issues facing multi-national organizations and joint venture. Areas covered include the process of expanding internationally, the process of understanding culture and applying human resource management concepts in a multinational environment. Provides an understanding of organizational design in multinational corporations. The course will develop skills in gathering information on the business, economic, legal and cultural environment in various regions and countries around the world. Graduate Business programs only.

#### MGMT 6380 Seminar: Selected Topics

Prerequisite(s): None

Directed study. Involves specification and approval of a study design; development of data; and analysis and reporting results. Graduate Business programs only.

#### MGMT 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### MGMT 6390 Managing Innovation Strategically

Prerequisite(s): ECON 5363 and MGMT 5260 and MGMT 5261

This course focuses on the role of innovation in the 21<sup>st</sup>-century organization. It addresses the need for a systematic approach to building innovation capabilities and the challenges of integrating the many facets of innovation management. Concepts of innovative leadership and building innovative organizations are covered from a theoretical and applied approach. Topics addressed include fundamental theories of innovation, developing innovation strategy, innovation as a business process, and the role of the innovation context including leadership and organization, culture and values, people and skills, processes and tools, and assessing and improving innovation performance.

#### MGMT 6392 Transformational Leadership and Ethics in Business

Prerequisite(s): MGMT 5261

This course focuses on integrating leadership theory, ethical frameworks, current events, and experiential practice to help students become leaders who are grounded in ethical foundations. While a breadth of Leadership models will be explored and discussed, special attention will be given to the transformational leadership that becomes necessary in the midst of organizational change. The course will further emphasize the importance of ethical behavior in leadership, strategic thinking, leading transformational change, and shaping organizational culture to nurture leadership development. Graduate Business Programs only.

MGMT 6393 Global Enterprise Management

Prerequisite(s): ACCT 5362 and ECON 5363 and FINA 5260 and MGMT 5260 and MGMT 5261

The multinational enterprise must deal with a variety of institutions, forces, and problems that extend far beyond those faced by the organization which operates in only one economy. Effective management of the multinational requires solving a set of problems that differ intrinsically from those faced by the manager in a single economy. This course addresses the nature of these problems and their effective solutions. Graduate Business programs only.

## Master Arts in Human Services Counseling (MHSC) Course Descriptions

MHSC 5301: Introduction to Human Services Counseling

Prerequisite(s): None

This course surveys the field of human services counseling and focuses on core people helping skills, the role of faith and spirituality in mental health care, characteristics of the counselor and counsee, understanding the ethical and personal nature of the healing relationship with diverse populations, and incorporating relevant community based resources and programs.

MHSC 5302 Theories and Techniques in Counseling

Prerequisite(s): MHSC 5301

This course introduces students to major theories and techniques of counseling. It includes an intensive supervised counseling experience on campus designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential helping skills and techniques are examined and practiced.

## Management Information Systems (MIS) Course Descriptions

MIS 3330 Information Systems and Business Analytics

Prerequisite(s): BUSA 2315

This course provides students with basic knowledge of Information Systems and Business Analytics and their use for business operations, managerial decision-making, and strategic advantage. The computer hardware, software, and networks are discussed. The development and use of databases and data warehouses are addressed. Various tools and techniques for data interrogation, visualization, presentation, data mining, and predictive analytics are examined. Students will gain hands-on experience and develop skills necessary for working with large data sets from various business areas.

MIS 4350 Predictive Analytics and Data Mining

Prerequisite(s): MIS 3330

Co-requisite(s): None

This course provides knowledge and practical skills involving contemporary techniques and methods for data mining and predictive analytics. Methods and techniques covered include cluster analysis, associations, multiple and logistic regressions, classification, and regression trees. Several software packages used for contemporary data analytics will be reviewed and compared. The course includes practical experience using MS Excel and IBM SPSS.

## Marketing (MKTG) Course Descriptions

MKTG 3301 Principles of Marketing

Prerequisite(s): ECON 2311

The fundamental marketing concepts and functions are analyzed and interpreted within the framework of the competitive, legal, economic, and social environments.

MKTG 3310 Consumer Behavior

Prerequisite(s): MKTG 3301

A study of human behavior in the marketplace. Attention is focused on applying concepts from the social sciences to understanding the consumer decision processes and buying patterns.

### MKTG 3313 Social Media Marketing

Prerequisite(s): None

A study of social media marketing and the various strategies that promotes successful usage of this promotion and consumer engagement tool. Marketing's role in e-commerce, Web-design, and Internet advertising principles are also explored. Students, through a real-world project/case, apply the functions of marketing to a social media marketing problem situation/case.

### MKTG 3333 Sports, Entertainment, & Event Marketing

Prerequisite(s): None

A study of the sports, entertainment, and event sectors of the economy. Marketing strategies used in these three venues are emphasized. Real-life projects are used in each of the three areas to enhance learning experiences and reinforce knowledge acquisition. Marketing and management problem-solving techniques guide student-generated marketing plans.

### MKTG 3360 Professional Sales

Prerequisite(s): None

A study of the principles and techniques of personal selling using a behavioral approach.

### MKTG 4330 International Marketing

Prerequisite(s): MKTG 3301

A study of the problems and procedures of marketing in foreign countries, including the effects of cultural dynamics in assessing world markets.

### MKTG 4336 Principles of Advertising

Prerequisite(s): junior or senior standing

A study of the advertising component of the firm. Emphasizes the interactive coordination and strategy of this promotional tool. Applications necessary for developing target markets, utilization of the mass media, advertising research, and analysis of the complete campaign are stressed.

### MKTG 4340 Internship

Prerequisite(s): None

Corequisite(s): None

The course is an integrating field experience by which students learn actual business practices by undertaking responsible roles in an organization. The students develop interpersonal skills while acquiring practical knowledge in their disciplines. The students are exposed to various work roles and career choices. Open to junior and senior H-campus (residential) students only.

### MKTG 4350 Marketing Research

Prerequisite(s): MKTG 3301

Students study the methodology and procedures used to meet the information needs of marketing management.

### MKTG 4360 Marketing Strategy

Prerequisite(s): senior standing

A comprehensive course designed to study marketing strategy using case histories. This is a capstone course and requires the basic knowledge the student has acquired in earlier marketing courses.

### MKTG 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

### MKTG 6310 Marketing Management

Prerequisite(s): None

An inquiry into marketing decision-making. Emphasis is placed on strategic planning and analytical procedures for marketing decisions. The course integrates all areas of marketing management and relates marketing activities to the other functional areas of the firm. This course culminates with the presentation of a comprehensive marketing plan to a panel of venture capitalists. Graduate Business programs only.

### MKTG 6333 International Marketing Seminar

Prerequisite(s): None

The study of marketing structures, organization, policies, and procedures as applied to the international environment. This course examines competition, strategies, and technology in the global marketplace. Graduate Business programs only.

### MKTG 6355 Sustainability and Brand Value

Prerequisite(s): MKTG 6310

Corequisite(s): None

Companies that invest in sustainability programs and initiatives can improve the reputation of their brands, the volume of their sales, and the pricing power of their products and services. This case-based learning activity will review the experiences of firms that have invested (or failed to invest) in sustainability programs, and will highlight “best practices” for creating brand value from such activities. Key Cases: Deepwater Horizon (BP), Global Social Impact Program (Starbucks), Mesa Wind/Natural Gas Power (T. Boone Pickens), and Valdez (Exxon Mobil).

### MKTG 6365 Marketing Strategies for Entrepreneurial New Ventures

Prerequisite(s): None

This course focuses on how entrepreneurial teams develop successful marketing strategies for start-up and emerging growth ventures. The emphasis is on assessing the external competitive environment, creating a distinctive price-features profile for the product-service concept, leveraging high-level partnership-referral networks, and executing the marketing message around a clear value proposition for specific target markets. Topics include: a) stages product development life-cycles, b) mapping the existing competitive environment, c) mapping the projected future market profile, d) product-service adoption stages among buyers in a target market, e) marketing research principles, methods/models, and assessment, f) aligning the product-place-promotion-price components for the product-service offering, g) potential partnerships and referral networks to drive market awareness, h) promotions-public relations-advertising tactics, and i) packaging and merchandising for in-store and online selling.

### MKTG 6366 Develop and Manage Social Media Strategies for New Ventures

Prerequisite(s): MKTG 6365

This course focuses on the development and on-going management of targeted social media strategies for emerging entrepreneurial ventures. Topics include the launch, start-up and on-going costs, performance metrics, and operating logistics for utilizing widely available social media platforms within a formal, well-coordinated strategy for success.

## Master of Liberal Arts (MLA) Course Descriptions

### MLA 5399 Thesis

Prerequisite(s): None

This course is for the research, writing, and defense of a faculty-approved Master of Liberal Arts thesis. Course may be taken twice for credit.

## Military Science (MSCI) Course Descriptions

### MSCI 1125 Physical Readiness Training

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

### MSCI 1126 Physical Readiness Training

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

### MSCI 1131 Intermediate Physical Fitness

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

### MSCI 1210 Introduction to Leadership

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

### MSCI 1211 Introduction to Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 1220 Survival/Unarmed Self-Defense

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 1221 Introduction to Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 2210 Foundations of Leadership

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 2211 Foundations of Leadership (Non-Major)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 2220 Military Science II

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 2221 Foundations of Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3239 Special Problems

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3310 Adaptive Team Leadership

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3311 Adaptive Team Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3320 Advanced Military Science

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3321 Applied Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 3398 Special Problems

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 4310 Adaptive Leadership

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 4311 Adaptive Leadership (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 4320 Advanced Military Science

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 4321 Leadership/Complex World (Non-Majors)

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

MSCI 4398 Special Problems

For course description and prerequisites for this course, please [contact the Military Science department at University of Houston.](#)

## Music Education (MUED) Course Descriptions

MUED 2181 Instrumental Techniques: Brass

Prerequisite(s): MUSI 0003

The study of technical problems, teaching materials, and basic performance problems of brass instruments. Teaching each instrument at the elementary level is included.

MUED 2182 Instrumental Techniques: Percussion

Prerequisite(s): MUSI 0003

The study of technical problems, teaching materials, and basic performance problems of percussion instruments. Teaching each instrument at the elementary level is included.

MUED 2183 Instrumental Techniques: Strings

Prerequisite(s): MUSI 0003

The study of technical problems, teaching materials, and basic performance problems of string instruments. Teaching each instrument at the elementary level is included.

MUED 2184 Instrumental Techniques: Woodwinds

Prerequisite(s): MUSI 0003

The study of technical problems, teaching materials, and basic performance problems of woodwind instruments. Teaching each instrument at the elementary level is included.

MUED 2381 Foundations of Music Education

Prerequisite(s): Music Education (BME) Majors

An introductory survey course for music teacher certification candidates designed to present philosophical, historical, and psychological foundations for music education. Field experience is required. This course is a prerequisite for Elementary Music Methods (MUED 4382) and Secondary Music Methods (MUED 4383).

MUED 3180 Performance Recital

Prerequisite(s): MUSI 0003

The exploration of techniques for understanding and developing the young voice, including a survey of literature and other resources for teachers and directors working with young voices.

MUED 4382 Elementary Music Methods

Prerequisite(s): MUSI 0003 and MUED 2381 and BME major degree plan filed

Develops competencies necessary for implementing music learning and skill development for pre-adolescents, in addition to surveying important methodologies used in elementary general music teaching for the music specialist. Field experience is required.

MUED 4383 Secondary Music Methods

Prerequisite(s): MUSI 0003 and MUED 2381 and BME major degree plan filed

Develops competencies necessary for implementing musical learning and skill development for students at the secondary school level. Examines principles and strategies relevant to successful music production in the junior and senior high student in schools. Field experience is required.

## Music (MUSI) Course Descriptions



#### MUSI 0001 Forum/Recital Attendance

Prerequisite(s): Declared Music Major or Music Minor

Music majors must enroll in this course to document forum and recital attendance each semester. Grades on a pass/fail basis. For credit, attendance at six (6) recitals is required and a maximum of two (2) Forum absences is permitted. Students admitted to the Department of Music are required to register for this course (unless enrolled in EDUC 4494, EDUC 4497, or MUSI 4090). Recital credit is not granted for a student performing on all/part of a concert or recital. Transfer students should review current Department of Music Handbook policies for specific details.

#### MUSI 0002 Piano Proficiency

Prerequisite(s): Declared Music Major

All Department of Music students (except Bachelor of Music piano majors) must enroll in Class Piano 1143, 1144, 1145, or 1146 until this proficiency is passed. Music majors must enroll in this course in order to take the piano proficiency exam, which is grades on a pass/fail basis. Students who pass Piano Proficiency upon entrance audition must enroll during their first semester. Transfer students should review current Department of Music Handbook policies for specific details.

#### MUSI 0003 Sophomore Review

Prerequisite(s): Completion of or concurrent enrollment in MUSI 2323 and MUSI 2123

Includes an essay, performance, interview, and the Theory I-IV Cumulative Exam. Two failed attempts to pass all four sections will result in the student being advised toward the Music Minor and an alternative major. All Music Majors MUST file a degree plan upon passing MUSI 0003, Sophomore Review, at which point they will become eligible to enroll in MUSI 3000 and 4000 level courses. Transfer students should review current Department of Music Handbook policies for specific details. MUSI 0003 should be taken in the spring semester of the sophomore or just prior to completing 60 credit hours.

#### MUSI 0222 Fundamentals of Music Theory

Prerequisite(s): Audition Theory Placement Exam

A basic course designed only for "conditional admit" students to the Department of Music who do not meet the minimum level score required on the Audition Theory Placement Exam for entrance into Music Theory I (MUSI 1322). MUSI 0222 is not applicable to degree requirements for a music major or minor. Students placed in MUSI 0222 will continue on with MUSI 1322, Theory I, and MUSI 1122, Theory I Lab, only after they pass this course. It will be only offered in the summer at HBU. As another option, "conditional admit" students may choose to enroll in and pass an "approved" Fundamentals of Music Theory on-line course or elsewhere with written permission from the Director of the Department of Music or the Office of the Dean of the School of Fine Arts. An official transcript for the course (whether taken on-line or elsewhere) must also be sent to and received in the Office of Academic Records prior to full Department of Music admission and scholarship eligibility.

#### MUSI 1022 Theory I Lab

Corequisite(s): MUSI 1322

A course designed to teach the aural and sight singing skills needed to complement MUSI 1322. This course may not be taken out of sequence.

#### MUSI 1023 Theory II Lab

Prerequisite(s): MUSI 1022

Corequisite(s): MUSI 1323

A course designed to teach the aural skills needed to complement MUSI 1323. This course may not be taken out of sequence.

#### MUSI 1111 Husky Band

Prerequisite(s): Permission of the Instructor/Band Director

An instrumental ensemble rehearsing 3-4 hours per week, performing primarily for University basketball games and other HBU functions. Course may be repeated for credit. Open to non-music majors.

#### MUSI 1113 University Singers

Prerequisite(s): Permission of the Program Coordinator of Music or the Choral Master

Rehearsal and performance of the finest music written for choral ensembles. Course may be repeated for credit. Open to non-music majors.

#### MUSI 1114 Guitar Ensemble

Prerequisite(s): Permission of the Instructor

Group guitar performance of classical guitar literature. Course may be repeated for credit.

#### MUSI 1119 Opera Workshop Ensemble

Prerequisite(s): Permission of the Program Coordinator of Music or the Choral Master

Basic technical preparation and performance of individual scenes or complete operas, including dramatic exercises, improvisations, and the integration of music, acting, and opera staging, allowing students to experience all facets of production technique. Course may be repeated for credit.

#### MUSI 1143 Class Piano I

Prerequisite(s): Declared Music Major or Music Minor

Basic keyboard instruction for music majors and music minors whose applied instrument is not piano.

#### MUSI 1144 Class Piano II

Prerequisite(s): Declared Music Major or Music Minor and MUSI 1143 with a grade of "C" or higher

Continued basic keyboard instruction for non-piano majors.

#### MUSI 1145 Class Piano III

Prerequisite(s): Declared Music Major or Music Minor and MUSI 1144 with a grade of "C" or higher

Intermediate instruction in keyboard skills for non-piano majors.

#### MUSI 1146 Class Piano IV

Prerequisite(s): Declared Music Major or Music Minor and MUSI 1145 with a grade of "C" or higher

Corequisite(s): MUSI 0002

Advanced keyboard instruction directed toward demonstrated completion of Piano Proficiency requirements.

#### MUSI 1256 English/Italian Diction

Prerequisite(s): None

Introduction to the speech sounds and rhythms of the English and Italian languages as applied to vocal literature.

#### MUSI 1257 French/German Diction

Prerequisite(s): None

Introduction to the speech sounds and rhythms of German and French languages as applied to vocal literature.

#### MUSI 1322 Theory I

Prerequisite(s): Approved online Fundamentals of Music Theory preparation studies.

Corequisite(s): Concurrent enrollment in MUSI 1022.

Music Theory I begins with a review of the rudiments of music (intervals, scales, keys, rhythm notation). Also covered are: an introduction to species counterpoint, basic triadic harmony, voice-leading principles, and non-chord tones. Additionally, ear-training and sightseeing lab includes aural/vocal work in parallel topics. Music Theory courses must be taken in sequence.

#### MUSI 1323 Theory II

Prerequisite(s): MUSI 1322

Corequisite(s): MUSI 1123

An integrated course involving more in-depth analysis and elementary composition of melody, two-part, three-part, and four-part homophonic textures, binary and ternary forms, tonal harmony through secondary dominant chords, and near-related modulations. Music Theory courses must be taken in sequence.

#### MUSI 1331 Music Appreciation

Prerequisite(s): None

An entry level music course for all non-music majors, surveying a variety of musical styles. No music reading skills are required.

#### MUSI 2022 Theory III Lab

Prerequisite(s): MUSI 1023

Corequisite(s): MUSI 2322

A course designed to teach the aural skills needed to complement MUSI 2322. Course may not be taken out of sequence.

#### MUSI 2023 Theory IV Lab

Prerequisite(s): MUSI 2022

Corequisite(s): MUSI 2323

A course designed to teach the aural skills needed to complement MUSI 2323. Course may not be taken out of sequence.

#### MUSI 2111 Schola Cantorum

Prerequisite(s): Audition and Permission of the Program Coordinator of Music or the Choral Master

A select chamber ensemble which may be divided into smaller groups of quartets, sextets, and octets, studying and performing chamber choral literature. Course may be repeated for credit. Open to non-music majors.

#### MUSI 2112 Chamber Music Ensemble

Prerequisite(s): Permission of Instructor and the Program Coordinator of Music

The study and performance of the major chamber music literature written for combinations of instruments including the piano. May be repeated for ensemble credit. Open to non-music majors.

#### MUSI 2249 Class Piano Pedagogy

Prerequisite(s): Piano Major

Corequisite(s): MUSI 0002

Devoted to the development of keyboard skills covered in Class Piano I-IV including improvisation, harmonization, realization of figured bass, transposition, sight-reading, accompanying, and basic score reading. Observation and guided field experience is included.

#### MUSI 2322 Theory III

Prerequisite(s): MUSI 1323

Corequisite(s): MUSI 2022

This course examines the rudiments of analysis of larger 17th-19th Century forms, Chromatic Harmony (altered and borrowed harmony in particular) integrated with analysis and basic composition techniques. It includes Theme and Variations (Cantus Firmus or Continuous Variations) and Sectional Theme and Variations. Music Theory courses must be taken in sequence.

#### MUSI 2323 Theory IV

Prerequisite(s): MUSI 2322

Corequisite(s): MUSI 2023

This course includes the study of chromatic harmony/remote modulation techniques, large-scale form analysis (Sonata-Allegro and Sonata-Rondo), study of contrapuntal forms, and comprehensive analysis with attention to thematic growth processes. Music Theory courses must be taken in sequence.

#### MUSI 2331 Music Literature I

Prerequisite(s): Completion of or concurrent enrollment in MUSI 1322 and MUSI 1022

Survey of European music from the Medieval through the Classical period. Emphasis on representative works, analytical listening techniques, and composition recognition. Development of skills necessary to identify and define the various musical genres, forms, and style characteristics. Musicology courses must be taken consecutively.

#### MUSI 2332 Music Literature II

Prerequisite(s): Completion of or concurrent enrollment in MUSI 1323 and MUSI 1123 and MUSI 2331

A survey of European music from the Romantic through the Contemporary period. Emphasis on representative works, analytical listening techniques, and composition recognition. Development of skills necessary to identify and define the various musical genres, forms, and style characteristics. Musicology courses must be taken consecutively.

#### MUSI 2341 Vocal Accompanying

Prerequisite(s): Piano must be primary Applied Instrument; MUSI 1323 and MUSI 1023

Techniques for collaboration with singers are taught through the exploration of repertoire for piano and voice. Additionally, students learn rehearsal and vocal coaching techniques through performance and individualized instruction in a performance class setting.

#### MUSI 3090 Performance Recital

Prerequisite(s): MUSI 0003

A solo recital of at least thirty minutes but not more than forty minutes of music usually performed at the end of the sixth semester of study. Required of all students majoring in music. A pre-recital hearing must be passed at least two weeks prior to the performance date.

#### MUSI 3140 Studio Accompanying

Prerequisite(s): MUSI 0003 and MUSI 2341

Guided practical experience in Collaborative Arts for Piano Majors through assigned studio accompaniment and performance. May be repeated for credit.

#### MUSI 3240 Functional Skills for Keyboard Majors

Prerequisite(s): None

This course covers skills such as transposition, modulation, improvisation, sight-reading, reharmonization, accompanying, open score reading and dealing with transcriptions. Applies to both pianist and organist.

#### MUSI 3243 Service Playing I

Prerequisite(s): MUSI 0003 and permission of the Instructor

Service literature, techniques, accompanying, and conducting from the keyboard. Organ proficiency requirements are covered.

#### MUSI 3244 Service Playing II

Prerequisite(s): MUSI 3243

Advanced training and continued development in service playing skills. Organ Proficiency will be administered at the conclusion of this course.

#### MUSI 3260 Introduction to Conducting

Prerequisite(s): MUSI 0003 and Junior Standing (64 hours)

The course seeks to develop skill in conducting small and larger works for chorus and orchestra and to develop the necessary conducting grammar to accomplish this task.

#### MUSI 3262 Advanced Conducting

Prerequisite(s): MUSI 0003 and MUSI 3260 and Junior Standing (64 hours)

The course continues to develop skill in conducting smaller and larger works for chorus and orchestra and to develop the necessary conducting grammar to accomplish the task.

#### MUSI 3263 Choral Conducting

Prerequisite(s): MUSI 0003

The conducting of choral groups, including a study in basic technique, style, and interpretation.

#### MUSI 3264 Advanced Choral Conducting

Prerequisite(s): MUSI 0003 and MUSI 3263

The conducting of choral groups, including a study in advanced techniques, style, and interpretation as it applies to conducting choruses.

#### MUSI 3265 Choral Arranging

Prerequisite(s): MUSI 0003

The course provides practical study of the techniques needed for arranging choral music. Includes setting music for worship, secular situations, choral counterpoint, chorale textures, and study of varying accompaniment styles.

#### MUSI 3266 Conducting I

Prerequisite(s): MUSI 0003 and Junior Standing (64 hours)

This course seeks to develop basic technique, style, and interpretation in order to conduct small and large works for ensembles.

#### MUSI 3267 Conducting II

Prerequisite(s): MUSI 0003 and MUSI 3266 and Junior Standing (64 hours)

This course continues to develop advanced techniques, style, and interpretation as it applies to conducting ensembles.

#### MUSI 3281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### MUSI 3322 Theory V: Contemporary Theory

Prerequisite(s): MUSI 0003

This course is a study of new compositional materials and analytical techniques in the 20th Century and includes intensive work in aural skills. It is a continuation of skills and techniques introduced in MUSI 2322 and MUSI 2323. Music Theory courses must be taken in sequence.

#### MUSI 3324 Instrumentation

Prerequisite(s): MUSI 0003

An introduction to the principles of instrumentation and orchestration.

#### MUSI 3333 Music History I

Prerequisite(s): MUSI 2332

In-depth study of the history of European music from Antiquity through the Baroque. The course focuses on the lives, music, and cultural context of major composers from historical, analytical, and critical perspectives. Musicology courses must be taken consecutively.

#### MUSI 3334 Music History II

Prerequisite(s): MUSI 3333

In-depth study of Western music history from the Classical period through the present. The course focuses on the lives, music, and cultural context of the major composers from historical, analytical, and critical perspectives. Musicology courses must be taken consecutively.

#### MUSI 3340 Instrumental Accompanying

Prerequisite(s): Piano must be Primary Applied Instrument

Through the exploration of repertoire for piano and other instruments, this course encompasses techniques for collaboration with instrumentalists. Rehearsal and instrumental coaching techniques are developed through performance and individualized instruction in a performance class setting.

#### MUSI 3342 Organ Construction and Design

Prerequisite(s): Permission of the Instructor

Study of the construction and design of the organ, minor organ repairs and registration guidelines.

#### MUSI 3357 Vocal Literature I

Prerequisite(s): MUSI 0003 and Permission of the Instructor

This course covers aspects of solo vocal art song in German, Italian, and lesser known languages, from its origins to the 20th century. An emphasis will be placed on the poetry and music from an historical and cultural perspective.

