



GRADUATE CATALOG

2016 – 2018

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University Calendar

ACADEMIC CALENDAR

The University offers courses on a semester basis. The regularly scheduled fall semester runs from late August to mid-December and the spring semester from January to mid-May. The summer program includes a wide range of courses offered in both a traditional summer session and in workshop formats. The University also offers special interterm courses between the fall and spring semesters and between the spring semester and first summer term. Courses also are offered on compressed schedules during the fall and spring semesters. Check the course syllabi for add/drop dates. The Academic Calendar is also available at the Registrar's webpage on the Texas Wesleyan web site, www.txwes.edu/academics/registrar/.

SUMMER 2016

(Dates and times subject to change)

SUMMER EXTENDED SESSION

May 14 – August 10

May 14-15	Saturday-Sunday	Track A & C classes begin; Official first day of Weekend Program
May 16	Monday	Students and Faculty should check course schedule in Ramlink for course meeting times.
May 21-22	Saturday-Sunday	Weekend Track B classes begin

SUMMER I

March 1	Tuesday	Financial Aid Priority Date
March 28- April 4		Priority online registration for Summer I 2016
April 5- May 24		Open online registration for Summer I 2016
May 5	Thursday	Last day to pay 100% to hold Summer I and SUE 2016 registration
May 30	Monday	Memorial Day; University closed
June 1	Wednesday	Classes begin; Official first day of classes; Late registration for SU1 2016
June 2	Thursday	Last day to register or to add a class for Summer I 2016
June 21	Tuesday	Last day to drop a class for Summer I 2016
July 4	Monday	University holiday, offices closed
July 6	Wednesday	Last day of classes/ Final exams SU1 2016

SUMMER II

March 9	Wednesday	Financial Aid Priority Date
March 28- April 4		Priority online registration for Summer II 2016
April 5- July 6		Open online registration for Summer II 2016
June 5	Sunday	Last day to pay 100% to hold Summer II 2016 registration
July 4	Monday	University holiday, offices closed
July 11	Monday	Classes begin; Official first day of classes; Late registration
July 12	Tuesday	Last day to register or add a class for Summer II 2016
July 27	Wednesday	Last day to drop a class for Summer II and Weekend Program
August 6-7	Saturday-Sunday	Weekend Track A, B & C final exams
August 10	Wednesday	Last day of classes/ Final exams SU2 2016

FALL 2016

(Dates and times subject to change)

March 1	Tuesday	Financial Aid Priority Date for Fall 2016
April 1	Friday	Last day to apply for December 2016 graduation
March 28- April 4		Priority online registration for Fall 2016
April 5- June 15		Open online registration for Fall 2016
June 16- August 12		Late online registration; Late fee applies
August 5	Friday	Last day to make 100% payment to hold Fall 2016 Registration
August 12	Friday	Faculty arrive 9:00 a.m. for fall semester; All Faculty meeting & School Meetings.
August 14	Sunday	Residence Halls open 2 p.m.
August 15-16		Students and Faculty should check course schedule in Ramlink for course meeting dates.
August 15-19	Monday-Friday	Late registration in Office of Student Records; Late fee applies
August 17	Wednesday	Classes begin 8:00 a.m.; Official first day of Weekday classes
August 18	Thursday	President's Picnic 4:30 p.m.

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August 19	Friday	Last day to register or add a class for Fall 2016
August 20-21	Saturday-Sunday	Weekend Program Track A & C classes begin; Official first day of Weekend Program
August 23	Tuesday	Faculty/Staff Convocation 12:15 p.m.
August 27-28	Saturday-Sunday	Weekend Program Track B classes begin
September 3-4	Saturday-Sunday	Weekend program classes do not meet
September 5	Monday	Labor Day; University closed
September 19	Monday	Last day to remove grade of "I"
October 7	Friday	Fall break; University closed
October 8-9	Saturday-Sunday	Weekend Program Track A classes meet
October 24- 31		Priority online registration for Spring and May Term 2017
November 1	Tuesday	Last day to apply for Spring or Summer 2017 graduation
November 1-December 4		Open online registration for Spring and May Term 2017
November 15	Tuesday	Last day to drop a class for Fall 2016
November 19-20	Saturday-Sunday	Weekend Program Track A final exams
November 23	Wednesday	University closes at noon
November 24-25	Thursday-Friday	Thanksgiving holiday; University closed
November 26-27	Saturday-Sunday	Weekend Program classes do not meet
November 28	Monday	Classes resume 8:00 a.m.
November 29	Tuesday	Official last day of classes
November 30	Wednesday	Final exams for Wednesday evening classes; no day classes; Dead Day
December 1-6	Thursday-Tuesday	Final exams
December 3-4	Saturday-Sunday	Weekend Program Track B&C final exams
December 5	Monday	Last day to make 100% payment to hold Spring 2017 Registration
December 6	Tuesday	Fall semester ends
December 6-January 8		Late registration for Spring 2017; late fee applies
December 9	Friday	Hooding Ceremony; Office of Student Records closed for graduation preparation.

December 10	Saturday	Graduation Convocation, 10:00 a.m.
December 19- January 2		Christmas and New Year's holiday; University closed

WINTER TERM 2016

(Specially designed courses; dates and times to be announced)

SPRING 2017

(Dates and times subject to change)

October 24-31		Priority online registration for Spring 2017
November 1	Tuesday	Financial Aid Priority Date for Spring 2017
November 1- December 4		Open online registration
December 6- January 8		Late registration for Spring 2017; Late fee applies.
December 5	Monday	Last day to make 100% payment to hold Spring 2017 early registration
January 8	Sunday	Residence Halls open 2:00 p.m.
January 9-13	Monday	Faculty arrive 9:00 a.m. for spring semester; Late registration
January 9-13	Monday- Friday	Late registration in Office of Student Records; Late fee applies
January 11	Wednesday	Classes begin 8:00 a.m. Official first day of weekday classes
January 13	Friday	Last day to register or add a class for Spring 2017
January 16	Monday	Martin Luther King, Jr. Day; University closed
January 17	Tuesday	Faculty/staff information session 12:15 p.m.
January 21-22	Saturday- Sunday	Track A&C classes begin; Official first day of Weekend Program
January 28-29	Saturday- Sunday	Weekend Track B classes begin
February 17	Friday	Last day to remove grade of "I"
March 13-17		Spring Break
March 18-19	Saturday- Sunday	Weekend Program classes do not meet
March 20	Monday	Classes resume 8:00 a.m.
March 29- April 5		Priority online registration for Fall 2017

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April 3	Monday	Last day to apply for December 2017 graduation
April 6- June 15		Open online registration for Fall 2017
April 11	Tuesday	Last day to drop a class
April 13-14	Thursday-Friday	Easter vacation begins 8:00 a.m.; University closed
April 15-16	Saturday-Sunday	Weekend Program classes do not meet
April 29-30	Saturday-Sunday	Weekend Program Track A final exams
May 2	Tuesday	Official last day of classes
May 3	Wednesday	Final exams for Wednesday evening classes; no day classes (Dead Day)
May 4-9	Thursday-Tuesday	Final exams
May 6-7	Saturday-Sunday	Weekend Program Track B&C final exams
May 9	Tuesday	Spring semester ends
May 12	Friday	Hooding Ceremony; Office of Student Records closed for graduation preparation.
May 13	Saturday	Graduation Convocation, Time to be announced; Residence Halls close.

MAY TERM 2017

(Dates and times subject to change)

October 24-31		Priority online registration for May Term 2017
November 1- December 4		Open online registration for May Term 2017 early registration
December 5	Monday	Last day to make 100% payment to hold May Term 2017
March 29- April 5		Priority online registration for May Term 2017
April 6- May 1		Open online registration for May Term 2017
May 5	Friday	Last day to make 100% payment to hold May Term 2017 registration
May 15	Monday	Classes begin; Late registration; Last day to register or add a May Term 2016 class
May 26	Friday	Last day to drop a May Term 2017 class
May 29	Monday	Memorial Day; University closed
June 2	Friday	Final exam or Project due