#### MUSI 3358 Vocal Literature II

Prerequisite(s): MUSI 0003 and Permission of the Instructor

This course covers aspects of solo vocal art song in French and English, from both the United Kingdom and the United States, from its origins to the 20th century. An emphasis will be placed on the poetry and music from an historical and cultural perspective.

#### MUSI 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### MUSI 4090 Senior Recital

Prerequisite(s): MUSI 0003 and MUSI 3090 and Permission of Applied Instrument Professor

A solo recital of at least fifty minutes of music, usually performed at the end of the eighth semester of study. A pre-recital hearing must be passed at least two weeks prior to the performance date.

#### MUSI 4273 Technical Church Musician Skills

Prerequisite(s): MUSI 0003

This course assists students in developing competencies for the vast array of technical skills required for today's church musician. Areas explored may include the church organ, hand bells, keyboards, multi-media computer technology including music notation and sequencing software, sound reinforcement systems, and microphone techniques. Visiting consultants will augment instruction.

#### MUSI 4299 Senior Capstone

Prerequisite(s): MUSI 0003 and successful completion of at least 110 credit hours

An advanced study, critical analysis, and/or research-oriented course required for all BM majors covering one or more of the following rotating special topics/areas: history, musical works, sacred music, or notable composers. Should be taken during the final year of a student's undergraduate music program.

#### MUSI 4343 Piano Pedagogy

Prerequisite(s): Keyboard must be Primary Applied instrument

Covers aspects of piano pedagogy including instruction for beginning and advanced students, as well as business considerations needed for private studio instruction. Field experience is included.

#### MUSI 4344 Keyboard Pedagogy

Prerequisite(s): Keyboard must be Primary Applied instrument

While the technique of playing the piano and organ are distinctive, learning to teach keyboard instruments are analogous. Students will learn to teach both instruments. Piano and organ method books will be examined and students will have the opportunity to teach on both instruments.

#### MUSI 4345 Organ Pedagogy

Prerequisite(s): MUSI 0003 and permission of the Instructor

This course covers aspects of organ pedagogy including instruction for beginning and advanced students, as well as business considerations needed for private studio instruction.

#### MUSI 4346 Piano Literature I

Prerequisite(s): MUSI 0003 and permission of the Instructor

Piano Literature I is an intensive literature study of the music by the predecessors of the pianoforte: harpsichord, clavichord, and fortepiano (but not organ). Included is the study of historical structure and style elements, and performance practices from pre-Baroque to early Classical periods. Taking Piano Literature I prior to Piano Literature II is recommended.

#### MUSI 4347 Piano Literature II

Prerequisite(s): MUSI 0003 and permission of the Instructor

Piano Literature II is an intensive literature study of the music of the early and modern-day pianoforte. Included is study of historical structure and style elements of the late-Classical period through present day compositions. Taking Piano Literature I prior to Piano Literature II is recommended.

#### MUSI 4348 Organ Literature I

Prerequisite(s): MUSI 0003 and permission of the instructor

Survey of organ literature from 1300-1750.

#### MUSI 4349 Organ Literature II

Prerequisite(s): MUSI 0003 and permission of the instructor

Survey of organ literature from 1750 through the present.

#### MUSI 4355 Vocal Pedagogy

Prerequisite(s): Voice must be Primary Applied Instrument

A historical and practical approach to the art of teaching voice. Emphasis is on research, writing, and observation, involving some student teaching as directed by the instructor.

## Music (MUSI) Course Descriptions: Private Lessons

#### MUSI 11B1 Horn

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11B2 Trumpet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11B3 Trombone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11B4 Euphonium

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11B5 Tuba

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11C1 Composition

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week in music composition.

#### MUSI 11K1 Piano

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11K2 Organ

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11P1 Percussion

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11V1 Voice

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11W1 Flute

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11W2 Oboe

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11W3 Clarinet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11W4 Bassoon

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 11W5 Saxophone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.

#### MUSI 12B1 Horn

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12B2 Trumpet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12B3 Trombone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum one annually is required.

#### MUSI 12B4 Euphonium

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12B5 Tuba

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12C1 Composition

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week in music composition.

#### MUSI 12K1 Piano

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum one annually is required.

#### MUSI 12K2 Organ

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12P1 Percussion

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12V1 Voice

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12W1 Flute

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. A minimum of one hour per day of individual practice is required.



#### MUSI 12W2 Oboe

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12W3 Clarinet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12W4 Bassoon

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 12W5 Saxophone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance on Department of Music Forum once annually is required.

#### MUSI 31B1 Horn

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31B2 Trumpet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31B3 Trombone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31B4 Euphonium

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31B5 Tuba

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31C1 Composition

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half hour private lesson per week in music composition. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music.

#### MUSI 31K1 Piano

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31K2 Organ

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31P1 Percussion

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31V1 Voice

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31W1 Flute

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31W2 Oboe

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31W3 Clarinet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31W4 Bassoon

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the

Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 31W5 Saxophone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator of Music and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 32B1 Horn

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32B2 Trumpet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32B3 Trombone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32B4 Euphonium

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32B5 Tuba

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32C1 Composition

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week in music composition.

#### MUSI 32K1 Piano

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32K2 Organ

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32P1 Percussion

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32V1 Voice

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32W1 Flute

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32W2 Oboe

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One half-hour private lesson per week. This course is eligible only for fulfilling degree requirements with permission of the Program Coordinator and the Chair of the Department of Music. A minimum of one hour per day of individual practice is required.

#### MUSI 32W3 Clarinet

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32W4 Bassoon

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 32W5 Saxophone

Prerequisite(s): Admittance to the Department of Music through audition. Auditions can be scheduled at [HBU.edu/MusicAudition](http://HBU.edu/MusicAudition).

One hour private lesson per week. A minimum of two hours per day of individual practice and solo performance of a required recital before graduation is required.

#### MUSI 4300 Advanced Studies in Music

Prerequisite(s): MUSI 0003 and MUSI 2323 and MUSI 1023 and MUSI 3333 and MUSI 3334

Corequisite(s): None

An advanced study, critical analysis, and/or research-oriented course required for all BM and BA majors covering one or more of the following rotating special topics/areas: musicological or theoretical studies, musical works or literature, sacred music, notable composers, or advanced applied techniques. Should be taken during the final year of a student's undergraduate music program.

## Naval Science (NAVA) Course Descriptions

#### NAVA 101 Naval Orientation

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 102 Naval Engineering

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 201 Naval Weapons-Ships Systems II

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 202 Sea Power and Maritime Affairs

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 301 Navigation I

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 302 Naval Operations/Seamanship

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 401 Leadership Management

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

#### NAVA 402 Leadership and Ethics

For course description and prerequisites for this course, please [contact the Navy ROTC at Rice University](#).

## Nursing (NURS) Course Descriptions

#### NURS 3000 Core Nursing Competencies Lab

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

Corequisite(s): NURS 3400

Recommended Concurrent Course(s): NURS 3410 and NURS 3010 and NURS 3423 and NURS 3023 and NURS 3314 and NURS 3322

Fee(s): BSN Lab fee

Core Nursing Competencies lab focuses on the introduction to the role of the professional nurse as a provider of patient-centered care with concepts that include instructions and application of nursing psychomotor skills.

#### NURS 3001 Adult Health I Clinical

Prerequisite(s): NURS 3314 and NURS 3323/3023 and NURS 3400/30000 and NURS 3410/3010

Corequisite(s): NURS 3401

Recommended Concurrent Course(s): NURS 3315 and NURS 3394 and NURS 3405/3005

Fee(s): Nursing Lab fee & Malpractice Insurance Fee

This clinical course accompanies the didactic course to prepare students to become nurses who provide patient centered care as members of inter-professional teams and advocate for patient safety in acute care environments for adults experiencing acute and chronic medical-surgical health issues. Students apply systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles.

#### NURS 3005 Adult Health II Clinical

Prerequisite(s): NURS 3323/3023 and NURS 3400/3000 and NURS 3410/3010

Corequisite(s): NURS 3405

Recommended Concurrent Course(s): NURS 3315 and NURS 3394 and NURS 3401/3001

Fee(s): BSN Lab fee

This clinical course accompanies the NURS 3405 didactic course to prepare students to become nurses who provide patient centered care as members of inter-professional teams and advocate for patient safety in acute care environments for adults experiencing acute and chronic medical-surgical health issues. Students apply systematic approaches, evidence based practice and therapeutic interventions for providing care to promote and restore health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles.

#### NURS 3010 Mental Health Nursing Clinical

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

Corequisite(s): NURS 3410

Recommended Concurrent Course(s): NURS 3314 and NURS 3322 and NURS 3400 and NURS 3000 and NURS 3423 and NURS 3023

Fee(s): None

This course prepares students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety when providing care for persons with mental health problems. Students learn systematic approaches, basic skills, and professional attitudes for providing care and evidence-based therapeutic interventions used to promote mental health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles for mental health nursing practice. This course is a 4 semester hour course with an accompanying lab of 90 clinical hours.

#### NURS 3023 Health Assessment Lab

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student  
Corequisite(s): NURS 3423

Recommended Concurrent Course(s): NURS 3410 and NURS 3010 and NURS 3314 and NURS 3400 and NURS 3000 and NURS 3322

Fee(s): Nursing Lab Fee

In this laboratory course, students learn and practice the assessment skills and identification of cues of health and well-being and differentiate between normal findings, normal variations and abnormal findings when performing assessments in a variety of settings. This is a 60 hour lab for an accompanying 4 semester hour course.

#### NURS 3024 Care of Individuals II Lab

Prerequisite(s): None

Corequisite(s): NURS 3424

Fee(s): Nursing Lab Fee

This is a 90-hour clinical experience that accompanies NURS 3424 Care of Individuals II.

#### NURS 3222 Perspectives on Health Care Delivery Systems

Traditional BSN Prerequisite(s): (CHEM 1404/1004 or higher) and BIOL 1414/1014 and BIOL 2404/2004 and BIOL 2414/2014 and ENGL 1313 and ENGL 1323 and MATH 1313 and PSYC 1313 and PSYC 2301 and PSYC 3301 and GOVT 2313 and Formal acceptance to the Nursing Program and GPA of 3.0

Traditional BSN Corequisite(s): NURS 3222/3022 and NURS 3309 and NURS 3023 and NURS 3408/3008

RN to BSN Prerequisite(s): Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

Students analyze the trends that influence the health care system and methods of health care delivery in the United States. The class discusses agencies, initiatives, and roles for promoting quality improvement in the health outcomes. The practicum experiences provide opportunities to assess health service organizations and world health care delivery systems in order to determine their effectiveness in promoting health consistent with cultural beliefs. This is a two-semester hour course that includes 18 practicum hours.

#### NURS 3300 Healthcare Informatics

Prerequisite(s): Admission into nursing program or permission of dean

Corequisite(s): None

This course introduces the student to the technology used in healthcare for administrative, clinical, and facility needs. Support systems for healthcare are also discussed. This is an overview to become familiar with the breadth and scope of technology in healthcare and its impact on patients, providers, and payers.

#### NURS 3309 Pharmacology

RN to BSN Prerequisite(s): Unencumbered RN license, formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

A course designed to assist students in preparing for clinical experiences by applying concepts of assessment, pathophysiology, pharmacology, diagnostic and laboratory testing analysis, and therapeutic interventions to specific clinical situations. The course involves didactic and experiential teaching methods and active learning experiences. In addition to preparing for clinical experiences, the course is designed to promote the development of critical and creative thinking, problem-solving, and time management skills.

#### NURS 3314 Patho-Pharmacology I

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing program or Pre-Nursing Honor's Student

Corequisite(s): None

Recommended Concurrent Course(s): NURS 3423 and NURS 3023 and NURS 3410 and NURS 3400 and NURS 3000 and NURS 3322

A course designed to assist students in preparing for clinical experiences by integrating assessment, pathophysiology, and pharmacology. In addition to preparing students for safe administration of pharmacotherapeutics based on pathophysiology, the course provides opportunities for students to explore clinical applications of medications and intravenous fluids to meet the legal and ethical standards of care for nursing practice on interprofessional teams.

#### NURS 3315 Patho-Pharmacology II

Prerequisite(s): NURS 3314 and NURS 3423/3023 and NURS 3410/3010 and NURS 3322

Corequisite(s): None

Recommended Concurrent Course(s): NURS 3401/3001 and NURS 3405/3005 and NURS 3394

This course is a continuation of NURS 3314 which is designed to assist students in preparing for clinical experiences by integrating assessment, pathophysiology, pharmacology. In addition to preparing students for safe administration of pharmacotherapeutics based on pathophysiology, the course provides opportunities for students to explore clinical applications of medications and intravenous fluids to meet the legal and ethical standards of care for nursing practice on interprofessional teams.

#### NURS 3322 Perspectives of Healthcare

Prerequisite(s):

BSN Program: BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

RN-BSN Program: Unencumbered RN license in the state of Texas. Admission into the nursing program, including having and Associate Degree in Nursing

Corequisite(s): None

In this course, students examine trends that influence healthcare delivery and methods of healthcare delivery in the United States. Content includes but is not limited to current and potential health policy, nursing education and accreditation, patient-centered care, quality improvement, health promotion, informatics, interprofessional teams, and leadership.

#### NURS 3394 Nursing Research

Prerequisite(s): NURS 3423/3023 and NURS 3400/3000 and NURS 3314/3014 and NURS 3410/3010

Corequisite(s): None

Recommended Concurrent Course(s): NURS 3401/3001 and NURS 3405/3005 and NURS 3315

Students will learn the principles of nursing research and its relationship to nursing science. Students are expected to develop the ability to critique research and determine its applicability for evidence-based practice. Additionally, the application of ethics and advocacy for human subjects as essential components of nursing's role in the process of improving health and healthcare will be integrated into the course.

#### NURS 3400 Core Nursing Competencies

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

Corequisite(s): NURS 3000

Fee(s): Nursing Lab Fee

Core Nursing Competencies introduces nursing principles that underpin future clinical practice. Students are introduced to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of an interprofessional team, and member of the profession. Emphasis is on mechanisms of disease and how the nursing process facilitates systematic evidence-based individualized nursing care. Core Nurse Competencies incorporates the concepts of clinical reasoning and judgment, scope of practice, standards of care, patient-teaching, legal and ethical principles, and informatics through the use of the electronic health record.

#### NURS 3401 Adult Health I

Prerequisite(s): NURS 3314 and NURS 3323/3023 and NURS 3400/3000 and NURS 3410/3010

Corequisite(s): NURS 3001

Recommended Concurrent Course(s): NURS 3315 and NURS 3394 and NURS 3405/3005

Fee(s): None

This course prepares students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in acute care environments for adults experiencing acute and chronic medical-surgical health issues. Students apply systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This is a four semester hour course with an accompanying 90 hour clinical lab.

#### NURS 3405 Adult Health II

Prerequisite(s): NURS 3410/3010 and NURS 3323/3023 and NURS 3400/3000 and NURS 3410/3010

Corequisite(s): NURS 3005

Recommended Concurrent Course(s): NURS 3315 and NURS 3394 and NURS 3401/3001

Fee(s): None

This course builds upon NURS 3401/3001 to prepare students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in acute care environments for adults experiencing acute and chronic medical-surgical health issues. Students apply systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This is a four semester hour course with an accompanying 90 hour clinical lab.

#### NURS 3410 Mental Health Nursing

Prerequisite(s): BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

Corequisite(s): NURS 3010

Recommended Concurrent Course(s): NURS 3314 and NURS 3322 and NURS 3400/3000 and NURS 3423/3023

Fee(s): None

This course prepares students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety when providing care for persons with mental health problems. Students learn systematic approaches, basic skills, and professional attitudes for providing care and evidence-based therapeutic interventions used to promote mental health in clients. The course incorporates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles for mental health nursing practice. This course is a 4 semester hour course with an accompanying lab of 90 clinical hours.

#### NURS 3414 Pathophysiology for Health Care

RN to BSN Prerequisite(s): Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

Students explore the pathology of health conditions and use concepts of pathophysiology assessment and planning of person – centered care as members of interprofessional healthcare teams. Synthesis of pathophysiology with levels of health promotion and prevention provides rationale for nursing care management. Four semester hours.

#### NURS 3423 Health Assessment

BSN Prerequisite(s): NURS 3322 and BIO 1414 and BIO 2404 and BIO 2414 and PSYC 1313 and PSYC 2301 and PSYC 3313 and at least 27 semester hours of Liberal Arts Core Requirements; admission to the nursing programs or Pre-Nursing Honor's Student

RN-BSN Prerequisite(s): Unencumbered RN license and formal acceptance into the RN-BSN program

Corequisite(s): NURS 3023

Assessment of the individual across the lifespan is taught within the context of growth and development. The student should be able to identify cues of health and well-being and differentiate between normal findings, normal variations and abnormal findings when performing assessments in a variety of settings. This is a four semester hour course with an accompanying 60 hour lab.

#### NURS 3424 Care of Individuals II

Prerequisite(s): NURS 3404 and NURS 3004

Corequisite(s): NURS 3024

This is the second in a series of three courses that focus on nursing care of individuals. These courses must be taken in order. The dimensions of health are assessed in individuals experiencing health problems. Students apply concepts of case management and continuity of care to individuals across the lifespan, including care during perioperative experiences. Students are expected to be able to provide care in a variety of acute care settings. This is a four-semester hour course with an accompanying lab of 90 clinical hours.

#### NURS 4005 Obstetric Nursing Clinical

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and 3394

Corequisite(s): NURS 4005

Recommended Concurrent Course(s): NURS 4407/4007 and NURS 4415/4015

Fee(s): Lab fee

This clinical course accompanies the didactic course, NURS 4405, to prepare students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in healthy and complex childbearing environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic



interventions for providing care to promote and restore health in child bearing clients and neonates. The course integrates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This course is a 90 hour clinical lab.

#### NURS 4006 Critical Care Across the Lifespan Clinical

Prerequisite(s): NURS 4405/4005 and NURS 4407 and NURS 4007 and NURS 4415/4015

Corequisite(s): NURS 4406

Recommended Concurrent Course(s): NURS 4410/4010 and NURS 4416/4016

Fee(s): Nursing Lab Fee and Malpractice Insurance Fee

This clinical course accompanies the didactic course, NURS 4406, which prepares students to transition to the role of professional nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in critical care environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in critically ill clients. The course adapts clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles to the complex, critical or life threatening needs. This is a 90 hour clinical lab.

#### NURS 4007 Pediatric Nursing Clinical

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and NURS 3394

Corequisite(s): NURS 4407

Recommended Concurrent Course(s): NURS 4405/4005 and NURS 4415/4015

Fee(s): Nursing Lab Fee

This clinical course accompanies the didactic course, NURS 4407, to prepare students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in families and their children in acute care environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in pediatric clients. The course integrates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This course is a 90 hour clinical lab.

#### NURS 4008 Maternal-Child Nursing

Prerequisite(s): NURS 3405 and NURS 3005

Corequisite(s): NURS 4408

Students will apply critical understanding and clinical judgment in a variant of pediatric and woman's health insight, clinical judgement, professional, and collaborative with the inter-professional team.

#### NURS 4010 Transition to Practice Clinical

Prerequisite(s): NURS 4405/4005 and NURS 4407/4007 and NURS 4415/4015

Corequisite(s): NURS 4410

Recommended Concurrent Course(s): NURS 4416/4016 and 4406/4006

Fees: Nursing Lab Fee

Students will examine concepts and apply critical understanding and clinical judgment in a variety of healthcare contexts using case scenarios and Simulation technology. This course builds on all content and experiences and to prepare for the transition into licensed practice. The course integrates professional preparedness and career planning. This is a course requiring 60 hours of virtual lab.

#### NURS 4015 Community Populations Health Clinical

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and NURS 3394

Corequisite(s): NURS 4415

Recommended Concurrent Course(s): NURS 4405/4005 and NURS 4407/4007

Fee(s): None Nursing lab fee

This clinical course accompanies the didactic course, NURS 4415, to prepare students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety for diverse populations and communities. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in pediatric clients. The course integrates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This course is a 90 hour clinical lab.

#### NURS 4016 Professional Issues in Nursing Clinical

Prerequisite(s): NURS 4405/4005 and NURS 4407/4007 and NURS 4415/4015

Corequisite(s): 4416

Recommended Concurrent Course(s): NURS 4406/4006 and NURS 4410/4010

Fee(s): Nursing Lab Fee

This course transitions students to become professional nurses who are members of inter-professional teams and advocate for patient safety across the lifespan. Emphasis will be placed on the appraising the changing healthcare environment, and factors that influence, the profession, healthcare, and professional nursing practice in relation to diversity, equity, and inclusion in population health. This is the 90 hours clinical course accompanying NURS 4416.

NURS 4064 Health Care Administration for Nurses Laboratory

Prerequisite: NURS 3111 and NURS 3424/3024 and NURS 4434/4034 and NURS 4444/4044. A GPA of 2.5 or higher and successful completion of the Advanced Beginner Level Curriculum Checkpoint

Corequisite(s): NURS 3434/3034 and NURS 4424/4024 and NURS 4564

This is a 135 hour clinical experience that accompanies NURS 4564 Health Care Administration for Nurses.

NURS 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

NURS 4312 Care of Vulnerable Populations

RN to BSN Prerequisite(s): Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

Students apply concepts of epidemiology to determine the factors that contribute to vulnerability for person centered care. Students will examine (a) health norms for the elder population based on age, gender, ethnicity, and socioeconomic status in order to determine the major health problems and surveillance issues and (b) research methodologies/approaches/models that are employed to improve health outcomes for vulnerable aging populations. Students will be expected to use communication skills and education theory to plan and present health information to promote health of a population. Critical thinking and mathematical skills will be developed in using a statistical approach to assessing and evaluating health outcomes. Concepts of health promotion and disease prevention serve as a basis for analyzing recommendations for health programming.

NURS 4394 Applied Nursing Research

RN to BSN Prerequisite(s): NURS 3309 and NURS 3322 and NURS 3414 and NURS 3423/3023 and Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

This course addresses the role of research in professional nursing practice, including the conduct of research, sources, utilization and dissemination, and evidence-based practice as it relates to nursing science. Findings of selected research studies are appraised and presented. Ethical considerations and methods of protection of human subjects are integrated throughout the course.

NURS 4405 Obstetric Nursing

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and NURS 3394

Corequisite(s): NURS 4005

Recommended Concurrent Course(s): NURS 4407/4007 and NURS 4415/4015

Fee(s): None

This course prepares students to become nurses who provide patient-centered care as members of interprofessional teams and advocate for patient safety in healthy and complex childbearing environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in childbearing clients and neonates. The course integrates clinical reasoning and clinical judgement, scope of practice, and standards of nursing care as well as legal and ethical principles. This is a four semester course with an accompanying 90 hour clinical lab.

NURS 4406 Critical Care Across the Lifespan

Prerequisite(s): NURS 4405/4005 and NURS 4407 and NURS 4007 and NURS 4415/4015

Corequisite(s): NURS 4006

Recommended Concurrent Course(s): NURS 4410/4010 and NURS 4416/4016

Fee(s): None

This course prepares students to transition to the role of professional nurses who provide patient-centered care as members of inter-professional teams and advocate for patient safety in critical care environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in critically ill clients. The course adapts clinical reasoning and clinical judgment, scope of practice, and standards of nursing

care as well as legal and ethical principles to the complex, critical or life threatening needs. This is a four semester hour course with an accompanying 90 hour clinical lab.

#### NURS 4407 Pediatric Nursing

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and NURS 3394

Corequisite(s): NURS 4007

Recommended Concurrent Course(s): NURS 4405/4005 and NURS 4415/4015

Fee(s): None

This course prepares students to become nurses who provide patient-centered care as members of inter-professional teams and advocate for safety in families and their children in acute care environments. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in pediatric clients. The course integrates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This is a four semester hour course with an accompanying 90 hour clinical lab.

#### NURS 4408 Maternal-Child Nursing

Prerequisite(s): NURS 3405 and NURS 3305

Corequisite(s): NURS 4008

This course prepares students to become inter-professional care providers while advocating for patient safety for women and children experiencing acute and chronic illness.

#### NURS 4410 Transition to Practice

Prerequisite(s): NURS 4405/4005 and NURS 4407/4007 and NURS 4415/4015

Corequisite(s): NURS 4410

Recommended Concurrent Course(s): NURS 4416/4016 and NURS 4406/4006

Fees: None

Students will examine concepts and apply critical understanding and clinical judgment in a variety of healthcare contexts using case scenarios and Simulation technology. This course builds on all content and experiences and to prepare for the transition into licensed practice. The course integrates professional preparedness and career planning. This is a four semester hour course with 60 hours of virtual lab.

#### NURS 4415 Community Population Health

Prerequisite(s): NURS 3410/3010 and NURS 3423/3023 and NURS 3400/3000 and NURS 3414 and NURS 3415 and NURS 3401/3001 and NURS 3405/3005 and NURS 3394

Corequisite(s): NURS 4015

Recommended Concurrent Course(s): NURS 4405/4005 and NURS 4407/4007

Fee(s): None

This course prepares students to become nurses who provide population health care as members of inter-professional teams and advocate for safety for diverse populations and communities. Students analyze the application of systematic approaches, evidence-based practice, and therapeutic interventions for providing care to promote and restore health in communities and populations. Students assess the community to determine healthcare needs and gaps in access to care and propose actions to promote diversity, equity and inclusion. The course integrates clinical reasoning and clinical judgment, scope of practice, and standards of nursing care as well as legal and ethical principles. This is a four semester hour course with an accompanying 90 hour clinical lab.

#### NURS 4416 Professional Issues in Nursing

Prerequisite(s): NURS 4405/4005 and NURS 4407/4007 and NURS 4415/4015,

Corequisite(s): NURS 4016

Recommended Concurrent Course(s): NURS 4406/4006 and NURS 4410/4010

Fees: None

This course transitions students to become professional nurses on inter-professional teams while advocating for patient safety across the lifespan. Emphasis will be placed on the appraising the changing healthcare environment, and factors that influence, the profession, healthcare, and professional nursing practice in relation to diversity, equity, and inclusion in population health. This is a four semester hour course with an accompanying 90 hours clinical course.

#### NURS 4424 Nursing in the Community

RN to BSN Prerequisite(s): Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

Students analyze historical trends and characteristics and factors that have impacted community health nursing and contributed to community health issues. Students compare and contrast the professional nursing roles in the community and apply theories,

models, and principles to community health nursing practice. Opportunities are provided to use systematic approaches to identify health needs to groups and populations and promote health in the community. This is a four-semester hour course, including 90 clinical hours.

#### NURS 4434 Care of Childbearing Families

Prerequisite(s): NURS 3110 and NURS 3404/3004 and NURS 4312 and NURS 4414/4014 and (BIOL 3433 or NURS 3414) and a GPA of 2.5 or higher and successful completion of the Novice Level Curriculum Checkpoint

Corequisite(s): NURS 3111 and NURS 3424/3024 and NURS 4034 and NURS 4444/4044

This is one of three courses that focus on specialty care of individuals and their families. The dimensions of health are assessed in childbearing families requiring specialized care. Students apply concepts of care to case management and continuity of care of childbearing families. Students use a systematic approach to providing care for childbearing families, in the community and in specialty care units such as labor and delivery, neonatal intensive care units, pre-natal and postpartum units. This is a four-semester hour, including 90 clinical hours.

#### NURS 4444 Care of Families with Children

Prerequisite(s): NURS 3110 and NURS 3404/3004 and NURS 4312 and NURS 4414/4014 and (BIOL 3433 or NURS 3414) and a GPA of 2.5 or higher and successful completion of the Novice Level Curriculum Checkpoint

Corequisite(s): NURS 3111 and NURS 3424/3024 and NURS 4434/4034 and NURS 4044

This is one of three courses that focus on specialty care of individuals and their families. The dimensions of health are assessed in families with children and adolescents. Students are expected to be able to apply concepts of care to case management and continuity of care of families with children and adolescents in the community and in pediatric health care environments. Students use a systematic approach to provide care for families with children and adolescents. This course is four semester hours, including 90 clinical hours.

#### NURS 4564 Healthcare Administration for Nurses

RN to BSN Prerequisite(s): NURS 3309 and NURS 3322 and NURS 3414 and NURS 3423/3023 and NURS 4394 and Unencumbered RN license and formal acceptance into the RN to BSN program

RN to BSN Corequisite(s): None

This course focuses on professional issues in nursing, nursing management and the use of research in clinical practice as well as the study of health administration and leadership from the nurse's perspective. Students develop an evidence-based practice project. The course is five semester hours, including 90 clinical hours. This course is 40% didactic and 60% clinical.

#### NURS 5000 FNP Adult Health I Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5500

This course is the first of two that explores advanced studies in the diagnosis and management of acute and chronic illnesses in adult patient populations. A grade of B or above must be received in this course to progress in the Family Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 135 clinical hours.

#### NURS 5001 FNP Adult Health II Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5501

This course is the second of two that explores advanced studies in the diagnosis and management of acute and chronic illnesses in adult patient populations. A grade of B or above must be received in this course to progress in the Family Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 135 clinical hours.

#### NURS 5005 PNP Acute Health I Clinical

Prerequisite(s): None

Corequisite(s): NURS 5405

This course will provide 108 clinical hours of management and diagnosis of acute health issues in children and adolescents.

#### NURS 5006 PNP Acute Health II Clinical

Prerequisite(s): None

Corequisite(s): NURS 5406

This course will provide 108 clinical hours of management and diagnosis of acute health issues in children and adolescents in intensive and emergent areas.

#### NURS 5007 PNP Pediatric Health I Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5407

This course is the first in a series of two that explores advanced studies in the diagnosis and management of pediatric acute and chronic illnesses. A grade of “B or above must be received in this course to allow progression in the Pediatric Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 108 clinical hours.

#### NURS 5008 PNP Pediatric Health II Clinical

Prerequisite(s): NURS 5306 and NURS 5407/5007

Corequisite(s): NURS 5408

This course is the second in a series of two that explores advanced studies in the diagnosis and management of pediatric acute and chronic illnesses. A grade of “B or above must be received in this course to allow progression in the Pediatric Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 108 clinical hours.

#### NURS 5017 Leading Diverse Work Teams Clinical

Prerequisite(s): Completion of or concurrent enrollment in NURS 5302

Corequisite(s): NURS 5317

This course will provide students the opportunity to apply concepts learned in NURS 5317. 40 hours of clinical are required.

#### NURS 5023 Growth and Development Across the Lifespan Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5323

This course is designed to provide the learner with an in depth knowledge of growth and development, encompassing physical, cognitive, and psychosocial changes that occur from conception through late adulthood. This course will include an advanced studies in human development theories common to all people, as well as ways in which various patient populations differ from others. The learner will gain hands-on experience through precepted direct patient care of individuals within the context of family. Evidence-based practice is interwoven with practical applications to parenting, teaching, healthcare, and public policy. This course will provide didactic and advanced clinical practice with guidelines for health supervision of patients across the lifespan. This course has 81 hours of precepted clinical and is 40% didactic and 60% direct patient care, including 81 clinical hours.

#### NURS 5035 FNP Woman’s Health Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5335

This course provides studies in the diagnosis and management of woman’s health for advanced nursing practice. A grade of “B” or above must be received in this course to progress in the Family Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 81 clinical hours.

#### NURS 5036 FNP Pediatric Health Clinical

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5336

This course provides advanced nursing practice studies in the diagnosis and management of common, acute and chronic illnesses in pediatric patient population. A grade of “B” or above must be received in this course to allow progression in the Family Nurse Practitioner program. This course is 40% didactic and 60% clinical, including 81 clinical hours.

#### NURS 5224 PNP IV

Prerequisite(s): Approval of the Department of Nursing

This course will provide didactic and hands-on practice in the diagnosis and management of hospitalized children and adolescents. This course has 90 hours of precepted clinical.

#### NURS 5225 PNP V

Prerequisite(s): NURS 4224

This course will provide didactic and hands-on practice in the diagnosis and management of children and adolescents in intensive care units. This course has 90 hours of precepted clinical.

#### NURS 5226 PNP VI

Prerequisite(s): NURS 5225

This course will provide didactic and hands-on practice in the diagnosis and management of children and adolescents requiring emergency care. This course has 90 hours of precepted clinical.

#### NURS 5229 Advanced Role

Prerequisite(s):

For the FNP Program: NURS 5230/5030 and NURS 5231/5031 and NURS 5232/5032

For the PNP Program: NURS 5220/5020 and NURS 5221/5021 and NURS 5222/5022

The purpose of this course is to provide a conceptual basis for advanced practice nursing to provide patient-centered as primary care providers and members of interprofessional teams. Students examine nurse practitioner competencies with emphasis on acquiring knowledge and skills to assume leadership roles in healthcare delivery, health policy, and complex healthcare systems. Research and quality improvement mechanisms to allow progression in the Nurse Practitioner program.

#### NURS 5240 Advanced Skills AC

Prerequisite(s): Approval of the Department of Nursing

This course will provide didactic and hands-on practice with the advanced skills needed in acute care. This is a hybrid course requiring 16 hours on campus.

#### NURS 5300 Theory Integration

Prerequisite(s): Admission to MSN Program

This course explores and analyzes theories and propositions from social, psychological, medical, nursing, and interpersonal relations as a foundation for advanced nursing science and research, practice, and scholarship. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

#### NURS 5302 Leadership for Quality, Safety and Health Policy

Prerequisite(s): Admission to MSN Program

The principles and theories germane to leadership will be examined in relation to complex organizations and the development of leadership styles and policy making to transform those healthcare systems to promote diversity, equity and inclusion in healthcare. Course content will include quality improvement models, processes, and tools to measure outcomes in a healthcare facility. Emphasis will be placed on the political, demographic, and economic forces that influence health policy and professional nursing practice. Ethical and legal dimensions of nursing practice and interprofessional relationships at advanced level will be explored. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

#### NURS 5303 Advanced Pathophysiology

Prerequisite(s): Admission into MSN

This course focuses on pathophysiological processes across the lifespan and the development of advanced clinical reasoning and clinical judgment skills that distinguish the relationships between normal physiology and specific system alterations produced by injury and disease. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

#### NURS 5304 Advanced Pharmacology

Prerequisite(s): Admission into MSN

This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents. The pharmacologic treatment of major health problems will be explored. Principles of pharmacokinetics, pharmacodynamics and pharmacogenomics will be examined. The effects of culture, ethnicity, age, pregnancy, gender and funding on pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

#### NURS 5305 Advanced Health Assessment

Prerequisite(s): Admission into MSN

Corequisite(s): None

This course will build upon health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be developed. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of findings in a variety of settings. This course will require 40 hours of precepted patient care practice across the lifespan. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

#### NURS 5306 Advanced Diagnostics and Skills

Prerequisite(s): NURS 5305

Corequisite(s): None

Focus is on managing complex healthcare problems through the development of evidence-based diagnostic and clinical decision-making skills. Participants evaluate the use of advanced diagnostic techniques in terms of best evidence, client

values/beliefs, available resources, and clinical expertise. This course will also provide hands-on practice with the advanced skills needed in primary care. This class requires 20 simulation/lab hours on campus or alternative location. This course is 85% didactic and 15% simulation/lab.

#### NURS 5307 Advanced Healthcare Informatics

Prerequisite(s): Entry into MSN program or approval by department

Corequisite(s): None

In this course, students will explore core concepts, skills, tools that define the informatics field, including the examination of health information technologies to promote safety, improve quality, and foster consumer-centered care and efficiency.

#### NURS 5308 Advanced Patho-Pharmacology

Prerequisite(s): Entry into MSN program or approval by department

Corequisite(s): None

In this course, students will explore physiological, pathophysiological, and pharmacologic processes to prepare nurses for roles in leadership and education.

#### NURS 5309 Research Integration

Prerequisite(s): NURS 5300

Corequisite(s): None

Students will learn to integrate appropriate research to assist in resolving clinical issues based on nursing science. Evidence-based practice will give consideration to patient preferences and values as well as clinical expertise while integrating research data.

#### NURS 5311 Curriculum Development

Prerequisite(s): NURS 5309

Corequisite(s): None

This course examines various classical and modern curriculum theorists as they apply to nursing curriculum development. Emphasis is placed on congruence between institutional mission, philosophy, and goals; professional standards; and needs and expectations of a program's communities of interest. Students design a curriculum to meet the needs of a stated nursing role and setting.

#### NURS 5312 Effective Teaching Strategies

Prerequisite(s): NURS 5309

Corequisite(s): None

This course will incorporate a learner-centered approach to course development and instructional delivery. Assessment tools and strategies used to evaluate student learning will be emphasized. Students will demonstrate instructional techniques and strategies in the teaching of didactic competencies and clinical proficiencies based upon evidence-based teaching practices.

#### NURS 5313 Evaluation of Learning

Prerequisite(s): NURS 5309

Corequisite(s): None

This course examines a variety of assessment models and techniques used to evaluate student classroom performance and clinical performance, instructor performance, and effectiveness of education programs. Students will design and execute assessment and evaluation plans, interpret assessment data and develop closing the loop activities.

#### NURS 5316 Healthcare Finance

Prerequisite(s): NURS 5302

This course builds capability related to practice in a dynamic and complex healthcare financial environment. The course covers principles of healthcare economics, third party reimbursement, costing, budgets and budgeting, variance, economic evaluation methods, and writing a business plan to successfully defend or market a healthcare program.

#### NURS 5317 Leading Diverse Work Teams

Prerequisite(s): Completion of or concurrent enrollment in NURS 5302

Corequisite(s): NURS 5017

This course will provide information on human resource management and related factors in nursing service organizations.

#### NURS 5318 Healthcare Finance

Prerequisite(s): NURS 5319

Corequisite(s): None

This course covers principles of healthcare economics, third party reimbursement, costing, budgets and budgeting, variance, economic evaluation methods, and writing a business plan to successfully defend and market a healthcare program.

#### NURS 5319 Management Roles and Operations

Prerequisite(s): NURS 5300 and NURS 5301 and NURS 5302

This course will provide an introduction to the management role and operations in nursing service organizations. Included will be the study of leadership roles and various styles of nursing management and their implications for the nurse leader.

#### NURS 5321 Managing Diverse Work Teams

Prerequisite(s): NURS 5300 and NURS 5301 and NURS 5302

This course will provide information on human resource management and related factors in nursing service organizations.

#### NURS 5322 Organizational Theory and Culture

Prerequisite(s): NURS 5300 and NURS 5301 and NURS 5302

This course will provide an introduction to organizational theory, culture, and principles of practice in the administration of nursing services and patient care.

#### NURS 5323 Growth and Development Across the Lifespan

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5023

This course is designed to provide the learner with an overview of growth and development, encompassing physical, cognitive, and psychosocial changes that occur from conception through late adulthood. This course will include an introduction to the human development theories common to all people, as well as five ways in which the population differs from others. The learner will gain hands-on experience through precepted direct patient care of individuals within the context of family. Evidence-based practice is interwoven with practical applications to parenting, teaching, healthcare, and public policy. This course will provide didactic and hands-on practice with guidelines for health supervision of infants, children, and adolescents. This course has 81 hours of precepted clinical and is 40% didactic and 60% direct patient care.

#### NURS 5324 Nursing Management Residency

Prerequisite(s): Approval of the Department of Nursing

This capstone course will provide the opportunity for students to integrate and apply previous coursework in their workplace.

#### NURS 5333 FNP Capstone I

Prerequisite(s): NURS 5420

Corequisite(s): None

This course will provide the opportunity for the learner to integrate and practice the content from previous courses. This course is a precepted clinical of 135 hours. This class is 100% clinical

#### NURS 5334 FNP Capstone II

Prerequisite(s): NURS 5333

Corequisite(s): None

This course prepares students to become inter-professional care providers while advocating for patient safety across the lifespan. The learner will examine health patterns, and integrate theory and practice of health assessment and intervention strategies related to management of illnesses and healthcare perspectives. This course is 100% clinical, and requires 135 precepted hours.

#### NURS 5335 Woman's Health

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5035

This course provides didactic in the diagnosis and management of woman's health. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

#### NURS 5336 Pediatric Health

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5036

This course provides content in the diagnosis and management of pediatric patients. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

#### NURS 5400 Organizational Theory and Culture

Prerequisite(s): NURS 5302



Corequisite(s): NURS 5000

This course will provide an introduction to organizational theory, culture, and principles of practice in the administration of nursing services and patient care.

NURS 5401 Residency I

Prerequisite(s): NURS 5400, NURS 5000

Corequisite(s): None

This capstone course will provide the opportunity for the learner to integrate and practice the content from previous courses in various non-hospital systems. This course has a precepted clinical of 162 hours.

NURS 5402 Residency II

Prerequisite(s): NURS 5400, NURS 5000

Corequisite(s): None

This capstone course will provide the opportunity for the learner to integrate and practice the content from previous courses in various hospital systems. This course has a precepted clinical of 162 hours.

NURS 5405 PNP Acute Health I

Prerequisite(s): Admission to the program

Corequisite(s): NURS 5005

This course will provide an introduction to the diagnosis and management of acute health issues in children and adolescents.

NURS 5406 PNP Acute Health II

Prerequisite(s): NURS 5405

Corequisite(s): NURS 5006

This course will build upon the diagnosis and treatment of acute health issues in children and adolescents in intensive care and emergent areas.

NURS 5407 PNP Pediatric Health I

Prerequisite(s): 5306

Corequisite(s): NURS 5007

This course is the first in a series of two that provides content in the diagnosis and management of pediatric illness. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

NURS 5408 PNP Pediatric Health II

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5008

This course is the second in a series of two that provides content in the diagnosis and management of pediatric illness. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

NURS 5420 Advanced Practicum I

Prerequisite(s): Approval of the Department of Nursing

This course will provide the opportunity for the learner to integrate and practice the content from previous courses. This course is a precepted clinical of 180 hours. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

NURS 5421 Advanced Practicum II

Prerequisite(s): Approval of the Department of Nursing

This capstone course will provide the opportunity for the learner to integrate and practice the content from previous courses. This course is a precepted clinical of 180 hours. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program.

NURS 5422 Advanced Practicum III

Prerequisite(s): NURS 5420 and the approval of the Department of Nursing

This capstone course will provide the opportunity for the learner to integrate and practice the content from previous courses. This course has 120 hours of precepted clinical.

NURS 5423 Advanced Practicum IV

Prerequisite(s): NURS 5421 and the approval of the Department of Nursing

This capstone course will provide the opportunity for the learner to integrate and practice the content from previous courses. This course has 120 hours of precepted clinical.

#### NURS 5500 FNP Adult Health I

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5000

This course is the first of two that provides content in the diagnosis and management of adult illness. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

#### NURS 5501 FNP Adult Health II

Prerequisite(s): NURS 5306

Corequisite(s): NURS 5001

This course is the second of two that provides content in the diagnosis and management of adult illness. A grade of "B" or above must be received in this course to allow progression in the Nurse Practitioner program. This course is 40% didactic and 60% clinical.

## Online (ONLN) Course Descriptions

#### ONLN 1300 Introduction to Online Learning

Prerequisite(s): None

This course provides the resources needed to prepare students for learning in an online environment at Houston Baptist University. The course provides strategies for being a successful online learning and provides an overview of the tools used as an online student - from the learning management system (Blackboard), to support services available to online learners. This course features quick tutorials and assignments geared towards assessing and building skills needed in an online learning environment.

## Philosophy (PHIL) Course Descriptions

#### PHIL 1300 Introduction to Philosophical Dialogue

Prerequisite(s): None

This course introduces students to principles of philosophical discourse by means of Socratic dialogue, basic epistemology seminars, scholarly cultural analysis, and study of philosophical texts. Students are taught to recognize and avoid informal fallacies in discussion, and to strive for intellectual precision and logical soundness as they search for truth.

#### PHIL 1305 Logic and Quantitative Reasoning

Prerequisite(s): None

Corequisite(s): None

This course introduces students to practical problem solving through logical deduction and induction, probability, and proofs of validity in formal systems. This course may include existential quantifiers, sets, and functions. In addition, this course trains students to evaluate argument salience through informal logic and consider critical thinking values such as objectivity and truth.

#### PHIL 1310 Logic

Prerequisite(s): None

Logic has long been part of the core of a liberal arts education. In this course, students will learn to become better thinkers and communicators; mastering skills in symbolic logic, fallacy identification, and the philosophy of language. Topics in the history of philosophy and other disciplines will be studied to illustrate the role of logic in the liberal arts and to provide an opportunity for students to use their skills in diverse contexts.

#### PHIL 1313 Introduction to Philosophy

Prerequisite(s): None

A foundational course designed to familiarize the student with the meaning and relevance of philosophy through a study of its main problems and the principal theories that have been proposed as solutions to them.

#### PHIL 3320 Business Ethics

Prerequisite(s): None

The goal of PHIL 3320 is to prepare students for success in global business by teaching ethics from a Christian perspective. Students will be instructed in major approaches to business ethics and will be given opportunities to develop their character in constructive ways via case study participation. Special attention will be devoted to character formation in the context of a Christian worldview. Course topics may include: philosophical and cultural foundations of Business Ethics, the application of ethical principles in the marketplace, the development of constructive decisions and character amid the challenges of global business, the setup of a business ethics program within an organization. Human resources issues of diversity, whistle blowing, recruiting and hiring, and compensation will also be discussed as part of the course's application phase.

#### PHIL 3323 Ancient and Medieval Philosophy

Prerequisite(s): None

A study of the historical development of Western philosophy from its early beginnings in Greece to the end of the Middle Ages.

#### PHIL 3334 Apologetics-Philosophical Foundations for a Christian Worldview

Prerequisite(s): PHIL 1313

An in-depth study of the philosophical foundations for Christian belief and practice, including engaging philosophical criticisms of basic Christian beliefs and teaching.

#### PHIL 3344 Modern/Contemporary Philosophy

Prerequisite(s): None

A continuation of PHIL 3323, beginning with the Renaissance and ending with the more important philosophers of recent times.

#### PHIL 3350 Philosophy of Tragedy

Prerequisite(s): None

An analysis and evaluation of the tragic worldview as expressed in classic literature and philosophies of life. Topics considered could include the role of fate, free will, luck, and providence in moral responsibility, virtue, and happiness. Works considered could include the philosophies of Aristotle, Hegel, Schopenhauer, Kierkegaard, and Nietzsche, alongside the dramas of Sophocles and Shakespeare. Special attention will be paid to the problem of evil and the question of whether tragedy is compatible with the Christian worldview.

#### PHIL 3360 Medical Humanities

Prerequisite(s): None

A course designed to introduce students to medical humanities. The course is an interdisciplinary approach to looking at medical ethics and culture that will focus on the humanities and especially philosophy. Subjects to be covered may include the concept of personhood at the beginning and end of life, the arts and medicine, the historical development of medicine, theology of medicine, and the philosophy of science and medicine.

#### PHIL 3365 Medical Ethics

Prerequisite(s): None

This course will look at debates in medical ethics. Topics may include abortion, euthanasia, medical testing and research, scarcity and distribution of health care, genetics, privacy, and reproductive technology.

#### PHIL 4160 Explorations in Philosophy

Prerequisite(s): None

Corequisite(s): None

A course exploring an unusual or specialized topic within the field of philosophy. Example topics may include philosophy of time, existence of abstract objects, subject/object division, applied ethics, or pop-culture studies.

#### PHIL 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PHIL 4323 Ethics

Prerequisite(s): None

A course in which the major ethical systems and their theories of value and conduct are studied critically and evaluated from a Christian point of view.

**PHIL 4333 Aesthetics**

Prerequisite(s): PHIL 1313

Examination of texts from the history of philosophy focusing on the questions of beauty, appropriateness, and value of both art and nature.

**PHIL 4334 Metaphysics**

Prerequisite(s): PHIL 1313

Metaphysics is the study of the nature of reality. Topics to be discussed may include freedom of the will, causation, being, the nature of universals, possibility and necessity, space and time, philosophical anthropology and some philosophical theology. This class will provide a survey of these topics as it surveys views of the nature of reality over many different philosophical genres.

**PHIL 4335 Epistemology**

Prerequisite(s): PHIL 1313

Considers questions such as the following: Can I have knowledge of anything outside my own mind - for example, physical objects or other minds? Or is the skeptic's attack on my commonplace claims to know unanswerable? What is knowledge?

**PHIL 4336 Philosophy of Science**

Prerequisite(s): PHIL 1313

Examination of the philosophical foundations for the natural sciences, as well as conceptual issues surrounding the nature and extent of scientific inquiry.

**PHIL 4358 Analytic Philosophy**

Prerequisite(s): PHIL 1313

Readings from post-Idealist Anglo-American philosophers who pursue clarity, precision, and formalized logical argument as the best means to engage recurring philosophical questions.

**PHIL 4359 Political Philosophy**

Prerequisite(s): PHIL 1313

Examination of texts from the history of philosophy focusing on the relationship between the individual and collective neighbor. In this course, the great philosophers guide us as we wrestle with questions concerning the polis, state, just and unjust government, and the law.

**PHIL 4363 Philosophy of Religion**

Prerequisite(s): None

A critical examination of the nature and validity of religious experience and the place of religion in human life. Consideration is given to religious problems such as the existence and nature of God, the source of religious knowledge, the nature of man, the origin and nature of evil. (Offered also as CHRI 4363.)

**PHIL 4365 Philosophy of Mind**

Prerequisite(s): None

Corequisite(s): None

A course exploring the nature of the mind and its relation to the body, consciousness, and thought. Topics may include personal identity, dualism, other minds, artificial intelligence, intention, and will.

**PHIL 4381 Special Topics/Independent Study**

Prerequisite(s): PHIL 1313

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**PHIL 4390 Great Philosophers and Their Works**

Prerequisite(s): PHIL 1313

This course will closely study one or more philosophical texts from an important philosophical thinker. Examples include a study of Kierkegaard, a seminar on the Critique of Pure Reason, a close look at The Republic and the secondary literature surrounding it, and the writings of Al Plantinga.