SUMMER 2017

(Dates and times subject to change)

SUMMER EXTENDED SESSION (SUE)**May 13 – August 13**

May 13-14	Saturday-Sunday	Track A & C classes begin; Official first day of Weekend Program
May 15	Monday	Students and Faculty should check course schedule in Ramlink for course meeting times.
May 20-21	Saturday-Sunday	Weekend Track B classes begin

SUMMER I (SU1)

March 1	Wednesday	Financial Aid Priority Date for Summer
March 27-April 3		Priority online registration for Summer I 2017
April 4-May 23		Open online registration for Summer I 2017
May 5	Friday	Last day to pay 100% to hold Summer I and SUE 2017 registration
May 29	Monday	Memorial Day; University closed
June 1	Thursday	Classes begin; Official first day of classes; Late registration for SU1 2017
June 2	Friday	Last day to register or to add a class for Summer I 2017
June 21	Wednesday	Last day to drop a class for Summer I 2017
July 4	Tuesday	University holiday, offices closed
July 6	Thursday	Last day of classes / Final exams

SUMMER II (SU2)

March 1	Wednesday	Financial Aid Priority Date for Summer
March 27-April 3		Priority online registration for Summer II 2017
April 4-July 5		Open online registration for Summer II 2017
May 5	Friday	Last day to pay 100% to hold Summer II 2017 registration
July 4	Tuesday	University holiday, offices closed
July 10	Monday	Classes begin; Official first day of classes; Late registration

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July 11	Tuesday	Last day to register or add a class for Summer II 2017
July 26	Wednesday	Last day to drop a class for SUII, SUE and Weekend Program
August 5-6	Saturday-Sunday	Weekend Track A final exams
August 9	Wednesday	Last day of classes/ Final exams SUII 2017
August 12-13	Saturday-Sunday	Weekend Track B & C final exams

FALL 2017

(Dates and times subject to change)

March 1	Wednesday	Financial Aid Priority Date for Fall 2017
March 27-April 3		Priority online registration for Fall 2017
April 3	Monday	Last day to apply for December 2017 graduation
April 4-June 15		Open online registration for Fall 2017
June 16-August 10		Late online registration; Late fee applies
August 5	Saturday	Last day to make 100% payment to hold Fall 2017 Registration
August 10	Thursday	Faculty arrive 9:00 a.m. for fall semester; All Faculty meeting & School Meetings.
August 10-11		Students and Faculty should check course schedule in Ramlink for course meeting dates.
August 11	Friday	Residence Halls open 2 p.m.
August 11-16	Friday-Wednesday	Late registration in Office of Student Records; Late fee applies
August 14	Monday	Classes begin 8:00 a.m.; Official first day of Weekday classes
August 16	Wednesday	Last day to register or add a class for Fall 2017
August 17	Thursday	President's Picnic 4:30 p.m.
August 19-20	Saturday-Sunday	Weekend Program Track A & C classes begin; Official first day of Weekend Program
August 22	Tuesday	Faculty/Staff Convocation 12:15 p.m. (proposed)
August 26-27	Saturday-Sunday	Weekend Program Track B classes begin

September 2-3	Saturday-Sunday	Weekend program classes do not meet
September 4	Monday	Labor Day; University closed
September 18	Monday	Last day to remove grade of "I"
October 6	Friday	Fall break; University closed
October 7-8	Saturday-Sunday	Weekend Program Track A classes meet
October 23-30		Priority online registration for Spring and May Term 2018
October 31-December 3		Open online registration for Spring and May Term 2018
November 1	Wednesday	Last day to apply for Spring or Summer 2018 graduation
November 7	Tuesday	Last day to drop a class for Fall 2017
November 18-19	Saturday-Sunday	Weekend Program Track A final exams
November 20-24	Monday-Friday	Thanksgiving Break; Classes do not meet; University open until noon Wednesday
November 22	Wednesday	University closes at Noon
November 23-24	Thursday-Friday	Thanksgiving Holiday; University Closed
November 25-26	Saturday-Sunday	Weekend Program classes do not meet
November 28	Tuesday	Official last day of classes
November 29	Wednesday	Final exams for Wednesday evening classes; no day classes
November 30-December 5	Thursday-Tuesday	Final exams
December 2-3	Saturday-Sunday	Weekend Program Track B&C final exams
December 5	Tuesday	Last day to make 100% payment to hold Spring 2018 Registration
December 5	Tuesday	Fall semester ends
December 6-January 7		Late registration for Spring 2018; late fee applies
December 8	Friday	Hooding Ceremony; Office of Student Records closed for graduation preparation.
December 9	Saturday	Historic Campus Graduation. Commencement time to be announced.
December 18-January 1		Christmas and New Year's holiday; University closed

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WINTER TERM 2017

(Specially designed courses; dates and times to be announced)

SPRING 2018

(Dates and times subject to change)

October 23- 30		Priority online registration for Spring 2018
October 31- December 5		Open online registration
November 1	Wednesday	Financial Aid Priority Date for Spring 2018
December 5	Tuesday	Last day to make 100% payment to hold Spring 2018 early registration
December 6- January 7		Late registration for Spring 2018; Late fee applies.
January 7	Sunday	Residence Halls open 2:00 p.m.
January 8	Monday	Faculty arrive 9:00 a.m. for spring semester; Late registration
January 8-12	Monday-Friday	Late registration in Office of Student Records; Late fee applies
January 10	Wednesday	Classes begin 8:00 a.m. Official first day of weekday classes
January 12	Friday	Last day to register or add a class for Spring 2018
January 15	Monday	Martin Luther King, Jr. Day; University closed
January 16	Tuesday	Faculty/staff information session 12:05 p.m.
January 20-21	Saturday-Sunday	Track A&C classes begin; Official first day of Weekend Program
January 27-28	Saturday-Sunday	Weekend Track B classes begin
February 16	Friday	Last day to remove grade of "I"
March 12-16		Spring Break
March 17-18	Saturday-Sunday	Weekend Program classes do not meet
March 19	Monday	Classes resume 8:00 a.m.
March 26-April 4		Priority online registration for Fall 2018
March 29-30	Thursday-Friday	Easter vacation begins 8:00 a.m.; University closed
March 31-April 1	Saturday-Sunday	Weekend Program classes do not meet

April 2	Monday	Last day to apply for December 2018 graduation
April 5-June 15		Open online registration for Fall 2018
April 10	Tuesday	Last day to drop a class
April 28-29	Saturday-Sunday	Weekend Program Track A final exams
May 1	Tuesday	Official last day of classes
May 2	Wednesday	Final exams for Wednesday evening classes; no day classes (Dead Day)
May 3-8	Thursday-Tuesday	Final exams
May 5-6	Saturday-Sunday	Weekend Program Track B&C final exams
May 8	Tuesday	Spring semester ends.
May 11	Friday	Hooding Ceremony; Office of Student Records closed for graduation preparation.
May 12	Saturday	Graduation Convocation; Residence Halls close

MAY TERM 2018

(Dates and times subject to change)

October 23-30		Priority online registration for May Term 2018
October 31-December 3		Open online registration for May Term 2018
December 5	Tuesday	Last day to make 100% payment to hold May Term 2018 early registration
March 26-April 4		Priority online registration for Fall 2018
April 5-May 1		Open online registration for May Term 2018
May 5	Saturday	Last day to make 100% payment to hold May Term 2018 registration
May 14	Monday	Classes begin; Late registration; Last day to register or add a May Term 2018 class
May 25	Friday	Last day to drop a May Term 2018 class
May 28	Monday	Memorial Day; University closed
June 1	Friday	Final exam or Project due

THE UNIVERSITY

Mission

Our mission at Texas Wesleyan University is to develop students to their full potential as individuals and as members of the world community.

Texas Wesleyan University, founded in 1890 in Fort Worth, is a United Methodist institution with a tradition in the liberal arts and sciences and a focus on professional and career preparation.

The University is committed to the principles that each student deserves personal attention and that all members of the academic community must have freedom to pursue independent thought and to exercise intellectual curiosity.