**PHIL 5160 Explorations in Philosophy**

Prerequisite(s): None

Corequisite(s): None

A course exploring an unusual or specialized topic within the field of philosophy. Example topics may include philosophy of time, existence of abstract objects, subject/object division, applied ethics, or pop-culture studies.

**PHIL 5181 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

**PHIL 5300 Fundamentals of Apologetics**

Prerequisite(s): None

This course will cover the fundamentals of classic Christian apologetics. Topics such as arguments for God's existence, the problem of evil, and the epistemology of religious belief will be covered.

**PHIL 5310 Logic**

Prerequisite(s): None

This course will cover basic logic, including traditional logic, but focusing on modern symbolic logic. In addition to sentence logic and predicate logic, it will include probability and basic modal logic.

**PHIL 5320 Philosophy of Religion: Faith and Reason**

Prerequisite(s): None

This course will deal with basic issues in philosophy of religion, such as arguments, the problem of evil, the relationship between faith and reason, miracles, and life after death. Also offered as APOL 5320.

**PHIL 5325 Philosophy and Worldview Studies for Psychology & Counseling**

Prerequisite(s): None

Corequisite(s): None

This course explores the methodological and epistemological foundations of contemporary clinical psychology and counseling as well as other philosophical topics relevant to Christian therapeutic practice. These topics may include rationality, free will, clinical relationships, ethics, and philosophy of science. In addition, the way worldview impacts the history and future of clinical practice will be explored and emphasized. Texts assigned may include works by Plato, Aristotle, Epictetus, Augustine, Kierkegaard, James, Freud, Skinner, Piaget, and Kohlberg.

**PHIL 5330 Metaphysics**

Prerequisite(s): None

This course will examine fundamental issues such as the nature of ultimate reality or being, the mind body problem, and the nature of freedom and its relationship to determinism. Particular attention will be given to the role of God in metaphysics and to the difference his existence makes for various issues.

**PHIL 5340 Epistemology**

Prerequisite(s): None

This course will examine and assess different accounts of warranted belief and grounds for claims to knowledge. It will give attention to religious epistemology and the impact of theistic belief on epistemic theory.

**PHIL 5350 Ethics**

Prerequisite(s): None

This course will focus on the nature of the good and the right, and various accounts of these fundamental aspects of moral philosophy, both classical and contemporary. Attention will be given to theistic and Christian accounts of morality, such as natural law theory and divine command theory.

**PHIL 5360 History of Philosophy: Ancient and Medieval**

Prerequisite(s): None

This course will survey major figures, issues and ideas in the history of philosophy from the period of the pre-Socratic philosophers through the middle ages. Particular attention will be given to development of Christian thought in these time periods.

**PHIL 5370 History of Philosophy: Modern**

Prerequisite(s): None

This course will survey major figures, issues, movements, and developments from Descartes in the beginning of the modern period to the early twentieth century. Particular attention will be given to the period of the "enlightenment" and other movements that have affected Christianity, either positively or negatively.

#### PHIL 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PHIL 6310 Aesthetics

Prerequisite(s): None

This course will analyze and assess theories of beauty, value and the nature and meaning of art. Particular attention will be given to the role that belief in God has in the creative process and the meaning and motivation for artistic creation.

#### PHIL 6320 Science and Faith

Prerequisite(s): None

This course will explore the history of the relationship between science and religion, including the alleged hostility between the two. It will examine various accounts of the compatibility between the two and ways they can be understood as mutually enriching. Other topics in the philosophy of science and how they interact with theism may be considered. (Offered also as APOL 6320.)

#### PHIL 6330 Philosophy of C. S. Lewis

Prerequisite(s): None

This course will critically examine the main philosophical and religious writings of C. S. Lewis. It will assess the value and ongoing significance of his work for Christian philosophy and apologetics.

#### PHIL 6340 Church and State

Prerequisite(s): None

This course is a survey of some of the different views of church-state relations that have been developed in western philosophy and in the Christian tradition over the last two thousand years. Its focus is on contemporary thinkers and also on the political philosophies of the major philosophers in the canon. It includes studies of monarchy, two-kingdom theory, religious toleration, distributive justice, democracy, establishment and disestablishment, and citizenship, among other topics. Upon completion of the course, students will be familiar with the major theories of the relationship between church and state, and will be able to articulate and defend their own views of church-state interaction.

#### PHIL 6350 The Problem of Evil

Prerequisite(s): None

This course will examine the problem of evil as a challenge to theistic and Christian belief, and explore different responses to the challenge, both classic and contemporary.

#### PHIL 6360 Philosophy of History

Prerequisite(s): None

This course explores topics in both substantive and critical philosophy of history. These topics may include the nature of historical explanation and narrative, the relation of history to other disciplines, and the way in which scholars have viewed historical progress. Of interest will be the way in which the Philosophy of History can inform our theological beliefs, and in particular, our understanding of the life of Christ.

#### PHIL 6380 Thesis Research

Prerequisite(s): None

This is a course for students writing a Master's thesis. Requirements and readings will be set by consultations with a student's advisor and the Director of Graduate Studies.

#### PHIL 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

## Physics (PHYS) Course Descriptions

#### PHYS 1003 Physics of Sound Laboratory

Prerequisite(s): MATH 1313

Corequisite(s): PHYS 1403

This is the laboratory portion of PHYS 1403, Physics of Sound.

PHYS 1011 Astronomy and the Universe Laboratory

Prerequisite(s): MATH 1313

Corequisite(s): PHYS 1411

This is the laboratory portion of PHYS 1411, Astronomy and the Universe.

PHYS 1016 General Physics I Laboratory

Prerequisite(s): MATH 1434 or MATH 1451 or a satisfactory score on a departmental placement exam

Corequisite(s): PHYS 1416

This is the laboratory portion for PHYS 1416, General Physics I.

PHYS 1017 General Physics II Laboratory

Prerequisite(s): PHYS 1416

Corequisite(s): PHYS 1417

This is the laboratory portion of PHYS 1417, General Physics II.

PHYS 1403 Physics of Sound

Prerequisite(s): MATH 1313 (Basic knowledge of musical notation is recommended.)

This course is an introduction to the physical principles behind sound and music. Topics include the fundamental theory of vibration, sound waves and propagation, diffraction and interference, free, coupled and driven oscillations, resonance and oscillation modes. The anatomy and psychophysics of the ear are also covered as well as musical scales, and the nature of sound from the musical instruments. The course includes one semester hour credit for laboratory experiments. This course does not count towards a physics major.

PHYS 1411 Astronomy and the Universe

Prerequisite(s): MATH 1313

Designed for non-science majors, this course is an overview of the solar system, astronomical instruments, the origin and evolution of stars, galaxies, black holes, quasars, cosmology, and the structure and origin of the universe. Concepts and critical thinking are strongly emphasized. The course includes one semester hour credit for laboratory investigations consisting of computer work and observation sessions. This course does not count towards a physics major.

PHYS 1416 General Physics I

Prerequisite(s): MATH 1434 or MATH 1451 or a satisfactory score on a departmental placement exam

A precalculus-based introduction to Newton's laws of motion, gravitation, fluids, and sound. This course includes one semester hour credit for laboratory sessions. This course may not be counted as part of the physics, chemistry, or biochemistry/molecular biology major.

PHYS 1417 General Physics II

Prerequisite(s): PHYS 1416

A precalculus-based introduction to the general principles of thermodynamics, electricity, magnetism, and geometric wave optics. This course includes one semester hour credit for laboratory sessions. This course may not be counted as part of the physics, chemistry, or biochemistry/molecular biology major.

PHYS 2013 Principles of Physics I Laboratory

Prerequisite(s): MATH 1451

Corequisite(s): PHYS 2413

This is the laboratory portion of PHYS 2413, Principles of Physics I.

PHYS 2023 Principles of Physics II Laboratory

Prerequisite(s): PHYS 2413

Corequisite(s): PHYS 2423

This is the laboratory portion of PHYS 2423, Principles of Physics II.

PHYS 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**PHYS 2281 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**PHYS 2343 Introductory Theoretical Physics**

Prerequisite(s): PHYS 2423 or concurrent enrollment in MATH 1452

Designed as an introduction to mathematical methods used in classical mechanics, electromagnetism and quantum mechanics. Topics include separation of variables and solving Laplace's equation, special functions, differential and integral vector calculus.

**PHYS 2381 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**PHYS 2413 Principles of Physics I**

Prerequisite(s): MATH 1451

An introduction to Newton's laws of motion, gravitation, fluids, and sound. This course includes one semester hour credit for laboratory sessions.

**PHYS 2423 Principles of Physics II**

Prerequisite(s): PHYS 2413

An introduction to the physical principles of thermodynamics, kinetic theory, electricity, magnetism, simple AC and DC circuits, and geometric wave optics. This course includes one semester hour credit for laboratory sessions.

**PHYS 2481 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**PHYS 3013 Modern Physics I Laboratory**

Prerequisite(s): PHYS 2343 or consent of the instructor

Corequisite(s): PHYS 3413

This is the laboratory portion of PHYS 3413, Modern Physics I.

**PHYS 3023 Modern Physics II Laboratory**

Prerequisite(s): PHYS 3413

Corequisite(s): PHYS 3423

This is the laboratory portion of PHYS 3423, Modern Physics II.

**PHYS 3033 The Art of Electronics Laboratory**

Prerequisite(s): PHYS 2423 or 3413

Corequisite(s): PHYS 3433

This is the laboratory portion of PHYS 3433, The Art of Electronics.

**PHYS 3043 Computational Physics Laboratory**

Prerequisite(s): PHYS 3313 or 3413 or 3323 (or concurrent enrollment)

Corequisite(s): PHYS 3443

This is the laboratory portion of PHYS 3443, Computational Physics.

**PHYS 3181 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

**PHYS 3281 Special Topics/Independent Study**

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.



### PHYS 3313 Mechanics

Prerequisite(s): PHYS 2343 and MATH 1452

Topics include single-particle Newtonian mechanics, oscillations, gravitation, calculus of variations, Lagrangian and Hamiltonian dynamics, central-force motion and dynamics of system of particles.

### PHYS 3323 Electricity and Magnetism

Prerequisite(s): PHYS 2343 and MATH 1452

Topics include solving Laplace's and Poisson's equations, the method of images, multi-pole expansion, electrostatics and magnetostatics in the presence of matter, Maxwell's equations, electromagnetic waves and radiation.

### PHYS 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

### PHYS 3383 Mathematical Methods for Science and Engineering

Prerequisite(s): Completion of or concurrent enrollment in MATH 3333 or MATH 3414

Advanced techniques in applied mathematics for students of science and engineering, with topics chosen from partial differential equations, Laplace transforms, Fourier series, complex analysis and vector analysis. Fourier series. (Offered also as MATH 3383.)

### PHYS 3413 Modern Physics I

Prerequisite(s): PHYS 2343

An introduction to special relativity, pre-quantum physics and basic concepts of quantum mechanics and atomic structure. This course includes one semester hour credit for laboratory sessions designed as investigations of optical phenomena and fundamental constants.

### PHYS 3423 Modern Physics II

Prerequisite(s): PHYS 3413

A continuation of PHYS 3413. Topics include many-electron atoms, molecules, solid state, nuclear structure, and elementary particles. This course includes one semester hour credit for laboratory sessions.

### PHYS 3433 The Art of Electronics

Prerequisite(s): PHYS 2423 and PHYS 3413

The Art of Electronics consists of basic electronics and solid state physics theories and experiments. Topics include the fundamentals of direct and alternating current circuits involving applications of Ohm's Law and Kirchhoff's Laws. Students learn semiconductor physics to understand the operation of diodes, transistors and op amps. In the laboratory section, students build and test circuits while developing skills in the operation of power supplies, function generators, oscilloscopes and spectrum analyzers.

### PHYS 3443 Computational Physics

Prerequisite(s): PHYS 3313 and PHYS 3413 and completion of or concurrent enrollment in PHYS 3323

Students learn computational techniques useful for solving problems in advanced dynamics, electromagnetism and quantum mechanics. Advanced dynamics topics include the study of deterministic chaos solving systems of ordinary differential equations. Students apply finite element method electromagnetic modeling to calculate static electric and magnetic fields, solve time dependent magnetic problems, and calculate current flow. Quantum dynamics problems are analyzed by solving the time dependent Schrodinger equation. In the laboratory, students gain hands-on experience using mathematical software to solve problems in advanced dynamics, electromagnetism, and quantum mechanics.

### PHYS 3481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

### PHYS 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### PHYS 4221 Undergraduate Research Experience in Physics I

Prerequisite(s): At least 29 hours of Physics completed

Senior physics majors will investigate a topic of current research interest with physics faculty. The course will involve problem identification, literature search, and start of research (building the necessary background or setting up the necessary experiment(s) to solve the research problem, development of the solution of the problem). All students will meet with faculty twice a week for instruction, guidance and exploration of the topic.

#### PHYS 4222 Undergraduate Research Experience in Physics II

Prerequisite(s): PHYS 4221

This course is a continuation of PHYS 4221. The course will involve the further development of the solution of the research problem; finding applications; acquisition of new results; completion of research; writing of research paper; preparation and delivery of oral presentation; application, preparation and presentation at the annual HBU Celebration of Scholarship Symposium. All students will meet with faculty twice a week for instruction, guidance and exploration of the topic.

#### PHYS 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### PHYS 4323 Thermodynamics and Statistical Mechanics

Prerequisite(s): PHYS 2343

Energy in Thermal Physics, The Second Law of Thermodynamics, Thermal Interactions.

#### PHYS 4343 Introduction to Quantum Mechanics I

Prerequisite(s): PHYS 2343 and PHYS 3413 and MATH 1452

Foundations of quantum mechanics, Schrodinger's equation with applications such as the square well, harmonic oscillator, hydrogen atom, and electron spin.

#### PHYS 4344 Introduction to Quantum Mechanics II

Prerequisite(s): PHYS 4343

Continuation of PHYS 4343 covering quantum mechanics of identical particles, time-independent perturbation theory, the variational principle, WKB approximation, and time-dependent perturbation theory.

#### PHYS 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

#### PHYS 4481 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included. Laboratory may or may not be included.

## Psychology (PSYC) Course Descriptions

#### PSYC 1313 General Psychology

Prerequisite(s): None

An introductory course dealing with the major content areas in psychology. Topics may include heredity and environment, emotions and motivation, perception, learning, personality, and intelligence. This course may be taken to meet Smith College requirements and as an elective by non-psychology majors. It is required for psychology majors.

#### PSYC 2181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 2301 Introductory Statistics for the Behavioral Sciences

Prerequisite: MATH 1305 and MATH 1313 or the equivalent

The course provides an introduction to descriptive and inferential statistics, correlation, probability, and regression-with applications in behavioral sciences. (Offered also as SOCI 2301.)

#### PSYC 2302 Introduction to Christian Counseling

Prerequisite(s): None

This course will review the similarities/differences among Christian Counseling, Biblical Counseling, and Pastoral Counseling theories. The philosophical bases of the major counseling theories as well as the need to replace those philosophies with a Christian worldview will be discussed. The student will review their personal worldview in light of scripture. The student will develop a spiritual development/discipline plan and report on their progress each week.

#### PSYC 2323 Crisis Intervention: Stress Management and Trauma

Prerequisite(s): None

This course is a survey of crisis intervention theories, assessments, and models. Stress management techniques that can be generally applied to all levels of stress will be discussed.

#### PSYC 2324 Addiction and Substance Abuse Disorder

Prerequisite(s): None

This class will provide a survey of the tools and methods to assess addicted personalities. Contemporary use of legal and illegal addictive drugs will be surveyed and how addiction destroys relationships will be covered. Common co-morbid diagnoses will be discussed and the extra difficulty for treatment of these clients. This class will survey treatment methods for addiction.

#### PSYC 2325 Dating and Intimate Relationships

Prerequisite(s): None

This is an introductory course understanding close relationships. It will cover the research on relationships from dating through family formation. This course will survey the scientific research about how people are attracted to each other and the processes of establishing and maintaining a dating relationship. The effects of cohabiting will be examined and its relationship on children. How this intimacy develops into a healthy marital relationship and how the stresses of marriage can threaten this intimacy is covered. The causes of divorce and the special challenges of single-parenting and intimacy are addressed.

#### PSYC 2326 Acute Stress and Trauma Care

Prerequisite(s): None

Acute stress and trauma are a continuum of stress. This course will discuss how trauma creates PTSD. Models of acute stress intervention in order to prevent it from developing into more complicated stress/trauma will be covered. Theories and models of trauma intervention will be covered and evaluated by recent research.

#### PSYC 2327 Introduction to Gerontology and the Aging Process

Prerequisite(s): None

This course is a survey of the field of gerontology. Major changes in the aging of the world will be discussed and the socio-politico-economic factors of aging will be covered. The most common challenges to functioning as one ages will be surveyed. The biological, sociological, psychological, and spiritual factors in aging will be covered.

#### PSYC 2328 Gerontological Counseling: Assessment, Diagnosis, and Treatment Planning

Prerequisite(s): None

Gerontological assessment issues will be discussed in the context of the DSM 5. Other cognitive assessments will be discussed. A survey and understanding of common medications for the aging will be discussed in depth. How the elderly are commonly overmedicated or taking meds that will counteract each other will be covered. Medications for treating different stages of dementia will be surveyed. Counseling techniques to use with the elderly who suffer from cognitive decline will be surveyed. Family guidance and intervention will be discussed. How to write a treatment will be covered.

#### PSYC 2330 Human Sexuality

Prerequisite(s): None

This is an introductory course about human sexuality. It will survey a variety of topics from biological to psychological to social aspects of human sexuality. This course will provide a scientific understanding of the historical, biological, psychological and social/cultural influences on human sexuality and its expression. Information about human sexuality across the lifespan will be included. This course provides information about sexual identity, orientation, and how changing sexual attitudes are influencing the culture. This course also provides information about the prevention and treatment of sexually transmitted infections. Information about the biological and psychological causes of sexual dysfunction and their treatments will also be covered.

#### PSYC 2340 Health Psychology

Prerequisite(s): None

Health Psychology is an introductory course dealing with the major content areas of health psychology. Topics include: an overview of the field of health psychology, major body systems, important theoretical models for explaining, promoting, and changing health behaviors, and moderators for stress and coping. The psychosocial aspects of pain, coronary heart disease, hypertension, stroke, diabetes, and other chronic health conditions will also be introduced. (Offered also as KINE 2340)

#### PSYC 2364 Abnormal Psychology

Prerequisite(s): PSYC 1313

A study of normal and abnormal psychological functioning, psychological disorders, behavioral disorders, psychosomatic illnesses, and substance abuses. May be taken by non-psychology majors as an elective. Recommended for majors in nursing, education, and areas which deal with problems of persons.

#### PSYC 2379 Introduction to Industrial Psychology

Prerequisite(s): None

This is an introduction of psychological principles applied to the world of work with respect to the Humans Relations department of a business. Specific focus will be on how to screen and select employees, and how train and motivate them. One focus will be to understand how to analyze and solve employee/supervisor problems and issues in business.

#### PSYC 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 2382 Professional Mediation

Prerequisite(s): None

This course will introduce the definition and requirements to become a professional mediator. A comparison of the differences between counseling and mediation will be introduced. An introduction to the ethics, basic strategies, and theories will be covered.

#### PSYC 2383 Family, Divorce and Child Custody Mediation

Prerequisite(s): PYSC 2325

This survey course explores the difficulty of mediating family issues, especially within custody battles. Ethical and legal concerns will be highlighted. Setting mediation boundaries and guidelines within the session will be covered. Aspects of separation, divorce and/or child custody settlement issues will be shared and analyzed in class. Special attention will be given to high conflict/abuse families and court mandated mediation.

#### PSYC 2384 Introduction to Professional Life Coaching

Prerequisite(s): None

An introduction the skills necessary to be a professional life coach. One focus will be on listening and the proper verbal skills needed to motivate clients. Another focus will be on accurately assessing your client's level of functioning then effective lead them to push past that level. Learning when to pace the client or to back away temporarily from a goal will be covered. Another focus is to understand how to get the client to motivate themselves to change their lives.

#### PSYC 2385 Life Coaching

Prerequisite(s): None

Techniques for life coaching will go deeper into the coach's and client's personality and values and how those affect coaching. A variety of skills will be covered that help the coach bring about cognitive, physical, spiritual, and relational progress.

#### PSYC 2386 Introduction to Sports Psychology

Prerequisite(s): None

This course surveys the motivation, focus, practice, and mental imagery needed to enhance performance in sports. Environmental influences that may promote and inhibit performance will also be surveyed. The proper setting of goals and how to encouragement incremental gains will also be surveyed. The role of the individual vs. the team in sport psychology will be covered. The history of sport psychology, the role of sport psychologists in sports and their effectiveness will be covered.

#### PSYC 2387 Sport and Exercise Psychology

Prerequisite(s): None

This course will cover the how the physiology and lifestyle of the athlete affect psychology and the feedback loop that creates. The physiological/biochemical factors that enhance and/or inhibit growth in ability will be surveyed. Theories and research of diet, sleep, stress, drugs/alcohol effects and other factors as applied to performance will be discussed. Understanding the athlete's developmental stage and how it affects performance on the athlete will be covered.

#### PSYC 2389 Organizational Psychology

Prerequisite(s): None

This course will survey the theories and research of productivity by groups in the business world. Research on effective organizational structures, feedback mechanisms and effective evaluation will be covered.

#### PSYC 3305 Psychology of Personality

Prerequisite(s): PSYC 1313

This course reviews the major theories of personality as they relate to explanations of human behavior, mental processes, and development. Issues of formal theory development and evaluation of formal theories are addressed. May be used as an advanced elective by psychology majors.

#### PSYC 3313 Human Growth and Development

Prerequisite(s): PSYC 1313

An upper level psychology elective, this course is designed to emphasize the continuity of human development throughout the life span. The interrelationships among physical, cognitive and psychosocial development will be emphasized.

#### PSYC 3315 Group Dynamics and Processes

Prerequisite(s): None

This course focuses on the assessment and understanding of the interactions of families. How the dynamics of the family produces positive and negative interactions will be analyzed. In particular systems theories applied to family interactions will be covered.

#### PSYC 3316 Case Management: Intervention, Recovery, and Relapse Prevention

Prerequisite(s): None

An introduction to interviewing, assessing, and treating addicted clients. Understanding the family and environmental influences on addicted behavior will be studied. Note taking, reporting, and institutional requirements of the counselor will be covered. Maintaining recovery and relapse prevention techniques will be surveyed.

#### PSYC 3317 Suicide: Prevention, Assessment, Intervention, and Recovery

Prerequisite(s): None

This course will provide a survey of the most likely reasons people commit suicide. Students will examine the DSM 5 for the most common diagnoses that tend to commit suicide. Understanding the different models that assess for suicide and evaluating their effectiveness will be examined. Suicide intervention counseling techniques will be studied and practiced. Copycat suicides, including the increase of suicides in states that have assisted suicide laws, will be covered. Interventions for schools and businesses that have had a suicide will be explained. Support groups for family members who have lost a loved one to suicide will be covered.

#### PSYC 3318 PTSD Addiction and Recovery

Prerequisite(s): None

This course will focus primarily on military and police Post Traumatic Stress Disorder (PTSD.) A survey of the issues common to combat induced PTSD will be covered relying on the DSM 5 for a basic understanding. Struggles with finding effective intervention techniques will be discussed along with theories that have, at best, only been partially effective. How PTSD affects relationships will be covered. Addiction as a form of coping for trauma will be discussed as well as the increased difficulty of treating these co-morbid diagnoses. A survey of modern approaches to treatment will be discussed.

#### PSYC 3319 Dementia, Disability and Family Caregivers

Prerequisite(s): None

This course will survey the diagnostic criteria for the major dementias, including mini-stroke stroke related dementia. The biological progression for each dementia will be covered. The difficult of diagnosing dementia, major stages of dementia cognitive impairment, and the heartbreaking effect it has on close relationships with one's family will be covered. The stage development needs of the patient and the family caregiver will be covered in depth. Support, care and needed interventions for caregivers will be surveyed. Organizations that provide support will also be covered.

#### PSYC 3320 Introduction to Art Therapy

Prerequisite(s): ART 1303 and ART 1313 and ART 1323 and ART 2394 and ART 3373 and PSYC 1313 and PSYC 2364 and

### PSYC 3305 and PSYC 3313

This course is presented as a workshop, integrating theoretical learning with practice and experience. The course includes lectures, readings, and class discussions alongside personal experience and art groups. The practical aspects require an open minded approach and willingness to work creatively with different textiles as means to develop awareness of intra- and inter-personal processes.

### PSYC 3321 Psychology of Adolescence

Prerequisite(s): None

This is an advanced course on the development of the adolescent. Physical, mental, emotional, relational and spiritual changes to teens will be covered. Theories of adolescent development will be explored in greater detail

### PSYC 3322 Psychology of Adulthood

Prerequisite(s): None

This is an advanced course on the development of adults. Physical, mental, emotional, relational, and spiritual changes will be covered. Theories of adult development will be explored in greater detail.

### PSYC 3324 Group Dynamics and Processes

Prerequisite(s): None

This course focuses on the interactions of non-family groups. Types of groups will be analyzed. How to increase effectiveness of work groups will be discussed. Theories and applications of group dynamics that apply specifically to leadership, influence/motivation, power, and decision-making will be covered.

### PSYC 3325 Consumer Psychology

Prerequisite(s): None

This is an introduction of psychological principles applied to the world of work with respect to the Humans Relations department of a business. Specific focus will be on how to screen and select employees, and how train and motivate them. One focus will be to understand how to analyze and solve employee/supervisor problems and issues in business.

### PSYC 3326 Alternative Dispute Resolution

Prerequisite(s): PSYC 2325

This course will cover the history and development of alternative dispute resolution (ADR). Types of dispute resolution will be covered as well as their past efficacy. Modern approaches to ADR will be covered in depth. The four major models of ADR will be discussed and others may be added at the professor's discretion.

### PSYC 3327 Breakthrough Mediation

Prerequisite(s): PSYC 2325

This course explores in greater depth the various theories and practices basic to mediation. Assessing the mental health and psychological processes of the clients and mediator will be discussed in order to gain an understanding of potential impediments to mediation. Groupthink will be explored. The basic stages of mediation will be covered, the common problems that need to be addressed and the types of skills the mediator needs to bring to the meeting will be discussed. A deeper look at the mediator ethics needed will be covered.

### PSYC 3328 Breakthrough Coaching

Prerequisite(s): None

Clients resist change. Motivational interviewing will be studied to show how to lead clients to change. Understanding and practicing how incremental changes will help the life coach effect a breakthrough to change. The proper role of learning principles and reinforcement will be covered.

### PSYC 3329 Relationship Coaching

Prerequisite(s): None

Coaching involves mentoring or guiding couples to use the proper communication and behavioral skills to enhance their relationship. Relationship assessment techniques will be covered. Couples enrichment seminar models will be explored.

### PSYC 3330 Performance Enhancement in Sport Psychology

Prerequisite(s): None

This course will cover theories and research on performance enhancement. Setting goals and objectives along units of time (periodization) and learning to push past psychological unwillingness to continue will be discussed. Loading, visualization, and other techniques of competition enhancement will be covered.

### PSYC 3331 Applied Sport Psychology

Prerequisite(s): PSYC 2386, PSYC 2387, and PSYC 3330

Students will expand their knowledge of sport enhancement principles and techniques in this course. Students will apply the principles learned in other cognate classes by beginning a sport or enhancing a current sport they are involved in. They will find someone else in the class to act as “coach”. An analysis of the problems they encountered and the solution(s) they find will occur throughout the semester.

PSYC 3332 Life Transitions

Prerequisite(s): None

A study of the joys and stresses of post-retirement life. The financial and psychological stresses on the family to take care of aging parents will be covered. The frustration of dealing with declining mental and physical health and the high suicide rate of seniors will be reviewed. Intervention programs commonly used for later life challenges will be explored.

PSYC 3410 Experimental Psychology

Prerequisite(s): PSYC 1313 and (PSYC 2301 or SOCI 2301)

Experimental psychology is an applied research course for psychology majors. Basic research methods and terminology will be presented and practiced in the classroom and these principles then applied in a computer lab. Research design for experiments, correlational studies, and more complex research projects will be critically reviewed. Students will be expected to participate in the early stages of designing a quantitative research study to include a critical review of the literature, formulating testable hypotheses, choosing an appropriate research design and outlining the methods and analyses. Applied statistical analyses will be reviewed and then practiced with SPSS software in the lab.

PSYC 4181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

PSYC 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

PSYC 4310 History and Theoretical Systems in Psychology

Prerequisite(s): PSYC 1313 and at least 64 credit hours

This course surveys current systems of thought in psychology and reviews the major philosophical and historical underpinnings of the discipline. Relevant material from scientific research, including the biological and physical sciences, will be included.

PSYC 4316 Child Psychopathology

Prerequisite(s): PSYC 1313

This course will focus on major forms of atypical development in childhood and adolescence. Course material will include disorders of behavior, disorders of emotion, developmental and learning problems, and problems related to mental health. Child and adolescent disorders will be discussed in terms of defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention. The possible developmental course of each disorder will be presented to show how biological, psychological and socio-cultural factors interact with the child's environment to determine the expression of atypical development.

PSYC 4321 Integration of Psychology and Theology

Prerequisite(s): None

This course will evaluate the overlap of psychological counseling, Biblical knowledge and theology. The student will read and study contemporary psychologists who have written on the field of the integration of Bible, theology, faith development and psychology.

PSYC 4322 Cognitive Psychology

Prerequisite(s): PSYC 1313 and at least 64 credit hours and any BIOL course with a grade of 'C' or better

Cognitive psychology is the study of the mind, how we perceive the world, remember, reason, think, and learn. This course will present an overview of cognitive psychology, its findings, theories, and approach. Topics covered will include pattern recognition, attention, memory, imagery, concepts and categorization, and problem solving.

PSYC 4323 Theories of Counseling and Psychotherapy

Prerequisite(s): PSYC 1313

Comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills.

#### PSYC 4324 Advanced Theory and Practice with Addiction and Substance Abuse

Prerequisite(s): None

The requirements for licensure as a Licensed Chemical Dependency counselor in the state of Texas will be covered. The professor will assign the student to interview or shadow an LCDC or equivalent and report on the work place challenges and rewards of the field. Theories covered in other cognate classes will be compared/contrasted based on what the student has learned from practical settings.

#### PSYC 4325 Psychology of Relationships

This course will be in a seminar format. Students will do in-depth research on marriage and family topics approved by the professor. They will upload their papers to be read by the other students and then answer questions by the other students and professor.

#### PSYC 4326 Psychology of Dying, Bereavement, and Counseling

Prerequisite(s): PSYC 1313

A course dealing with the process of dying and grief of the survivors. The psychological adjustments of the individual, family, and professional are examined. How to facilitate grief as well as therapeutic issues are discussed.

#### PSYC 4328 Marriage and Family Counseling

Prerequisite(s): None

A survey of marriage counseling models with emphasis on the ones that have the strongest research efficacy. Students will also survey the major family counseling theories and the techniques used by those theories.

#### PSYC 4329 Contemporary Issues in Christian Counseling

Prerequisite(s): None

This course will survey ethical issues for Christian counselors. The requirements for licensure as a counselor will be covered. The differences between licensed and unlicensed Christian counselors and the limitations of practice will be covered. Legal requirements for all licensed and unlicensed will be surveyed. How to protect oneself from liability and how to evaluate one's attitude to avoid judgment will be covered. How the American Counseling Association is infringing on the field of Christian counseling will be discussed and how that may impact one's ability to practice in the future.

#### PSYC 4330 Psychology of Learning

Prerequisite(s): PSYC 1313

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments. (Offered also as EDUC 4330.)

#### PSYC 4332 Social Psychology

Prerequisite(s): PSYC 1313

Contemporary approaches to social behavior are considered. Cultural influences, prejudice, persuasion, conformity, attribution theories, and social cognitions are some of the topics addressed.

#### PSYC 4334 Psychology of Religion

Prerequisite(s): PSYC 1313

The insights of psychology as a science are used to inspect and evaluate the religious dimensions of life. How religion effects religious development, health, experience, and relationships in the church, family, and marriage will be covered. (Offered also as CHRI 4334.)

#### PSYC 4335 Victim Response: Church and Community Care and Counsel

Prerequisite(s): None

A survey of the church and community agencies that deliver services to victims in society. Acute and long-term care facilities for victims will be surveyed with some of these examined in detail. Counseling theories for trauma inflicted by family members will be a focus of the course. Community outreach and advocacy will be covered.

#### PSYC 4336 Psychology of Aging

Prerequisite(s): None

This is an advanced course on the developmental changes that occur just before and post-retirement. Financial challenges and the concerns this brings to post-retirement will be discussed. The psychological stresses of losing friends, spouse, and family



will be covered. Biological and cognitive declines will be covered including dementia. The high suicide rate of seniors will be reviewed. Programs and interventions needed for later life challenges will be explored.

#### PSYC 4337 Peacemaking: Apology, Forgiveness, and Reconciliation

Prerequisite(s): None

This course will examine the dynamics of apology on the family relationships. Different levels of apology will be examined. An understanding of the levels and purpose of forgiveness will be covered. Different levels of reconciliation mediation will be examined as a result of forgiveness or non-forgiveness.

#### PSYC 4338 Advanced Professional Mediation

Prerequisite(s): PSYC 2382 and PSYC 3326 and PSYC 3327

This course will conduct an advanced review of the research literature, case studies, and videos of mediation meetings.

Analysis and evaluation of these reviews be assigned. All forms of mediation will be discussed but the primary focus will be on business, legal, and non-family relational issues.

The professor may assign observation or shadowing of mediators.

#### PSYC 4339 Communication Coaching

Prerequisite(s): None

This course will build on prior courses' focus on communication. Theories of communication and their specific techniques will be covered. The coach will learn how to effectively use communication skills in a variety of work, professional and volunteer settings.

#### PSYC 4340 Art Therapy with Children

Prerequisite(s): None

This course is designed to provide students with a basic understanding and practical approaches to the assessment and treatment of infants, young children, and adolescents. Students will develop clinical skills in the areas of observation, assessment, diagnosis, intervention, treatment planning and referral to community resources. Students will be provided with "hands-on" experience in the use of art therapy techniques used in assessing and treating children. Students will become familiar with the documentation and the professional language used in communicating with agencies that provide children's services. Cultural diversity will be included in discussions of children and adolescents and its impact on assessments and treatment planning.

#### PSYC 4341 Pre-Professional Art Therapy Capstone Course

Prerequisite(s): PSYC 3320 and PSYC 4340

Supervised internship in the practice of art therapy counseling with individuals, groups and/or families. The internship seminar is designed to help students develop their techniques of practice in art therapy and counseling and their application of art therapy to various populations and settings, including ethical and legal issues of art therapy practice. Students complete internship hours at predetermined site(s) off campus, participate in seminars as scheduled, and individual supervision.

#### PSYC 4342 Parenting and Family Systems

Prerequisite(s): None

A survey of parenting models/programs, with special emphasis placed upon challenges of adults to become effective parents. Modern family dynamics will be covered as well as family of origin parenting models. How the family functions as a system will be explored and how parenting stress can affect the entire family. Models of counseling intervention that address issues not amenable to the effects of parenting education will be covered. The student will analyze their own family of origin parenting system.

#### PSYC 4343 Theory and Practice in Sport Psychology

Prerequisite(s): PSYC 3331

Students will study research of successful and unsuccessful techniques used in sport psychology. Students will analyze the techniques according to which theory they support and their effectiveness. Videos of sport psychologists will be reviewed and commented on.

#### PSYC 4344 Cultural and Challenging Issues in Sport Psychology

Prerequisite(s): None

The class will cover the cultural and regional differences among athletes and how that affects group/team psychology.

Ethical issues in sport psychology will receive significant coverage. Other areas, such as team members' encouragement of risky behavior off-field behavior, will be discussed.

#### PSYC 4353 Physiological Psychology

Prerequisite(s): PSYC 1313 at least 64 credit hours and any four-hour biology course with lab with a grade of 'C' or better

A study of the physiological bases of behavior, with emphasis on learning the relationships between the functioning of the brain and nervous system with observable behavior. Neurodevelopment, the effects of drugs, and the biological basis of psychopathology will be some of the topics covered.

#### PSYC 4357 Methods and Strategies of Christian Counseling

Prerequisite(s): None

In this course, a different Christian mindfulness technique will be introduced and practiced each week. Biblical counseling techniques will be surveyed and practiced. The use of non-judgmental techniques and the importance of cognitive behavioral techniques to practice will be emphasized.

#### PSYC 4360 Cultural Psychology

Prerequisite(s): PSYC 1313 and at least 64 credit hours

The course will introduce counseling relationships and processes. Included in the study are theories of multicultural counseling, dimensions of worldviews, racial/cultural identity development, counseling ethnic minorities, bicultural/biracial minorities, women, and sexual minorities. The main focus of the course will be gaining practical knowledge and skills necessary to work effectively with ethnically and culturally diverse clients in North America.

#### PSYC 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 4390 Psychology Capstone Course

Prerequisite(s): PSYC 3410 and Senior standing

This course is the culminating experience for the psychology major. Students will incorporate the essential core concepts of psychology into one of two domains. Domain I will focus on an in-depth original research project written according to American Psychological Association guidelines. Domain II will focus on an internship at an approved site.

#### PSYC 5181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 5281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 5300 General Psychology

Prerequisite(s): None

An introductory course dealing with the major content areas in psychology. Topics may include heredity and environment, emotions and motivation, perception, learning, personality, and intelligence. An examination of how introductory principles are applied in licensure programs is addressed. This course is taken by students fulfilling the leveling requirement for a master's degree in psychology or counseling.

#### PSYC 5301 Introductory Statistics for the Behavioral Sciences

Prerequisite(s): None

This course provides an intermediate level introduction to descriptive and inferential statistics, correlation, probability, and regression with applications in behavioral sciences. This course is taken by students fulfilling the leveling requirement for a Master's degree in psychology or counseling.

#### PSYC 5302 Abnormal Psychology

Prerequisite(s): None

A study of normal and abnormal psychological functioning, psychological disorders, psychosomatic illnesses, and substance abuses. May be taken by non-psychology majors as an elective. This course is taken by students fulfilling the leveling requirement for a Master's degree in psychology or counseling.

#### PSYC 5310 Ethical and Professional Issues in Psychology and Counseling

Prerequisite(s): None

A seminar format will provide the student with opportunities to study ethical standards and applications in mental health fields.

### PSYC 5312 Marriage, Couple, and Family Counseling Theories

Prerequisite(s): None

This course is an introduction to the field of couples and family therapy. It will feature theory and practice in the treatment of dyadic relationships, marriages, and families (including families with children). Students will develop an understanding of the prominent theories, including emphasis on systems theories that form the basis of relevant therapy approaches. (Offered also as COUN 5312.)

### PSYC 5313 Methods and Techniques in Counseling

Prerequisite(s): None

This course will introduce the student to those counseling skills which communicate the qualities of empathy, genuineness, and unconditional positive regard, and which facilitate building the foundation of the therapeutic working alliance. The course will include extensive skills-practice, role-playing, and videotaped exercises. Intake skills and additional counseling techniques will be introduced didactically and practices in class. Course is offered only residential format. (Offered also as COUN 5313.)

### PSYC 5316 Child Psychopathology

Prerequisite(s): None

This course will focus on major forms of atypical development in childhood and adolescence. Course material will include disorders of behavior, disorders of emotion, developmental and learning problems, and problems related to mental health. Child and adolescent disorders will be discussed in terms of defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention. The possible developmental course of each disorder will be presented to show how biological, psychological and socio-cultural factors interact with the child's environment to determine the expression of atypical development.

### PSYC 5317 Christian Psychology and Counseling Theory

Prerequisite(s): None

Corequisite(s): None

Christian psychology and counseling is rooted in biblical revelation, and relevant Christian theological and philosophical, as well as the pastoral and spiritual formation practices of the Christian traditions. This class summarizes those influences, while engaging with contemporary psychology to develop a therapeutic framework that is grounded in a Christian worldview, as well as informed by the best contemporary research and theory. The history of Christian and modern psychology will be explored.

### PSYC 5318 Biblical & Theological Foundations for Psychology & Counseling

Prerequisite(s): None

Corequisite(s): None

This class explores the therapeutic value of the main teachings of the Christian faith, including the nature of God; the metanarrative of human life; the nature of human beings, including their created goodness, as well as the main aspects of human psychopathology; the role of Jesus Christ in the reparation of the human condition; the mental health value of the local church; redemptive differentiation and integration; and the Christian future as a source of hope. The application of these teachings in clinical work will be discussed.

### PSYC 5321 Form Psychology

Prerequisite(s): None

Corequisite(s): None

The psychological form is a configuration of the whole human. Humans have developed many ways to view this form, including personality architecture, personality signature, the self representation, personal agent, character, narrative, and the imago Dei. The significance of each of these forms for clinical work will be explored from a Christian standpoint.

### PSYC 5322 Learned Bases of Behavior

Prerequisite(s): None

Corequisite(s): None

This course examines the underlying dynamics that shape human behavior, including learning, thinking, memory, intelligence, motivation, and emotion. Consideration will also be given to how these processes are integrated in the personality.

### PSYC 5323 Theories of Counseling and Psychotherapy

Prerequisite(s): None

Comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills. Course is offered only in residential format. (Offered also as COUN 5323 and EPSY 5323.)

### PSYC 5330 Psychology of Learning

Prerequisite(s): None

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments.

### PSYC 5332 Social Psychology

Prerequisite(s): None

Contemporary approaches to social behavior are considered. Cultural influences, prejudice, persuasion, conformity, attribution theories, and social cognitions are some of the topics addressed.

### PSYC 5334 Psychology of Religion

Prerequisite(s): None

The insights of psychology as a science are used to inspect and evaluate the religious dimensions of life. How religion effects religious development, health, experience, and relationships in the church, family, and marriage will be covered.

### PSYC 5353 Physiological Psychology

Prerequisite(s): None

A study of physiological bases of behavior with an emphasis on mental disorders, behaviors, and emotions. Psychopharmacological medications are addressed in depth.

### PSYC 5335 Christian Spiritual Formation for Therapists

Prerequisite(s): None

Corequisite(s): None

An investigation of the history, traditions, and process of spiritual formation. Emphasis is on the knowledge and practice of the spiritual disciplines, such as prayer, meditation, study, solitude, fasting, and so on. Consideration will be given to their application to Christian psychotherapy, counseling, and spiritual direction.

### PSYC 5336 Christian Spiritual Direction

Prerequisite(s): None

Corequisite(s): None

This course is an extensive study of the field of spiritual direction with attention given to various traditions, strategies, and methods for helping others to move Godward. Emphasis is given to the role of spiritual direction in Christian psychology and a distinctively Christian formational paradigm. Topics such as the strategic use of prayer, holy listening, watchfulness, conferencing, confession, and more are addressed.

### PSYC 5340 Orientation and Consultation in School Psychology

Prerequisite(s): Acceptance into Specialist in School Psychology Program

Corequisite(s): None

This course addresses the history of school psychology as well as paradigms for service delivery. The varied roles of the specialist in school psychology are explored. Professional issues such as Praxis, licensure, and memberships in professional organizations are discussed. Following best practices as described by the National Association of School Psychologists, students will be exposed to various methods and techniques of consultation in the schools. Additionally, systemic intervention and crisis procedures will be addressed.

### PSYC 5360 Cultural Psychology

Prerequisite(s): None

This course is designed to strengthen diversity and multicultural awareness among counselors and other mental health providers. The course will strengthen counseling relationships and processes. Included in the study are theories of multicultural counseling, dimensions of worldviews, racial/cultural identity development, counseling ethnic minorities, bicultural/biracial minorities, women, and sexual minorities. The main focus of the course will be on gaining practical knowledge and skills necessary to work effectively with ethnically and culturally diverse clients in North America.

### PSYC 5381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

### PSYC 6101 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an

individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6102 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6103 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6104 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6105 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6106 Licensed Specialist in School Psychology Internship

Prerequisite(s): None

This course is designed for students in the Masters of Arts in Psychology-LSSP and LSSP with Re-specialization programs. The internship experience is a minimum of 1200 contact hours, of which 600 must be in a public school supervised by an individual qualified in accordance with state requirements. A licensed psychologist must supervise the non-school experience. The student must complete the internship in less than two years and in no more than two sites. The student must have direct, systematic supervision with experiences that include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. This course meets on campus.

#### PSYC 6161 Independent Comprehensive Study

Prerequisite(s): PSYC 5310 and PSYC 5312 and PSYC 5313 and PSYC 5323 and PSYC 5360 and PSYC 6301 and PSYC 6302 and PSYC 6306 and PSYC 6308 and PSYC 6310 and PSYC 6320 and overall GPA 3.0 or higher

This course is designed to facilitate students' successful completion of the Oral Comprehensive Exam. Students register for this course if they have completed all other coursework but have not yet met the Oral Exam completion requirement for graduation. In the first half of the semester, the class will focus on time management, study strategies, and self-care/coping strategies. In the latter portion of the semester, this course will focus on application of knowledge to career and post-graduation planning. Throughout the semester, students and instructor will plan and co-monitor their progress toward degree completion.

#### PSYC 6181 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 6191 Counseling Practicum

Prerequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

#### PSYC 6192 Practicum in Psychology

Prerequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

#### PSYC 6193 Counseling Practicum

Prerequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

#### PSYC 6199 Thesis Defense

Prerequisite(s): PSYC 6324 and the successful completion of 30 hours of coursework in the MPA-General Program

This course is for students in the MAP-General program who have successfully completed the research project requirement for PSYC 6324. Students will select an advisory committee to prepare for formal manuscript preparation and the oral defense of the thesis.

#### PSYC 6281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 6301 Principles of Human Development

Prerequisite(s): None

Intensive study and examination of literature and theory in developmental psychology as it relates to persons through the lifespan from infancy through adulthood. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as in-depth, case-study skill development. (Offered also as EPSY 6301.)

#### PSYC 6302 Measurement and Appraisal

Prerequisite(s): None

Principles and techniques of psychological measurement are emphasized. Major instruments are surveyed, exclusive of projective measures and individual intellectual measures. The knowledge and skills covered can apply in a variety of settings; agencies, clinics, schools, and businesses. Uses and critical evaluation of achievement, aptitude, interest, and non-projective personality tests are included, as are experiences in administering and scoring of tests, and ethical standards for uses of tests. (Offered also as EPSY 6302.)

#### PSYC 6305 Individual Psychological Evaluation

Prerequisite(s): EPSY 6302 or PSYC 6302

Review of theory underlying individual ability tests; supervised practice in test administration, scoring, and interpretation.

Skills in report preparation are addressed. The Wechsler scales are emphasized. (Offered also as EPSY 6305 and EDSP 6305.)

#### PSYC 6306 Career Information and Career Counseling

Prerequisite(s): EPSY 6302 or PSYC 6302

This course is focused on the methods and processes of collecting, organizing, evaluating, and interpreting educational,

occupational, and personal-social information for the purpose of helping others to engage in meaningful, satisfying vocations. The major theories of career development are emphasized. (Offered also as COUN 6306.)

#### PSYC 6308 Methods of Group Process

Prerequisite(s): PSYC 5313 and PSYC 5323

This is a course in learning how to lead out-patient psychotherapy/counseling groups. The dynamics of group process are described and theories of psychotherapy are applied to groups. Students design a psychoeducational group manual. Groups are conducted and led by students for at least 10 hours of class time, which allows students opportunities to practice group leadership. Feedback is provided by classmates and the professor. Course is only offered in residential format. (Offered also as EPSY 6308 and COUN 6308.)

#### PSYC 6310 Clinical Psychopathology

Prerequisite(s): 18 graduate semester hours in psychology; 3.0 GPA

A course that examines the etiology, symptoms, diagnosis, prognosis and therapeutic methods applicable to the major psychological disorders. Emphasis is placed on being able to differentiate one disorder from the other.

#### PSYC 6320 Research Techniques and Procedures

Prerequisite(s): None

A study of a spectrum of research methods related to psychological and educational research. The course is designed to develop research knowledge and skills. Included are theory, techniques, designs, evaluation of research, and integration of findings into professional decision-making. (Offered also as EDUC 6320 and EDAD 6310.)

#### PSYC 6324 Research Seminar

Prerequisite(s): PSYC 6320

The student conducts an approved research project and prepares a report of findings of sufficient quality to be submitted for professional publication.

#### PSYC 6343 Personality Assessment

Prerequisite(s): (PSYC 6302 or EPSY 6302) and (PSYC 6305 or EPSY 6305) and PSYC 6310

This course is an introduction to projective and objective psychological testing techniques used in the evaluation of people exhibiting mental, emotional, and/or behavioral disturbances. Report writing skills are addressed.

#### PSYC 6360 Advanced Clinical Psychopathology

Prerequisite(s): PSYC 6310

This course reviews the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders. The course also focuses on issues of multicultural competence and a general model of understanding mental health. Emphasis is on dual/multiple diagnoses, application of diagnostics to clinical practice, knowledge of current psychopharmacological treatments, understanding and practicing empirically supported treatments, and becoming familiar with treatment planning.

#### PSYC 6381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### PSYC 6389 Practicum in School Psychology

Prerequisite(s): 30 hours of sequential academic coursework as outlined for the Specialist in School Psychology Program

Corequisite(s): None

This course requires placement in a school setting for direct field experience where students will be using skills from academic/psychoeducational testing in practice. Experience will emphasize learning and applying interventions specific to needs of students with learning and academic difficulties.

#### PSYC 6395 Supervised Practicum

Prerequisite(s): None

Corequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques. Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

### PSYC 6396 Supervised Internship and Consultation

Prerequisite(s): None

Corequisite(s): None

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques.

Competence in counseling with varied types of human concerns is developed. All practicum students must be involved in counseling activities and must exhibit skills in evaluation as well. This course meets on campus when the student is involved in an off-campus practicum assignment.

## Sociology (SOCI) Course Descriptions

### SOCI 1313 Principles of Sociology

Prerequisite(s): None

A study of the nature of social relations, social institutions, and social processes, and of the products of these relationships. The nature of culture, communications, socialization, mobility, social control and other sociological concepts are considered. It is strongly recommended that this course be taken prior to all other sociology courses.

### SOCI 2301 Introductory Statistics for the Behavioral Sciences

Prerequisite(s): MATH 1305 and MATH 1313 or equivalent

The course provides an introduction to descriptive and inferential statistics, correlation, probability, and regression-with applications in behavioral sciences.

(Offered also as PSYC 2301.)

### SOCI 3303 Research Methods

Prerequisite(s): SOCI 1313 and SOCI 2301

Research Methods is designed to introduce students to basic research techniques, methods and field experiences in the social and behavioral sciences. The course emphasizes how researchers collect and analyze information from the conception of a scientific question to the analysis and interpretation of data. Students will gain practical exposure to current literature, field observation techniques, interview and survey strategies. The approach of this course is designed to provide students with analytical skills and experiences with both qualitative and quantitative orientations to research.

### SOCI 3320 Social Change

Prerequisite(s): None

This course critically examines the most contemporary social issues related to the practice of medicine, educational reform, and social structures such as mass media, religion, and the political process within a framework of historical change. This course is designed to develop an awareness, appreciation and critical evaluation of cultural transformations influencing the social world.

### SOCI 3323 History of Sociological Thought

Prerequisite(s): None

A study of the development of social thought, including a critical analysis of theories of leading social thinkers.

### SOCI 3327 Criminology

Prerequisite(s): None

This course critically examines contemporary social issues related to social norms, norm violations, and social sanctions.

Specifically, the content of the course will address crime and violence, juvenile delinquency, and the criminal justice system.

### SOCI 3374 Urban Sociology

Prerequisite(s): None

A social systems approach to the analysis of the emerging problems of urban-suburban areas, with special consideration of the development of alternative solutions for these problems and strategies of intervention.

### SOCI 3393 Sociology of Childhood and Adolescence

Prerequisite(s): None

Analysis of social class, ethnic influences and sex-role socialization on childhood and adolescence; the socializing agents in these age groups will be examined.

### SOCI 4181 Special Topics/Independent Study

Prerequisite(s): None



Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### SOCI 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### SOCI 4332 Social Psychology

Prerequisite(s): None

Contemporary approaches to social behavior are considered. Language development, cultural influences, prejudice, persuasion, conformity, and attraction are some of the topics addressed. (Offered also as PSYC 4332.)

#### SOCI 4345 Sociology of Aging

Prerequisite(s): None

Analysis of sociological and social psychological approaches to the study of middle age and aging; the emergence of aging as a problem in industrial societies; consideration of specific problems and programs related to aging.

#### SOCI 4373 The American Family

Prerequisite(s): None

An in-depth examination of current research related to the family as a dynamic component of American culture. Recent trends reflected in research data will be carefully examined within the context of sociological theory. Selected concepts and theories of the institutions of marriage and the family and factors and forces of society which impact on self-understanding, relationships, human development, life cycles, mate selection, alternative life styles, feminine and masculine roles, marital adjustments, parenting, and family crises will be addressed.

#### SOCI 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### SOCI 6310 Culture and Context

Prerequisite(s): None

This course provides students with the background knowledge necessary to understand major world civilizations within their historical and social context. Historical transformation will be examined as well as the emergence of the new social order due to rapid technological development. Students will read primary sources from across the world and from non-Christian writers. Content in the course will address major social categories of family, politics, race/ethnicity, gender, and religion. The larger objective is to enable students to use the content from this course to develop skills related to communication and collaboration in the global Christian mission and ministry.

## Spanish (SPAN) Course Descriptions

#### SPAN 1314 Elementary Spanish I

Prerequisite(s): None

Focus is on achieving beginning proficiency in Spanish, developing the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes. Students learn to use and understand the language necessary for expressing basic needs, wants, and courtesies. Vocabulary and structures for meeting immediate survival needs are practiced. Students begin to gain insights into Hispanic cultural values and patterns of daily life. (Not open to students with more than two years of high school Spanish or with proficiency level above Novice.)

#### SPAN 1324 Elementary Spanish II

Prerequisite(s): SPAN 1314

The focus of this course is on elementary proficiency in Spanish, continuing to develop the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes. Students learn to use and understand the language necessary for expressing basic needs, wants, and courtesies. Vocabulary and structures for meeting immediate survival needs are practiced. Students begin to gain insights into Hispanic cultural values and patterns of daily life.

### SPAN 2314 Intermediate Spanish I

Prerequisite(s): SPAN 1324

The focus of this course is on intermediate proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes. Students ask and answer questions on everyday topics, initiate and respond to simple statements, and maintain basic conversations. Students learn to comprehend utterances in areas of immediate need and in situations where context aids understanding. Students gain insights into culture and civilization through interactive activities and through discussions and readings in the language.

### SPAN 2324 Intermediate Spanish II

Prerequisite(s): SPAN 2314

The focus of this course is on advanced proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes. Students ask and answer questions on everyday topics, initiate and respond to simple statements, and maintain basic conversations. Students learn to comprehend utterances in areas of immediate need and in situations where context aids understanding. Students gain insights into culture and civilization through interactive activities and through discussions and readings in the language.

### SPAN 2381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

### SPAN 3305 Individualized Spanish Proficiency

Prerequisite(s): SPAN 1314 and SPAN 1324

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on acquiring a more comprehensive knowledge and understanding of the cultures of the Spanish speaking world. Students develop individual language proficiencies while using Spanish to complete a series of projects where they make connections with other subject areas and participate in Spanish speaking communities. Not open to students with proficiency above Intermediate.

### SPAN 3306 Individualized Spanish Proficiency

Prerequisite(s): SPAN 1314 and SPAN 1324

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on acquiring a more comprehensive knowledge and understanding of the cultures of the Spanish speaking world. Students develop individual language proficiencies while using Spanish to complete a series of projects where they make connections with other subject areas and participate in Spanish speaking communities. Not open to students with proficiency above Intermediate.

### SPAN 3307 Individualized Spanish Proficiency

Prerequisite(s): SPAN 1314 and SPAN 1324

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on acquiring a more comprehensive knowledge and understanding of the cultures of the Spanish speaking world. Students develop individual language proficiencies while using Spanish to complete a series of projects where they make connections with other subject areas and participate in Spanish speaking communities. Not open to students with proficiency above Intermediate.

### SPAN 3308 Business Spanish

Prerequisite(s): SPAN 1314 and SPAN 1324 and SPAN 2314 and SPAN 2324 (or the equivalent--an intermediate knowledge of written and spoken Spanish)

Students develop the communication skills needed to succeed in a business environment where Spanish is spoken by studying the various forms of business communications, including Spanish-language business publications, letters, memos, reports, and resumes. They practice the interpersonal skills of negotiating, persuading, defending, and hypothesizing. They study the effects of culture and experience on perception. They increase their knowledge about the countries where Spanish is spoken.

### SPAN 3314 Advanced Grammar

Prerequisite(s): SPAN 2314 and SPAN 2324 or the equivalent

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on increasing knowledge of the cultures of Spain and the Spanish speaking world. Topics which may be included are literature, the arts, history, and work and leisure activities. Students review the grammar of Spanish as needed to increase proficiency.

#### SPAN 3321 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### SPAN 3324 Introduction to Hispanic Literature

Prerequisite(s): SPAN 2314 and SPAN 2324 or the equivalent

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes and on developing cultural knowledge. Students increase their expertise in the analysis and interpretation of the literature of Spain and the Spanish speaking world.

#### SPAN 3335 Spanish Writing Workshop

Prerequisite(s): None

This course provides students with strategies to write fluently in Spanish. Techniques emphasize the steps of the writing process. Students use self-editing and peer collaboration to produce a portfolio of their work. (Offered also as EDBI 3335.)

#### SPAN 3336 Advanced Spanish Writing

Prerequisite(s): EDBI 3335 or SPAN 3335

An introduction to the writing of personal history. Students write their personal histories through memories elicited by things they see, songs, dreams, overheard conversations, collections, books, quotes, as well as reflections. Their project will involve a compilation of entries with a focus on composing, revising, editing, and publishing a "memoir book". (Offered also as EDBI 3336.)

#### SPAN 3345 Peninsular Literature

Prerequisite(s): None

Discussions, readings, and writing practices center on major historical periods and canonical authors from Spain, with a deep view toward preparation for the Spanish majors and minors. The course may include readings from classical texts such as Cervante's *Don Quixote* and the selected poetry of Gustavo Adolfo Becker.

#### SPAN 3346 Latin-American Literature

Prerequisite(s): None

This course centers on the deep analysis of masterpieces of the literature of Latin America. The course may include selected texts from Nobel Prize literature laureates Gabriel Garcia Marquez, Mario Vargas Llosa and Pablo Neruda, among other authors. The learning activities will highlight the significance of the Latin-American literary movement and the ongoing influence of these authors.

#### SPAN 3347 The Art of Translation

Prerequisite(s): None

The art of Translation is centered on discussions of the history and theory of literary translation and other written text; provides the student with the specific vocabulary and cultural insight to effectively interpret the message intended in translating Spanish/English or English/Spanish. Emphasis is on the practice of translating and the acquisition of specialized knowledge in translation.

#### SPAN 3348 Medical Spanish I: Communication and Culture

Prerequisite(s): SPAN 2324 or equivalent

This course is designed to provide the student with the specific vocabulary, structure, and cultural awareness to effectively communicate with the growing Spanish-speaking patients in an international medical setting. The knowledge and skills developed in this course will benefit future health care majors and minors by preparing them to adequately convey, produce, evaluate and mediate oral and written health messages in Spanish.

#### SPAN 3350 Spanish for Health Care Professionals

Prerequisite(s): None

This online course is a focused Spanish language and culture course designed to enhance effective communication between patients and their healthcare professional as related to their daily activities. The course emphasizes vocabulary with a focus on the healthcare environment. The course will highlight building the patient-practitioner relationship, understanding patient's symptoms, taking medical history, giving vital instructions, collecting medical information, etc. Oral proficiency is the primary goal of this course.

#### SPAN 3360 Spain in the Americas

Prerequisite(s): SPAN 3314 or SPAN 3324

This course presents historical and cultural information about the three dominant cultures in South America at the time of the first encounter with Spain-the Mayas, Aztecs, and Incas-and the events and perspectives of that initial encounter between two worlds, as recorded by eyewitnesses. Course is taught in Spanish.

#### SPAN 3365 Don Quixote

Prerequisite(s): None

This course will cover the classic and first contemporary novel of the Spanish language, *Don Quixote*, by Miguel de Cervantes Saavedra. The course will facilitate the literary analysis and close reading of *Don Quixote*, selected plays and exemplary novels written by Cervantes. The course will highlight the relevance of *Don Quixote* and the artistic and cultural impact that *Don Quixote* continues to have in modern times.

#### SPAN 3370 Hispanic Literature

Prerequisite(s): ENGL 1313 and ENGL 1323

The study of major periods and masterworks of Hispanic literature, read and discussed in English. Introduces literary/cultural figures of medieval and early modern Spain (*El Cid*, *Don Quixote*, *Don Juan*); and includes major 20th-century writers, as well as literary movements that were propagated from Latin America to the rest of the literary world (e.g., magical realism). The course may be used to fulfill Smith College humanities/literature requirements but not to fulfill requirements for the Spanish/English major. (Offered also as ENGL 3370.)

#### SPAN 3372 Spanish Film Studies

Prerequisite(s): SPAN 1314 and SPAN 1324 and SPAN 2314 and SPAN 2324 (or the equivalent--an intermediate knowledge of written and spoken Spanish)

Students view important films in Spanish from one or more major periods of Spanish speaking countries, study the role of the movie directors and actors, consider how the multi-media aspects of film affects them as viewers, and study the films as a record of cultural values and cultural change. Further development of language proficiency in understanding, speaking, reading, and writing is emphasized. Theme or topic may vary as determined by instructor and student interest.

#### SPAN 3374 Hispanic Popular Music

Prerequisite(s): None

Students study the text of lyrics to important Hispanic popular music. They analyze the structure and various levels of meaning and learn to recognize the literary complexity. Students are introduced to the music that accompanies the lyrics. Vocabulary acquisition is emphasized. Class discussions and all written work will be in Spanish. At the end of the semester the students will be able to comprehend and appreciate the Spanish language in lyrics and have knowledge of the major musical trends and cultural traditions in Latin-American countries.

#### SPAN 3376 Hispanic Women Writers

Prerequisite(s): None

Students study significant literature by women writers in the form of narrative and poetry and explore the issues facing contemporary women. Discussions, readings, and writing practice center on major historical periods and authors, with a view toward preparation for the Spanish majors. Further development of language proficiency in understanding, speaking, reading, and writing is emphasized.

#### SPAN 3378 Hispanic Fantastic Literature

Prerequisite(s): SPAN 1314 and SPAN 1324 and SPAN 2314 and SPAN 2324 and SPAN 3314 and SPAN 3324 (or the equivalent)

Discussions, readings and writing practices center on masterpieces of the narrative of fantastic literature from Spain and Latin America. Students explore the emergence of magical realism in Latin America and the use of fantastic and supernatural elements. They also study the history, politics and culture of Hispanic countries to analyze the use of the fantastic elements in the text and compare societal conflicts of the present with those expressed in the readings. Further development of language proficiency in understanding, speaking, reading and writing is emphasized.

#### SPAN 3380 Contemporary Drama

Prerequisite(s): SPAN 1314 and SPAN 1324 and SPAN 2314 and SPAN 2324 and SPAN 3314 and SPAN 3324 (or the equivalent)

This course focuses on masterpieces of twentieth century dramatic texts from Spain and Latin American. The students dramatize the texts in class and interchange characters to do readings in a role-playing format. Deep literary analysis is an integral part of the course. Students learn to interpret the dramatic texts and understand the culture, history and politics of the time. The students compare societal conflicts embedded in the dramatic text with modern day troubles. The students will be exposed to audio and video of live theater performances. At the end of the class the students give a live theater performance of one of the plays.

SPAN 3381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

SPAN 3394 Let's Talk: Spanish Conversation, Language, and Culture through Film

Prerequisite(s): SPAN 2324 or appropriate placement score.

Corequisite(s): None

Using relevant feature films from Spain and Latin America, this course takes students through a cultural discovery path of the different linguistic variants in the Hispanic world. The course promotes the learning and refinement of oral language skills and the fostering of critical thinking through class discussion, interpretation of filmic text, and creative writing.

SPAN 3395 Spanish for Bilinguals I

Prerequisite(s): SPAN 2324 or appropriate placement score. Credit for SPAN 2314, SPAN 2324 and three (3) upper-division hours may be applied toward a Spanish minor or major.

Corequisite(s): None

This course is designed for Spanish-speaking bilingual students and other students who exhibit understanding of the Spanish language and want to expand their vocabulary, reading, and writing skills while developing a critical understanding of Latin American history and culture. The course capitalizes upon students' existing language skills. Course components include orthography, vocabulary activities, grammar practices, cultural critical analysis, and in-class discussions of films.

SPAN 4305 Masterworks of Hispanic Literature and Culture

Prerequisite(s): None

Discussions, readings, and writing practices center on major historical periods and authors, with a view toward preparation for the Senior Seminars. Further development of language proficiency in understanding, speaking, reading, and writing is emphasized. Theme or topic may vary as determined by instructor and student interest. Don Quixote or Latin American short story are examples of possible topics.

SPAN 4306 Masterworks of Hispanic Literature and Culture

Prerequisite(s): None

Discussions, readings, and writing practices center on major historical periods and authors, with a view toward preparation for the Senior Seminars. Further development of language proficiency in understanding, speaking, reading, and writing is emphasized. Theme or topic may vary as determined by instructor and student interest. Don Quixote or Latin American short story are examples of possible topics.

SPAN 4307 Masterworks of Hispanic Literature and Culture

Prerequisite(s): None

Discussions, readings, and writing practices center on major historical periods and authors, with a view toward preparation for the Senior Seminars. Further development of language proficiency in understanding, speaking, reading, and writing is emphasized. Theme or topic may vary as determined by instructor and student interest. Don Quixote or Latin American short story are examples of possible topics.

SPAN 4313 Literature of the Siglo de Oro

Prerequisite(s): SPAN 3324

Intensive study of the masterpieces of the Golden Age, Cervantes, Lope de Vega, Calderon de la Barca, and Quevedo as principal authors.

SPAN 4324 Contemporary Spanish-American Literature

Prerequisite(s): None

A study of the selected works of the foremost contemporary Spanish-American writers.

SPAN 4343 Hispanic Cultural Perspectives

Prerequisite(s): None

A study of the major cultural aspects of Spanish speaking countries, with a special emphasis on literature, art, history, geography and cultural patterns. Not open to students with language proficiency below Intermediate High. (Offered also as EDBI 4343.)

SPAN 4344 Hispanic Cultural Perspectives

Prerequisite(s): None

A study of the major cultural aspects of Spanish speaking countries, with a special emphasis on literature, art, history, geography and cultural patterns. Not open to students with language proficiency below Intermediate High. (Offered also as EDBI 4344.)

#### SPAN 4385 Work Internship in Spanish

Prerequisite(s): SPAN 3314 or the equivalent

Students use their oral and written proficiency in a supervised setting in (a) business or consulates, (b) health care, or (c) education or church work. To be eligible, students must be classified as a junior or senior, must be working towards a major in Spanish at Houston Baptist University, and must have at least a 3.0 QPA in Spanish. Interested students must take an oral proficiency test with a member of the Spanish faculty and receive a score of Intermediate High or higher. Students must also submit an application to the Intern Selection Committee at least one quarter in advance of the scheduled internship. If accepted by the committee, the applicant must also be interviewed and accepted by the supervisor in the internship setting.

#### SPAN 4386 Work Internship in Spanish

Prerequisite(s): SPAN 3314 or the equivalent

Students use their oral and written proficiency in a supervised setting in (a) business or consulates, (b) health care, or (c) education or church work. To be eligible, students must be classified as a junior or senior, must be working towards a major in Spanish at Houston Baptist University, and must have at least a 3.0 QPA in Spanish. Interested students must take an oral proficiency test with a member of the Spanish faculty and receive a score of Intermediate High or higher. Students must also submit an application to the Intern Selection Committee at least one quarter in advance of the scheduled internship. If accepted by the committee, the applicant must also be interviewed and accepted by the supervisor in the internship setting.

#### SPAN 4387 Work Internship in Spanish

Prerequisite(s): SPAN 3314 or the equivalent

Students use their oral and written proficiency in a supervised setting in (a) business or consulates, (b) health care, or (c) education or church work. To be eligible, students must be classified as a junior or senior, must be working towards a major in Spanish at Houston Baptist University, and must have at least a 3.0 QPA in Spanish. Interested students must take an oral proficiency test with a member of the Spanish faculty and receive a score of Intermediate High or higher. Students must also submit an application to the Intern Selection Committee at least one quarter in advance of the scheduled internship. If accepted by the committee, the applicant must also be interviewed and accepted by the supervisor in the internship setting.

#### SPAN 4395 Introduction to U.S. Hispanic Linguistics

Prerequisite(s): SPAN 2324 or appropriate placement.

Corequisite(s): None

This is an advanced language and culture course that aims to offer students an initial approach to the study of Spanish linguistics in the United States through an assortment of lenses. The course includes social and political factors surrounding the use of Spanish in society. Topics may include the history of Spanish in the U.S., phenomena that occur when Spanish and English speakers are in contact, and demographic overview of the varieties of Spanish spoken in the United States. The course may also cover how words are formed, how sentences are constructed, and how language is used in context.

#### SPAN 4396 Spanish Topics for the Professions

Prerequisite(s): SPAN 2324 or appropriate placement.

Corequisite(s): None

This is an advanced course emphasizing Spanish language skills needed in specific career fields or for general public use. Specific books and other materials are used to develop specific vocabulary, speaking, reading, and writing skills needed in professional settings.

## Theatre (THEA) Course Descriptions

#### THEA 1065 Rex Fleming Players

Prerequisite(s): None

In this practicum course, students will participate in HBU's student theatre troupe, Rex Fleming Players. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### THEA 1100 Performance and Production

Prerequisite(s): None

In this laboratory course, students participate in a significant HBU theater production as a performer or assist in some other major aspect of theater production (e.g., scenery, lighting, design, stage crew, or directing). After auditions and assignments,

the class is composed of the students in the college-produced play. This course may be taken up to six times. This course will be pass/fail.

#### THEA 1165 Rex Fleming Players

Prerequisite(s): None

In this practicum course, students will participate in HBU's student theatre troupe, Rex Fleming Players. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### THEA 1265 Rex Fleming Players

Prerequisite(s): None

In this practicum course, students will participate in HBU's student theatre troupe, Rex Fleming Players. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### THEA 1365 Rex Fleming Players

Prerequisite(s): None

In this practicum course, students will participate in HBU's student theatre troupe, Rex Fleming Players. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### THEA 2333 Acting

Prerequisite(s): None

Students are taught the elements of acting and directing actors. Key theories and approaches are explored, including method acting and improvisation.

#### THEA 3356 Playwriting

Prerequisite(s): None

Corequisite(s): None

An introduction to writing for the stage, accomplished through the study and analysis of appropriate models, crafting of original stage plays, and discussion of those plays in a workshop format.

#### THEA 6331 Playwriting

Prerequisite(s): None

Corequisite(s): None

A writing workshop in which students will create and revise original plays. Over the course of the semester, students will learn to critically assess their own work as well as the work of their peers.

## Professional Writing (WRIT) Course Descriptions

#### WRIT 1060 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### WRIT 1160 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### WRIT 1260 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### WRIT 1360 The Collegian

Prerequisite(s): None

In this practicum course, students will participate in HBU's student news organization, The Collegian. Based on the level of intended involvement, students may enroll in zero- to three-credit hours of participation.

#### WRIT 3121 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 3221 Special Topics/Independent Study

Prerequisites: None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 3303 Elements of Professional Writing

Prerequisite(s): None

This course offers students an overview of different types of writing and the role writing plays in the modern work place. Students evaluate examples of professional writing and selections from mass media, identify fallacious reasoning, use and recognize correct grammatical usage, write and revise a variety of papers. Each student compiles a portfolio representing his or her best work. Each student also interviews a person who writes on the job. NOTE: Students may select this course for credit towards the Professional Writing Specialization in Technical Writing or Rhetoric, and for elective credit towards the Professional Writing Specialization in Creative Writing.

#### WRIT 3321 Special Topics/Independent Study

Prerequisites: None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 3322 Press & Democracy

Prerequisite(s): None

Examination of the principles, concepts, theories, and functions of journalism in American society including significant 20th and 21st century journalists.

#### WRIT 3323 Reporting & Writing I

Prerequisite(s): None

Teaches the fundamentals of news reporting and writing. Lectures, discussions and laboratory work provide training in the development and organization of basic news stories and in meeting deadlines.

#### WRIT 3334 Life Writing

Prerequisite(s): None

An introduction to the writing of personal history. Students read individual journals, autobiography and autobiographical fiction by a variety of authors from different time periods and of different nationalities, genders, and races. In their own expository writing students incorporate advanced techniques in the areas of description, narration, and analysis and compile a collection of their best works. Students may select this course for elective credit towards the Professional Writing Specialization in Creative Writing and in Rhetoric.

#### WRIT 3345 Technical Writing

Prerequisite(s): None

This course trains students to write effectively in the modern workplace. Students study audience analysis, document design, graphics and web design. They apply what they have learned by creating a variety of written documents, including email messages, memos, letter, resumes, and reports. Some group work is required as students need to practice collaborative writing and peer review. Students may select this course for credit towards the Professional Writing Specialization in Technical Writing and for elective credit towards the Professional Writing Specialization in Creative Writing.

#### WRIT 3350 Creative Writing Non-Fiction

Prerequisite(s): None

This course explores non-fiction prose and its rhetorical elements. Students both read and write creative non-fiction, compiling a reading journal and a writing portfolio of their own essays.

#### WRIT 3354 Creative Writing Poetry

Prerequisite(s): None

An introduction to poetry writing, accomplished through the study and analysis of reputable literary models, followed by production of original poems and discussion of those poems in a workshop format. Note: WRIT 3354 fulfills Smith College credit under Humanities and may be used for the Professional Writing Specialization.



#### WRIT 3355 Creative Writing Fiction

Prerequisite(s): None

An introduction to fiction writing, accomplished through the study and analysis of reputable literary models, followed by production of original short stories and discussion of those stories in a workshop format. Note: WRIT 3355 fulfills Smith College credit under Humanities and may be used toward the Professional Writing Specialization.

#### WRIT 3356 Playwriting and Screenwriting

Prerequisite(s): None

An introduction to writing for the stage and screen, accomplished through the study and analysis of appropriate models, followed by production of original works and discussion of those works in a workshop format. NOTE: WRIT 3356 fulfills Smith College credit under Humanities. Students may also select this course for credit toward the Professional Writing Specialization, the Writing Major, or the English Major.

#### WRIT 3381 Special Topics/Independent Study

Prerequisites: None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 3383 Advanced Grammar and Writing

Prerequisite(s): None

The course includes an overview of the history of the English language. It emphasizes descriptive grammar using sentence diagramming and analysis. The course includes the in-depth study of construction, forms, and usage of words, phrases, clauses, and sentences. Required for teacher certification in Language Arts grades 4-8 and 8-12.

#### WRIT 4101 Writing Internship

Prerequisite(s): (WRIT 3303 or WRIT 3345) and a minimum 3.0 GPA in English and an application and two letters of recommendation to the Intern Selection Committee at least one semester in advance. Students who excel in English may also enroll at the discretion of the Director of the Writing Specialization Program.

This course provides students the opportunity to apply the principles of effective and correct written and oral communication in a professional or academic environment. Students will design, write and edit various documents while working in an approved position on or off campus. Students must complete 45 clock hours per credit hour.

#### WRIT 4201 Writing Internship

Prerequisite(s): (WRIT 3303 or WRIT 3345) and a minimum 3.0 GPA in English and an application and two letters of recommendation to the Intern Selection Committee at least one semester in advance. Students who excel in English may also enroll at the discretion of the Director of the Writing Specialization Program

This course provides students the opportunity to apply the principles of effective and correct written and oral communication in a professional or academic environment. Students will design, write and edit various documents while working in an approved position on or off campus. Students must complete 45 clock hours per credit hour.

#### WRIT 4281 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 4301 Writing Internship

Prerequisite(s): 6 hours of WRIT coursework

This course provides students the opportunity to apply the principles of effective and correct written and oral communication in a professional or academic environment. Students will design, write and edit various documents while working in an approved position on or off campus. Students must complete 45 clock hours per credit hour.

#### WRIT 4323 Reporting & Writing II

Prerequisite(s): WRIT 3323

This course is designed to enhance the reporting and writing skills developed in Reporting & Writing I. Interviewing techniques are emphasized.

#### WRIT 4324 Feature Writing

Prerequisite(s): WRIT 3323

This course helps students learn the effective use of dialogue, development of narrative techniques, including vivid description

and detail, and comparison and contrast in developing the feature story. Exercises in this course are designed to help students develop techniques to involve the reader emotionally through human interest including drama, pathos, empathy, humor, and curiosity.

#### WRIT 4325 Editing News Copy

Prerequisite(s): None

Introduces the fundamentals of news media copyediting for grammar, punctuation, style rules, condensing, rewriting and headline writing.

#### WRIT 4326 Public Affairs Reporting

Prerequisite(s): WRIT 3323

This course emphasizes public affairs reporting in its traditional role as the staple of American journalism while stressing the increased and evolving role of journalists, working in the age of information, to go beyond gathering, organizing, and presenting facts, to finding ways to present increasingly complicated information in ways that help the public to better understand and manage 21st century issues that dominate the news. Public affairs issues discussed in this course include, but are not limited to, public agencies, science, the environment, medicine, health, and business, and the global issues of energy, hunger, health, war and terrorism.

#### WRIT 4327 Principles of Public Relations

Prerequisite(s): None

This course teaches the theory and practice of public relations, how public relations operates in organizations, its impact on publics, and its function in society. The course will also focus on professional development of the field; concepts, issues, and principles in the practice; and models and theories guiding the practice.

#### WRIT 4353 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4353 does not satisfy requirements for the English major.

#### WRIT 4354 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4354 does not satisfy requirements for the English major.

#### WRIT 4355 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4355 does not satisfy requirements for the English major.

#### WRIT 4356 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4356 does not satisfy requirements for the English major.

#### WRIT 4357 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4357 does not satisfy requirements for the English major.

#### WRIT 4358 Advanced Creative Writing Workshop

Prerequisite(s): None

These courses are designed for advanced students of creative writing and will stress individual instruction and work on creative manuscripts such as a collection of poems or short stories, a novel or full-length play, screenplays, and radio and television scripts. NOTE: WRIT 4358 does not satisfy requirements for the English major.

#### WRIT 4364 Advanced Poetry Writing

Prerequisite(s): WRIT 3354 or WRIT 3355

This advanced poetry writing course is designed to build upon the groundwork established in WRIT 3354. Class time is spent in the analysis of models - works from the tradition and more recent works in experimental veins - and intensive discussion of student poems. Students may select this course for credit toward the Professional Writing Specialization.

#### WRIT 4365 Advanced Fiction Writing

Prerequisite(s): None

This advanced fiction writing course is designed to build upon the groundwork established in WRIT 3355. Class time is spent in the analysis of models - works from the tradition and more recent work in experimental veins - and intensive discussion of student short stories or chapters from novels or novellas. Students may select this course for credit toward the Professional Writing Specialization.

#### WRIT 4370 Grant Writing

Prerequisite(s): None

This course examines the conventions for researching and writing grant proposals, specifically for educational and non-profit organizations.

#### WRIT 4373 The Critical Essay and Review Writing

Prerequisite(s): None

An examination of the basic elements of the critical essay, the review essay, the review, and the short notice.

#### WRIT 4374 Rhetoric for Professional and Technical Writers

Prerequisite(s): None

This course provides students with an overview of classical and modern rhetoric from ancient Greece to the 20th century, with an emphasis on written documents. Students will read excerpts from the writings of Plato, Aristotle, Cicero, Quintilian, Descartes, Locke, Hume, Kant, Bakhtin, Wittgenstein, Lyotard, and others. Students will also analyze professional and technical documents in light of classical and contemporary rhetorical theories. Students may select this course for credit towards the Professional Writing Specialization in Technical Writing or Rhetoric, and for elective credit towards the Professional Writing Specialization in Creative Writing.

#### WRIT 4376 Promotional and Persuasive Writing

Prerequisite(s): None

This course provides students with an introduction to and an overview of persuasive and promotional writing. Students will read, analyze, and produce several types of persuasive and promotional documents in the following categories: proposal writing, political writing, non-profit/fundraising writing, religious writing, and sales/promotional writing. Students may select this course for credit towards the Professional Writing Specialization in Technical Writing or Rhetoric, and for elective credit towards the Professional Writing Specialization in Creative Writing.

#### WRIT 4381 Special Topics/Independent Study

Prerequisite(s): None

Topics are selected on basis of student need and academic qualifications of staff. If regular lectures are not given, a minimum of 30 hours of work for each hour credit must be included.

#### WRIT 4391 Senior Seminar: Creative Writing in Poetry

Prerequisite(s): WRIT 3354

This seminar is designed to build upon the groundwork established in WRIT 3354. Class time is spent in the analysis of model-works from the tradition and more recent works in experimental veins--and intensive discussion of student poems. Students also present and monitor their progress on the research project and share final results with the class.

#### WRIT 4392 Senior Seminar: Creative Writing in Fiction

Prerequisite(s): WRIT 3355

This seminar is designed to build upon the groundwork established in WRIT 3355. Class time is spent in the analysis of models-works from the tradition and more recent works in experimental veins--and intensive discussion of student short stories or chapters from novels or novellas. Students also present and monitor their progress on the research project and share final results with the class.

# University Faculty



# University Faculty Listing

## **Alaniz, Katie, EdD**

Assistant Professor of Education; Director, Center for Learning Innovations and Teaching Excellence (C-LITE); Coordinator, Online Doctoral Programs; Program Coordinator, MEd Curriculum & Instruction, Instructional Technology, and MS in Learning, Technology & Design

- BBA, Marketing, Texas A&M University
- MEd, Curriculum and Instruction with an emphasis in Instructional Technology, Houston Baptist University
- EdD, Curriculum and Instruction with an emphasis in Learning, Design, and Technology, University of Houston

## **Alger, Vicki, MA**

Assistant Professor of Psychology; Co-Chair, Department of Psychology; Program Coordinator, Psychology (BA and Minor) and Psychology (UG) (Online)

- BS, Psychology, Texas A&M University
- MA, Behavioral Sciences, University of Houston – Clear Lake

## **Austin, Matiko, PhD**

Assistant Professor of Psychology; Co-Chair, Department of Psychology

- BA, Psychology, Fisk University
- MA, Psychology, Texas Southern University
- PhD, Clinical Psychology, Walden University

## **Baggett, David, PhD**

Professor of Philosophy; Director, Center for Moral Apologetics

- BA, Philosophy, University of Michigan-Dearborn
- MDiv, Asbury Theological Seminary
- PhD, Philosophy, Wayne State University

## **Baggett, Mary, PhD**

Professor of English and Cultural Apologetics; Chair, Department of Apologetics; Online Coordinator, College of Arts and Humanities

- BS, English, Liberty University
- MATS, Biblical Studies, Liberty University
- PhD, English, Indiana University of Pennsylvania

## **Bell, Shonta, RN, PhD**

Associate Professor of Nursing; Chair, Department of Nursing

- BSN, Union University
- MSN, Union University
- PhD, Nursing Science, The University of Texas Medical Branch – Galveston

## **Benitez, Barbara, PhD**

Associate Professor of Mathematics; Program Coordinator, Mathematics (BS)

- BA, Mathematics, University of Houston
- MS, Mathematics, University of Houston
- PhD, Mathematics, University of Houston

## **Bergeron, Tiffany M., MFA, MLA**

Assistant Professor of Visual Arts; Chair, Department of Visual Arts; Program Coordinator, Studio Art (BFA and MFA); Content Expert, All Level Art (Teacher Certification), Graphic Design (BFA) and Art History (minor)

- BA, Marketing/Business and Studio Art, Houston Baptist University
- BFA, Studio Art, Sam Houston State University
- MLA, Houston Baptist University
- MFA, Houston Baptist University

**Bermejo, Encarna, PhD**

Professor of Spanish

- BA, Business Administration, National Louis University
- MA, Spanish Linguistics, University of Houston
- PhD, Applied Spanish Linguistics, University of Houston

**Bevan, Danielle, PhD**

Assistant Professor of Education

- BS, Mathematics Secondary Education, Texas State University
- MEd, Secondary Education, Texas State University
- PhD, Curriculum and Instruction w/ Emphasis in Math, Texas A&M University

**Bevers, James W., EdD**

Assistant Professor of Education

- BA, Liberal Arts, University of Texas at Austin
- MS, Educational Management, University of Houston Clear Lake
- EdD, Educational Leadership, Stephen F. Austin State University

**Blackwell, Ben, PhD**

Associate Professor of Theology; Director, Houston Theological Seminary; Program Coordinator, Doctor of Ministry

- BA, Biblical Languages, Ouachita Baptist University
- BA, Accounting, Ouachita Baptist University
- MBA, Henderson State University
- ThM, Historical Theology and Pastoral Ministries, Dallas Theological Seminary
- PhD, New Testament and Historical Theology, Durham University (England)

**Blado, Gardo, PhD**

Professor of Physics; Program Coordinator, Physics (BS)

- BS Physics, University of the Philippines
- MS Physics, Purdue University
- PhD, Physics, Purdue University

**Blank, Matthew, PhD**

Assistant Professor of Biology

- BS, Biomedical Sciences, Texas A&M University
- PhD, Biological Sciences, University of Pittsburgh

**Bobart, Laura, PhD**

Assistant Professor of Kinesiology

- BS, Biology, Purdue University
- MS, Kinesiology, Louisiana State University
- PhD, Kinesiology, Louisiana State University

**Boyleston, Matthew, PhD**

Professor of English and Writing; Chair, QEP Implementation Committee; Program Coordinator for Writing (BA) and Creative Writing (MFA)

- BA, English and Philosophy, Furman University
- MFA, Creative Writing, University of South Carolina
- PhD, Literature and Creative Writing, University of Houston

**Brookins, Tim, PhD**

Associate Professor of Classics and Biblical Languages; Program Coordinator, Biblical Languages (BA & MA), Classics (BA), Latin (Minor), and Classics and Early Christianity (MA)

- BS, Communications, James Madison University
- MDiv, Biblical Languages, Southeastern Baptist Theological Seminary
- ACP, Classics, University of North Carolina-Chapel Hill
- PhD, Religion, Baylor University

**Brooks, Jr., John R., DBA**

Professor of Marketing; Prince Chavanne Chair in Christian Business Ethics; Program Coordinator, Marketing, BBA

- BBA, Advertising, Texas Technological College
- MBA, Marketing, Texas Tech University
- DBA, Marketing, Texas Tech University

**Brown, Yashala, DNP, RN**

Assistant Professor of Nursing; Program Coordinator, RN-BSN Program

- BSN, Grambling State University
- MSN, Family Nursing Practice, University of South Alabama
- DNP, Family Nursing Practice, University of South Alabama

**Brownlee, Avin, PhD**

Professor of Biology

- BS, Biology, West Texas State University
- MCS, Biology and Chemistry, University of Mississippi
- PhD, Biology, University of Mississippi

**Canul, Carlos, MFA**

Assistant Professor of Visual Arts; Curator, UAC; Director, Fine Arts Museum

- BFA, Southern Methodist University
- MFA, Houston Baptist University

**Carlton, Melissa, PhD**

Assistant Professor of Computer Science; Program Coordinator, Computer Science (BS) and Information Systems (BS)

- BA, Business Management, Lindsey Wilson College
- BS, Computer Science, Kentucky State University
- MBA, Bellarmine College
- MS, Library and Information Studies, Florida State University
- PhD, Information Systems, Nova Southeastern University

**Casebier, K. Diane, MLS**

Assistant Professor of Library Science

- BA, Communication, University of Texas at Arlington
- MLS, University of North Texas-Denton

**Cerling, Kristina, EdD**

Professor of Education; Dean, College of Education and Behavioral Sciences

- BS, English Education, Bethel College
- ME, Indiana Wesleyan University
- EdD, Oakland City University

**Clardy, Ellen, PhD**

Assistant Professor of Economics; Content Expert, Economics

- BA, Economics, Trinity University
- MA, Economics, Rice University
- PhD, Economics, Rice University

**Coleman, Bearden B., MA, MFA**

Associate Professor of Cinema and New Media Arts; Director, The Collegian

- BA, Humanities, Biola University
- MFA, Creative Writing, Texas State University
- MA, Media Studies, The New School

**Collins, Michael, MFA**

Professor of Art; Senior Director of Arts Programs; Artist-in-Residence

- BFA, Art, University of Houston
- MFA, Art-Painting, Southern Methodist University

**Cook, Michael, PhD**

Associate Professor of Counseling; Chair, Department of Counseling; Director, the Gideon Institute of Christian Psychology and Counseling; Program Coordinator, Christian Counseling (MA), Christian Psychology (MA), Marriage and Family Therapy (MA), Clinical Mental Health Counseling (MA), and Professional School Counselor

- BA, Sociology, Albany State University
- MDiv, Pastoral Ministries, New Orleans Baptist Seminary
- PhD, Psychology and Counseling, New Orleans Baptist Seminary

**Cox-Miller, Tonye, DNP, RN**

Associate Professor of Nursing

- BSN, University of Incarnate World
- MSN, University of Texas Health Science Center at San Antonio
- DNP, Chamberlain University

**Cozart, Richard, PhD**

Associate Professor of Counseling

- BA, Religion, Calremont Men's College
- ThM, Bible Exposition, Dallas Theological Seminary
- MTh, Biblical and Theological Studies, University of Wales
- MA, Professional Counseling, Liberty University
- PhD, Biblical and Theological Studies, University of Wales
- PhD, Counselor Education and Supervision, Liberty University

**Craig, William Lane, PhD, DTheol, DLitt**

Professor of Philosophy

- BA, Communications, Wheaton College
- MA, Philosophy of Religion, Trinity Evangelical Divinity School
- MA, Church History, Trinity Evangelical Divinity School
- PhD, Philosophy, University of Birmingham, England
- DTheol, Universität München, Germany

**Crider, Bonita, MLS**

Assistant Professor of Library Science

- BA, Radio and Television, University of Houston
- MLS (Masters of Library Science), University of North Texas

**Davis, David, PhD**

Associate Professor of History; Associate Dean for Academic Programs, College of Arts and Humanities; Director of Graduate Programs, College of Arts and Humanities

- BGS, University of Texas, Tyler
- MA, Cardiff University
- PhD, University of Exeter

**Drobnjakovic, Aleksandar, EdD**

Assistant Professor of Counseling

- BT, Pastoral Theology and Practice, Sydney College of Divinity
- MA, Pastoral Care and Counseling, Sydney College of Divinity
- EdD, Counselor Education and Supervision, Argosy University

**Durand, Angie, EdD**

Associate Professor of Education; Program Coordinator, MEd in Curriculum and Instruction (without Certification), and MEd in Curriculum and Instruction and Reading, the Alternative Certification Program, and English, Language, Arts, and Reading (4-8)

- BS, Interdisciplinary Studies, Early Childhood Education, University of Houston, Houston, TX
- MEd, Curriculum and Instruction, Reading, Language Arts and Literature with Reading Specialist, University of Houston, Houston, TX
- EdD, Curriculum and Instruction, Reading, Language Arts and Literature, University of Houston, Houston, TX



**Durnham, Toi, DNP, RN**

Assistant Professor of Nursing

- BSN, Capella University
- MSN, Capella University
- DNP, Capella University

**Eke, Stella, DNP, PhD, RN**

Assistant Professor of Nursing; Director, Graduate Programs, Department of Nursing; Program Coordinator, Family Nurse Practitioner Track, MSN Program

- BS, Nursing, Texas Woman's University
- MS, Family Nurse Practitioner, Texas Woman's University
- DNP, Texas Woman's University
- PhD, Nursing, The University of Texas Health Science Center at Houston

**Elliott, Barbara, DLitt (Honorary)**

Assistant Professor of Liberal Arts; Scholar-in-Residence

- BA, English Literature and Fine Arts, Ohio Wesleyan University
- MA, Theology, University of St. Thomas
- DLitt, Dominican School of Philosophy and Theology (Honorary)

**Elliott III, W. Winston**

Visiting Professor of Liberal Arts and Conservative Thought

- BA, History, Washington College
- MBA, University of Houston

**Ellis, Lisa, PhD**

Associate Professor of Biology; Secondary Athletics Certification Officer (ACO)

- BS, Biology, Sam Houston State University - Huntsville
- PhD, Biology, Texas A&M University - College Station

**Estrada, Miguel, PhD**

Associate Professor of Spanish; Program Coordinator, Latin American Studies (Minor) and Spanish (BA and Minor); Content Expert, BS Spanish (EC-12) (Tch. Cert)

- BA, Secondary Education and Spanish, The University of Texas at El Paso
- MA, Spanish, The University of New Mexico
- MA, School Administration, Houston Baptist University
- PhD, Spanish American Literature, The University of New Mexico

**Evans, Craig, PhD, DHabil**

John Bisagno Distinguished Professor of Christian Origins

- BA, Claremont McKenna College
- MDiv, Western Seminary
- MA, Claremont Graduate University
- PhD, Claremont Graduate University
- DHabil, University of Budapest

**Evans, Katie, PhD**

Professor of Mathematics; Dean, College of Science and Engineering

- BS, Mathematics, Morehead State University
- MS, Mathematics, Virginia Polytechnic Institute and State University
- PhD, Mathematics, Virginia Polytechnic Institute and State University

**Ewest, Timothy G., DM**

Associate Professor of Management; Program Coordinator, MBA, and Management (BBA)

- BA, Theology and Philosophy, Crown College
- MA, Philosophy, Wheaton College
- MBA, Leadership/Management, George Fox University

- DM, Management/Education, George Fox University

### **Fabre, Taiya, PhD**

Professor of Chemistry; Associate Dean for Undergraduate Studies; Health Professions Program Faculty Liaison

- BS, Chemistry, Xavier University of Louisiana
- PhD, Chemistry, Louisiana State University

### **Fance, Kristin, MLIS**

Associate Professor of Library Science

- BA, Plan II Honors Program and English, University of Texas at Austin
- Masters, Library and Information Science, University of Texas at Austin

### **Ferrell, Craig, Jr., JD**

Assistant Professor of Criminal Justice and Law; Program Coordinator, Criminal Justice (BA and Minor)

- BS, Criminal Justice, University of Houston
- JD, University of Houston Law Center

### **Ford, Amanda, PhD**

Assistant Professor of Psychology; Program Coordinator, Human Services (MA)

- BA, Art and Christianity, Houston Baptist University
- MA, Christian Counseling, Houston Baptist University
- PhD, Social Work, University of Houston

### **Frear, Sara, PhD**

Associate Professor of History

- BA, East Asian Studies, Yale University
- MA, Early American History, Auburn University
- PhD, Early American History, Auburn University

### **Frederick, Karen, PhD**

Associate Professor of Psychology; Associate Dean for Academic Operations, College of Education and Behavioral Sciences

- BA, Education, Kansas University
- MS, Language Education, Indiana University
- PhD, Education Psychology, Baylor University

### **Free, Stephanie, EdD**

Associate Professor of Education; Chair, Department of Education

- BA, Liberal Arts, Lubbock Christian University
- BS, Kinesiology All Levels, Lubbock Christian University
- MEd, School Administration, Angelo State University
- EdD, Educational Leadership, Texas Tech University

### **Fridge, Lesli, EdD**

Assistant Professor of Education; Program Coordinator, MEd in Educational Administration; Director, Professional Certifications and Degrees

- AS, Nicholls State University
- BA, Nicholls State University
- MEd, Nicholls State University
- EdD, University of Houston

### **Gagnon, Robert A. J., PhD**

Professor of Theology; HBU Lectureship in New Testament Theology; Program Coordinator, Biblical Studies (BA) and Practical Theology (BA)

- BA, History, Dartmouth College
- MTS, Harvard Divinity School
- PhD, Biblical Studies, Princeton Theological Seminary

**Garbarino, Collin, PhD**

Associate Professor of History

- BA, History, Louisiana Tech University
- MDiv, Biblical and Theological Studies, The Southern Baptist Theological Seminary
- MA, History, Louisiana State University
- PhD, History, Louisiana State University

**Gardener, Rachel, MFA**

Assistant Professor of Visual Arts; Program Coordinator, MFA Studio Art

- BFA, Stephen F. Austin University
- MFA, Studio Art, Houston Baptist University

**Gaus, Mark D., EdD**

Professor of Kinesiology; Content Expert, Kinesiology with EC-12 Physical Education (Tch. Cert.); Co-Program Coordinator, Kinesiology-Sport Management, BA and MS

- BS, Kinesiology, Lamar University
- MS, Kinesiology, Lamar University
- EdD, Physical Education, University of Houston

**Giles, Vickey, EdD**

Assistant Professor of Education; Associate Dean for Doctoral Programs and Grants, College of Education and Behavioral Sciences

- BA, Literature, University of Houston - Clear Lake
- MEd, Administration, Stephen F. Austin State University
- EdD, Curriculum and Instruction, University of Houston

**Gordon, Bruce, PhD**

Associate Professor of the History and Philosophy of Science; Scholar-in-Residence

- ARCT, Piano Performance, Royal Conservatory of Music, University of Toronto
- BSc, Applied Mathematics, University of Calgary
- MA, Analytic Philosophy, University of Calgary
- MAR, Systematic Theology and Apologetics, Westminster Theological Seminary
- PhD, History and Philosophy of Science (Physics), Northwestern University

**Green, Jeffrey, PhD**

Associate Professor of Philosophy; Director, Institute of Christianity and Scholarship; Dean, The Graduate School; Program Coordinator, Medical Humanities (BA and Minor)

- BA, History and Philosophy, Southern Methodist University
- MA, Philosophy, University of Notre Dame
- PhD, Philosophy, University of Notre Dame

**GrothOlson, Jesse, MFA**

Associate Professor of Cinema and New Media Arts; Faculty Director, Rex Fleming Players; Program Coordinator, Cinematic Arts (BFA) and Mass Media (BA)

- BA in Communications, University of Northwestern, St. Paul
- MFA in Acting, Roosevelt University, Chicago, IL

**Hammons, Christopher, PhD**

Professor of Government; Director, Center for Law and Liberty; Program Coordinator, Political Science (BA and Minor)

- BA, Government, University of Texas at Austin
- MA, Political Science, University of Houston
- PhD, Political Science, University of Houston

**Harbour, Davis, PhD**

Assistant Professor of Engineering; Chair, Department of Engineering

- BS, Electrical Engineering, University of Oklahoma
- MS, Electrical Engineering, University of Oklahoma
- PhD, Engineering, University of Arkansas

**Harger, Adam K., PhD**

Assistant Professor of Theology; Director, Graduate Programs, School of Christian Thought; Program Coordinator, Christian Leadership (MA) and MDiv

- BS, Christian Ministry, Indiana Wesleyan University
- MDiv, Biblical Studies, Anderson School of Theology
- MLitt, Scripture and Theology, University of St. Andrews
- PhD, Divinity, University of St. Andrews

**Harmon, MaryCatherine, EdD**

Assistant Professor of Kinesiology; Chair, Department of Kinesiology; Kinesiology Internship Coordinator; Program Coordinator, Allied Health (BS) and Kinesiology-Wellness Management (BS)

- BS, Education, Baylor University
- MEd, Kinesiology, Dallas Baptist University
- EdD, Educational Leadership, Dallas Baptist University

**Hartenburg, Gary, PhD**

Associate Professor of Philosophy; Director, Honors College

- BA, Bible and Theology, Moody Bible Institute
- MA, Philosophy of Religion and Ethics, Biola University
- MA, Philosophy, University of California–Irvine
- PhD, Philosophy, University of California–Irvine

**Hartwell, Christopher, BA**

Assistant Professor of Cinema, Media Arts, and Writing

- BA, Cinema and Media Arts, Biola University

**Hatchett, Randy, PhD**

Professor of Theology; Program Coordinator, Theological Studies (BA) and Christianity (BA)

- BA, Religion and Philosophy, Dallas Baptist College
- MDiv, Southwestern Baptist Theological Seminary
- PhD, Philosophy of Religion at Southwestern Baptist Theological Seminary

**Hawley, Darby, PhD**

Associate Professor of Psychology; Program Coordinator, Psychology (MA), and Psychology Fast-Track (MA)

- BA, Biopsychology, Randolph-Macon College
- MA, Development and Cognitive Neuroscience, University of Houston
- PhD, Development and Cognitive Neuroscience, University of Houston

**Hayrapetyan, Levon, PhD**

Professor of Business; Chair, Department of Management, Marketing, and Business;

- BS, Applied Mathematics, Yerevan State University, Armenia
- MS, Applied Mathematics, Yerevan State University, Armenia
- PhD, Computer Science, Kiev State University, Ukraine.

**Hebert, Brian, DIS**

Lecturer in Intercultural Studies; Program Coordinator, Intercultural Studies (MA)

- BA, Biblical Studies and History of Ideas, Southwestern Baptist Theological Seminary
- MA, Missiology, Southwestern Baptist Theological Seminary
- Doctor of Intercultural Studies, Western Seminary

**Hemati, Russell, PhD**

Associate Professor of Philosophy; Program Coordinator, Philosophy (BA and MA)

- BA, Philosophy, Dallas Baptist University
- MA, Philosophy, Baylor University
- PhD, Philosophy, Baylor University

**Henderson, Curtis, PhD**

Professor of Biology; Program Coordinator, Biochemistry and Molecular Biology (BS)

- BS, Biology and Chemistry, Howard Payne University
- PhD, Biology, Texas Tech University

**Hinze, Jodey, JD**

Associate Professor of Legal Studies; Dean, College of Arts and Humanities

- BA, Criswell College
- MA, Philosophical Theology, Criswell College
- JD, University of Houston Law Center

**Holcomb, Trae, PhD**

Professor of Mathematics; Chair, Department of Chemistry, Mathematics, and Physics;

- BS, Computer Science, Texas State University
- MS, Applied Mathematics, University of Colorado
- PhD, Mathematics, Texas A&M University

**Holzer, Shannon, PhD**

Assistant Professor of Government

- BS, Religion, Wayland Baptist University
- MA, Philosophy of Religion and Ethics, Biola University
- PhD, Religion, Politics, and Society, Baylor University

**Horn, Jacqueline Peltier, PhD**

Professor of Biology; Athletics Certification Officer; Faculty Athletics Representative (FAR); Content Expert, BS Science (4-8), and ESL and (7-12) and ESL (Tch. Cert.), and BS Life Science (7-12) (Tch. Cert.) and ESL

- AS, Sciences, Alvin Community College
- BS, Biochemistry, Texas A&M University, College Station, Texas
- PhD, Biomedical Sciences, University of Texas Graduate School of Biomedical Sciences

**Hyland, Judy, PhD, RN**

Assistant Professor of Nursing; Simulation Lab Manager

- BSN, University of Texas Medical Branch at Galveston
- MS, Nursing Education, Texas Woman's University
- PhD, Nursing Science, Texas Woman's University

**Joe, Kyung, PhD**

Assistant Professor of Management; Program Coordinator, Human Resource Management (MS), International Business (BBA), and General Business (BA)

- BBA, Business, Hanyang University
- MBA, Sungkyunkwan University
- MBA, University of Central Florida
- PhD, Management, Florida International University

**Johnson, Eric L., PhD**

Professor of Christian Psychology; Assistant Director, Gideon Institute of Christian Psychology and Counseling ;

- BA, Theology, Toronto Baptist Seminary
- MA, Christian Studies, Calvin College
- MA, Educational Psychology, Michigan State University
- PhD, Educational Psychology, Michigan State University

**Johnson, Grady**

Instructor, English

- BA, English, Texas Southern University
- MA, English, Texas Southern University

**Johnston, Jerome, DMin**

Professor of Theology; Vice President for Innovative and Strategic Marketing

- BA, Midwestern Baptist College, conferred with Honors
- MDiv, Midwestern Baptist Theological Seminary, conferred with Highest Honors
- DMin, Acadia Divinity College
- Honorary DD, Liberty Baptist Theological Seminary

**Joseph, Anthony, PhD**

Professor of History; Chair, Department of Philosophy, History, Law, and Society; Program Coordinator, MA in History

- BA, Plan II Honors Program, University of Texas at Austin
- PhD, History, Princeton University

**Joubert, Nicolina L., PhD**

Associate Professor of Christian Psychology; Online Coordinator for the Gideon Institute of Christian Psychology and Counseling

- BA, Psychology, University of South Africa
- MA, Education, The Open University
- PhD, Psychology, Potchefstroom University for Christian Higher Education

**Keiffer, Gregory, PhD**

Assistant Professor Management; Interim Dean, Dunham College of Business; Director, Graduate Programs, Dunham College of Business, Co-Program Coordinator, Kinesiology-Sport Management (BA & MS), Interim Program Coordinator, Management and Entrepreneurship

- BBA, Business Administration and Computer Information Systems, Houston Baptist University
- MBA, Management, Houston Baptist University
- PhD, Human Resource Development, University of Texas at Tyler

**Kent, Leigh, PhD**

Assistant Professor of Psychology

- BA, English, Texas A&M University
- MA, Education, University of St. Thomas
- PhD, Counseling Psychology, University of Houston

**Kent, Shawn, PhD**

Assistant Professor of Education

- BS, Psychology, Central Michigan University
- MA, School Psychology, Central Michigan University
- PhD, Curriculum & Instruction/Special Education, Florida State University

**Kirk, Laura, MSN, RN**

Assistant Professor of Nursing

- BSN, Grand Canyon University
- MSN, Grand Canyon University

**Kirkwood, David, DMA**

Associate Professor Music; Chair, Department of Music; Program Coordinator, Vocal Performance (BM) and Music (BM) and Music Education

- BM, Vocal Performance, Biola University
- MM, Voice Performance, Peabody Institute of Music of the Johns Hopkins University
- DMA, Vocal Arts, University of Southern California

**Klotz, Kevin, DMA**

Assistant Professor Music; Director, Choral Activities

- BM, Music Performance, Houston Baptist University
- MM, Applied Music, University of Houston
- DMA, University of Houston

**Kramlich, Daniel L., DMA**

Professor of Music; Program Coordinator, Piano Performance (BM) and Keyboard Performance

- BA, Piano Performance, Lebanon Valley College
- MM, Music Theory, Indiana University
- DMA, Composition, University of Houston
- PhD, Music Theory, Indiana University

**Kraten, Michael, PhD**

Professor of Accounting; Chair, Department of Accounting, Economics, and Finance; Program Coordinator, Accounting (BBA)

- BBA, Public Accounting, Baruch College of the City University of New York
- MPPM, Public and Private Management, Yale University
- PhD, Behavioral Accounting, University of Connecticut

**Kugler, Chris R., PhD**

Assistant Professor of Theology; Online Coordinator for the School of Christian Thought

- BA, Religious Studies, Lee University
- MLitt, Biblical Languages and Literature, University of St. Andrews
- ThM, New Testament, Duke University
- PhD, New Testament, University of St. Andrews

**Lamm, Matthew R., DMA**

Assistant Professor of Music; Director, Instrumental Studies; Program Coordinator, Music (BA)

- BM, Applied Music, University of Houston
- MM, Performance, DePaul University
- DMA, Music Performance, University of Houston

**Lavender, Carol, DNP, RN**

Professor of Nursing; Interim Dean, School of Nursing and Allied Health

- BSN, Lamar University
- EMBA, Houston Baptist University
- DNP, University of South Alabama

**Leachman, Julianna L., PhD**

Assistant Professor of Literature; Director, The Academy

- BA, Comparative Literature and Russian, Vanderbilt University
- MA, Comparative Literature, University of Texas
- PhD, Comparative Literature, University of Texas

**Lee, Crystal, PhD**

Assistant Professor of Education

- BA, Political Science, Louisiana State University
- MLIS, Library and Information Science, Louisiana State University
- PhD, Educational Leadership, Louisiana State University

**Lewis, Jr., Paul W., PhD**

Associate Professor of Mathematics; Content Expert, BS Mathematics (4-8) (Teacher Certification) and ESL, and BS Mathematics (7-12) (Teacher Certification) and ESL

- BS, Mathematics, University of Tennessee
- PhD, Mathematics, University of Tennessee

**Liang, Ernest, PhD**

Associate Professor of Finance; Director, Center for Christianity in Business

- MBA, PhD, The University of Chicago

**Licon, Mike, PhD**

Associate Professor of Theology

- MA, Religious Studies, Liberty University
- PhD, New Testament Studies, University of Pretoria

**Llizo, Robert, PhD**

Associate Professor of History

- BA, History, Biola University
- MA, History (Medieval and Renaissance), California State University
- PhD, History (Medieval and Early Modern Studies), Claremont Graduate School

**Lim, Jung-Uk, PhD**

Associate Professor of Electrical Engineering and Cyber Engineering

- BS, Electrical Engineering, Hanyang University
- MS, Engineering, Seoul National University
- PhD, Electrical Engineering and Computer Science, Seoul National University

**Luo, Yongli, PhD**

Associate Professor of Finance; Program Coordinator in Finance, BBA; Program Coordinator, Online Programs, Dunham College of Business

- BS, International Business, Chongqing University, China
- MS, Management, Chinese Academy of Sciences
- PhD, Finance, University of Texas- Pan American

**Lyford, Stephen, PhD**

Assistant Professor of Computer Science

- BS, Computing Science, Sam Houston State University
- MEd, Educational Technology, Sam Houston State University
- PhD, Business Administration, North Central University

**Marino, Nathaniel, MA**

Assistant Professor of Psychology

- BA, Psychology, Texas A&M Kingsville
- MA, Psychology, Rutgers University Camden

**Markos, Louis, PhD**

Professor of English; Robert H. Ray Chair of Humanities; Scholar-in-Residence

- BA, English and History, Colgate University (Hamilton, NY)
- MA and PhD, English, University of Michigan (Ann Arbor, MI)

**Marshall, Phillip, PhD**

Assistant Professor of Theology

- Undergraduate Studies, Russian Language, Linguistics, and Soviet Politics, Georgetown University
- BA, Biblical Studies, The Master's College
- MDiv, Westminster Theological Seminary in California
- PhD, Old Testament Studies, The Southern Baptist Theological Seminary

**Martin, Sarah, MA**

Assistant Professor of Cinema and New Media Arts

- BA, Animation and Visual Effects, New Mexico State University
- MA, Game Development, University of Abertay Dundee

**Maston, Jason, PhD**

Associate Professor of Theology; Associate Dean, School of Christian Thought; Director, BA to MDiv Program

- BA, Biblical Studies, Southwest Baptist University
- MATH, Southwestern Baptist Theological Seminary
- PhD, New Testament, Durham University, UK

**Mater, Marie A., PhD**

Associate Professor of Speech Communication; Program Coordinator, Speech Communications (Minor)

- BA, Communication Studies & Political Science, Washburn University
- MA, Rhetorical Studies, University of Iowa



- PhD, Sociology, University College Cork-National University of Ireland

#### **Medina Velo, Illya, PhD**

Assistant Professor of Chemistry

- BS, Chemical Engineering, Universidad Autónoma de Chihuahua
- MEd, Instituto Tecnológico y de Estudios Superiores de Monterrey
- PhD, Chemistry, University of Texas El Paso

#### **Meersman, James, MS**

Assistant Professor of Accounting

- BBA, Accounting, Texas A&M University
- MS, Accounting, Texas A&M University
- MTS, Southwestern Baptist Theological Seminary

#### **Mooring, Quanza, PhD, RN**

Assistant Professor of Nursing

- BA, Exercise and Sport Science, University of North Carolina at Chapel Hill
- BSN, North Carolina Central University
- MSN, Nursing Education, East Carolina University
- PhD, Education, Capella University

#### **Murray, Jessica, MSN, RN**

Assistant Professor of Nursing; Practice Preparedness Coordinator

- BSN, Prairie View A&M University
- MSN, Prairie View A&M University

#### **Napper, Stanley A., PhD**

Professor of Engineering; Provost and Vice President for Academic Affairs

- BS, Biomedical Engineering, Louisiana Tech University
- PhD, Biomedical Engineering, Louisiana Tech University

#### **Neill, Jeremy, PhD**

Associate Professor of Philosophy; Program Coordinator for Interdisciplinary Studies (BA)

- BA in English and Philosophy, Wheaton College
- PhD in Philosophy, Saint Louis University

#### **Ogashi, Caroline, PhD, RN**

Assistant Professor of Nursing

- BSN, Texas Woman's University
- MSN, Nursing Leadership Management, Walden University
- PhD, Nursing, Texas Woman's University

#### **O'Hara, Meredith O., PhD**

Associate Professor of Biology; Associate Dean for Strategic Initiatives

- BS, Biology, Pepperdine University
- PhD, Biological Chemistry, University of California at Los Angeles

#### **Ordway, Holly, PhD**

Visiting Professor of Apologetics

- BA, English, University of Massachusetts Amherst
- MA, English, University of North Carolina at Chapel Hill
- MA, Christian Apologetics, Biola University
- PhD, English, University of Massachusetts Amherst

**Pearcey, Nancy, MA**

Professor of Apologetics; Scholar-in-Residence

- BA, Iowa State University
- MA, Biblical Studies, Covenant Theological Seminary, St. Louis
- Additional study at the Institute for Christian Studies, Toronto

**Pelletier, Joseph, PhD**

Associate Professor of Psychology

- BA, Psychology, Texas A&M University
- MS, Social and Applied Psychology, University of Kent, Canterbury, UK
- PhD, Social Psychology, University of Kent, Canterbury, UK

**Ramirez, Ricardo, PhD**

Assistant Professor of Electrical Engineering and Cyber Engineering

- BS, Electrical Engineering, University of Texas, San Antonio
- MS, Electrical Engineering, University of Texas, San Antonio
- PhD, Electrical Engineering, University of Texas, San Antonio

**Reins, Rose, PhD**

Assistant Professor of Biology; Academic SACSCOC Officer

- BA, Biology, Baylor University
- PhD, Biology, University of Houston

**Rexilius, Ronald J., PhD**

Associate Professor of History; Program Coordinator, History (BA and Minor); Content Expert, History (7-12) (Tch. Cert.) and Social Studies (4-8 and 7-12) (Tch. Cert.)

- BA, History, Crown College
- MA, History, University of Nebraska-Lincoln
- PhD, History, University of Nebraska-Lincoln

**Riley, Dean, MALS**

Professor of Library Science

- BME, University of Texas at San Antonio
- MA, Southwestern Baptist Theological Seminary
- MALS, University of Missouri-Columbia

**Robinson, Melvin, PhD**

Assistant Professor of Engineering; Program Coordinator, Cyber Engineering (BS) and Electrical Engineering (BS)

- BS, Applied Mathematics, University of Houston Downtown
- MS, Electrical Engineering, University of Texas at Arlington
- PhD, Electrical Engineering, University of Texas at Arlington

**Rosato, Michael J., EdD**

Professor of Education; Program Coordinator, Higher Education

- BA, History, Carson-Newman University
- MEd, Teaching Methods, Texas Wesleyan University
- EdD, Higher Education, Indiana University, Bloomington, Indiana

**Sharp, Mary Jo, MA**

Assistant Professor of Apologetics; External Networking Apologist; Program Coordinator, Apologetics (MA)

- BME, University of Oklahoma
- MA, Apologetics, Biola University

**Sikora, Joshua, MFA**

Associate Professor of Cinema and New Media Arts; Chair, Department of Cinema, New Media Arts, and Writing; Director, Cinema and New Media Arts; Director, Graduate Programs for the School of Fine Arts; Program Coordinator, Screenwriting (MFA)

- BA, Film/Television/Radio, Biola University

- MFA, Studio Art, Houston Baptist University

### **Sloan, Paul, PhD**

Assistant Professor of Theology; Chair, Department of Theology; Program Coordinator, Theological Studies (MA)

- BA, University Scholar, Baylor University
- MA, Theological Studies, Houston Baptist University
- MLitt, Scripture and Theology, University of St. Andrews
- PhD, New Testament, University of St. Andrews

### **Sloan, Jr., Robert B., PhD**

Professor of Theology; President

- BA, Baylor University
- MDiv, Princeton Theological Seminary
- Doktor der Theologie, University of Basel, Switzerland

### **Snell, Micah, PhD**

Assistant Professor of English; Program Coordinator, Master of Liberal Arts

- BA, Humanities (Magna Cum Laude), Biola University
- ACP, Classics, University of California Los Angeles
- MDiv, Nashotah House Theological Seminary
- PhD, Theology, University of St. Andrews, St. Mary's College, The Institute for Theology, Imagination and the Arts

### **Sneller, Christopher, PhD**

Lecturer in Missional Theology

- BA, English and Speech Communication, Texas A&M University
- MA, Christian Education, Dallas Theological Seminary
- MA, Theological Studies, Covenant Theological Seminary
- PhD, Theology and Education, King's College London

### **Song, Summer, MA**

Instructor of Music

- BA, Music, Washington State University
- MA, Vocal Performance, Washington State University

### **Sorgwe, Felisi, PhD**

Associate Professor of Theology; Director, Center for Exploring Ministry Careers

- BS, Chemical Engineering, University of Washington (Seattle, WA)
- BA, Math, University of Washington (Seattle, WA)
- MDiv, Southwestern Baptist Theological Seminary
- MARE, Religious Education, Southwestern Baptist Theological Seminary
- PhD, Religion and Biblical Studies, Baylor University

### **Speck, Emily, MM**

Assistant Professor of Music

- BM, Belmont University
- MM, Vocal Pedagogy, Belmont University

### **Stanulonis, Joel, MFA**

Assistant Professor of Art

- BFA, Houston Baptist University, Houston, TX
- MFA, Pennsylvania Academy of the Fine Arts, Philadelphia, PA

### **Stelzer, Emily, PhD**

Associate Professor, Literature; Chair, Department of English, Communication, Great Texts, and Modern Languages; Program Coordinator, English (BA and Minor) and Great Texts (BA and Minor)

- BA, English, Hillsdale College
- MA, English, University of Dallas
- PhD, Literature, University of Dallas

**Tallon, Philip, PhD**

Associate Professor of Theology; Dean, School of Christian Thought

- BA, British and American Literature, University of South Florida
- MA, Theology, Asbury Theological Seminary
- PhD, Theology, University of St. Andrews

**Thomas, Anita, DNP, RN**

Assistant Professor of Nursing

- BSN, Prairie View A&M University
- MSN, University of Phoenix
- DNP, Nursing Administration, Texas Christian University

**Timmons, James A. (Tony), DBA**

Associate Professor of Accounting

- BBA, Accounting, University of Texas, El Paso
- MBA, Management, University of Texas, Permian Basin
- DBA, Management, University of Phoenix

**Trevino, Elizabeth (Polly), PhD**

Associate Professor of Education; Director, Initial Certifications, School of Education; Program Coordinator, Elementary Education (EC-6) with Bilingual Certification (Teacher Certification); Program Coordinator, MEd in Bilingual Education; Program Coordinator, MEd in Bilingual Education; ADELANTE Project Director

- BA, English, Texas A&M University
- MEd, Educational Psychology, emphasis in Bilingual Education, Texas A&M University
- PhD, Educational Psychology, emphasis in Bilingual Education, Texas A&M University

**Trevino, Saul, PhD**

Associate Professor of Chemistry; Program Coordinator, Chemistry (BS); Content Expert, BS, Physical Science (7-12) (Teacher Certification) & ESL

- BS, Biochemistry, Texas A&M University
- PhD, Medical Sciences, Texas A&M University

**Trezise, Dan, BS**

Assistant Professor of Cinema and New Media Arts; Program Coordinator, Interactive Media and Digital Design (BFA), and Graphic Design (BFA)

- BS, Motion Picture Science, Rochester Institute of Technology

**Tyler, Jr., John O., PhD, JD**

Associate Professor of Government; Program Coordinator, Pre-Law/Legal Studies (BA)

- BA, Philosophy, Texas A&M University
- JD, Law, SMU Law School
- PhD, Philosophy, Texas A&M University

**Van Caemelbecke, Eric, PhD**

Professor of Chemistry

- BS, l'Ecole Nationale Supérieure de Chimie et Physique de Bordeaux, France
- PhD, Chemistry, The University of Houston

**Waggoner, Angela, PhD**

Assistant Professor of Counseling

- BS, Human Services, The University of Houston – Clear Lake
- MA, Professional Counseling, Liberty University
- PhD, Counseling Education and Supervision, Liberty University

**Walls, Jerry, PhD**

Professor of Philosophy; Scholar-in-Residence

- BA, Religion and Philosophy, Houghton College
- MDiv, Princeton Seminary
- STM, Yale Divinity School
- PhD, Philosophy, Notre Dame

#### **Ward, Michael, PhD**

Professor of Apologetics; Director, C.S. Lewis Centre

- BA, English Language and Literature, University of Oxford
- MA, English Language and Literature, University of Oxford
- MA, Theology, University of Cambridge
- PhD, Divinity, University of St Andrews

#### **Whaley, Brenda, PhD**

Professor of Biology; Administrative SACSCOC Officer

- BS, Biology and Chemistry, Houston Baptist University
- MS, Chemistry, Georgia Institute of Technology
- PhD, Biochemistry, University of Texas Graduate School of Biomedical Sciences – Houston

#### **White, Mary E., EdD**

Assistant Professor of Education; Program Coordinator, Elementary Education (EC-6) with ESL Certification (Teacher Certification)

- BA, Elementary Education, Purdue University
- MS, Developmental Reading, Purdue University
- MA, Educational Leadership, University of Phoenix
- EdD, Educational Leadership, Texas Southern University

#### **Whittenberg, Traci, PhD**

Assistant Professor of Psychology; Program Coordinator, Psychology (MA) SSP

- BS, Elementary Education, Houston Baptist University
- MEd, Counselor Education, Houston Baptist University
- PhD, Education and Human Development, Texas A&M University

#### **Wilson, Doni, PhD**

Professor of English; Content Expert, ELA (7-12) (Tch. Cert.) and ESL and ELA and Reading (4-8) (Tch. Cert.) and ESL

- BA, History, Baylor University
- MA & PhD, English, University of North Carolina at Chapel Hill

#### **Wilson, D. Randall, PhD**

Professor of Sociology; Associate Dean for Strategic Initiatives and Professional Development, College of Arts and Humanities; Program Coordinator, Family Studies (BA and Minor), and Sociology (Minor)

- BA, Religion, Baylor University
- MA, Educational Psychology, University of Texas at San Antonio
- PhD, Sociology, The University of North Texas

#### **Wingate, Hannah, PhD**

Associate Professor of Biology; Chair, Department of Biology, Biochemistry, and Molecular Biology; Program Coordinator, Biology (BS)

- BS, Biology, University of New Mexico
- MS, Immunology, University of Texas-Houston Health Science Center
- PhD, Cancer Biology, University of Texas-Houston Health Science Center

#### **Wood, William, EdD**

Assistant Professor of Education; Program Coordinator, Composite Science (4-8) (Teacher Certification), Composite Science (7-12) (Teacher Certification), Life Science (7-12) (Teacher Certification), Physical Science (6-12) (Teacher Certification), Social Studies (4-8) (Teacher Certification), Composite Social Studies (7-12) (Teacher Certification), English, Language Arts, and Reading (4-8) (Teacher Certification), English, Language Arts, and Reading (7-12) (Teacher Certification), History (7-12) (TC), Spanish (EC-12) (UG) (TC), Kinesiology with EC- 12 Physical Education (TC), EC-12 Art (TC), Mathematics (4-8) (TC), Mathematics (7-12) (TC), and Special Education Leadership (EdD)

- BA, Political Science, University of Texas at San Antonio
- MEd, Special Education, University of Houston Victoria
- EdD, University of Houston, Professional Leadership

**Yatsenko, Yuri, PhD**

Professor of Business; Program Coordinator, Data Analysis

- MS, Physics, Kiev State University (Kiev, Ukraine)
- PhD, Computer Sciences, Kiev State University (Kiev, Ukraine)
- Dr.Sci., Mathematics, Presidium of the Academy of Sciences of USSR (Moscow)

**Zaki, Marian K., MS**

Assistant Professor of Computer Science

- BS, Computer Science, Ain Shams University (Egypt)
- MS, Computer and Information Systems, Ain Shams University (Egypt)