The University endeavors to create a learning environment where each student is provided an opportunity to pursue individual excellence, to think clearly and creatively, and to communicate effectively. The University also strives to develop a sense of civic responsibility and spiritual sensitivity, with a commitment to moral discrimination and action. Texas Wesleyan University strives to develop informed, responsible, and articulate citizens.

The University actively seeks and employs faculty and staff with commitment and dedication to teaching, inspiring, and serving students. Texas Wesleyan University recognizes its responsibility to the community by providing leadership and talent through programs that enable and enrich society.

Undergraduate and graduate programs are offered on campus and through distance education. Faculty scholarship informs teaching and advances knowledge and understanding.

Vision

Texas Wesleyan University aspires to be a values- and student-centered university where motivated students prepare for graduate school and leadership in professional careers.

This vision is premised upon the understanding that professional employers seek individuals who have attained the essential skills of critical thinking, analytical reasoning and creative problem solving.

Texas Wesleyan believes that the best way for undergraduate students to learn these skills is in a liberal arts setting through intentionally small classes led by gifted faculty who are committed to student success.

This vision also recognizes that most students will need graduate professional degrees to further their careers and that these same skills are required for admission to and successful completion of graduate professional programs.

Realizing that most students will enter the workforce before returning to graduate school, Texas Wesleyan University will maintain graduate professional programs of high quality in formats that are accessible to working adults. These programs will focus on deepening and broadening

critical thinking, analytical reasoning and creative problem solving skills in the context of professional content.

Accreditation

Texas Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 (web site: www.sacscoc.org) only for questions, comments, or issues related to the accreditation of Texas Wesleyan University.

Program accreditation includes:

Association to Advance Collegiate Schools of Business
Commission on Accreditation of Athletic Training Education
Council on Accreditation of Nurse Anesthesia Educational Programs
National Association of Schools of Music
State Board for Educator Certification/Texas Education Agency
University Senate of the United Methodist Church

Memberships

American Association of Colleges and Universities
American Association of Small Colleges and Schools of Business
American Association of Colleges for Teacher Education
American Library Association
Association of American Collegiate Registrars and Admissions Officers
Council for Advancement and Support of Education
Council of the Colleges of Arts and Sciences
Council of Independent Colleges
Independent Colleges and Universities of Texas
International Association of Universities
Metroplex Area Consortium of Career Centers
Music Educators National Conference
NAFSA: Association of International Educators
National Association Intercollegiate Athletics
National Association of College Admission Counselors
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Schools and Colleges of the United Methodist Church
National Association of Student Financial Aid Administrators
National Career Development Association
National Collegiate Table Tennis Association
Sooner Athletic Conference
Southern Association of Colleges and Schools
Texas Association of Collegiate Registrars and Admissions Officers
Texas Association of Student Financial Aid Administrators
Texas Council of Arts in Education
Texas Counseling Association
Texas Music Educators Association
Texas United Methodist College Association
Texas Association of College Admission Counselors

Organization

The governance of the University is vested in a Board of Trustees, as provided in its 1890 charter. The board delegates to an executive committee the authority to conduct the business of the University.

The board meets in regular session three times a year and at other times as needed. The board elects the President, manages the property of the corporation, and determines general policy. The organizational structure of the University fosters a student-centered approach to learning. Reporting to the President are the Provost and Senior Vice President with the responsibility for all academic matters, institutional research, and sponsored programs as well as information technology; the Vice President of Finance and Administration with responsibility for finance and budget, administrative services, and human resources; the Vice President for University Advancement with responsibility for development and alumni affairs; the Vice President for Marketing and Communications with responsibilities for designing and coordinating University marketing and communication to both internal and external markets; the Vice President of Enrollment and Student Services with responsibilities for admission, student engagement and student services; the Chief of Staff/General Counsel with responsibilities for managing the President's office and staff, advising and assisting the President, and representing the university in all legal matters, also serving as a liaison with the board of trustees, faculty, staff, and external constituencies; the University resident chaplain; the Athletic Director with responsibility to manage the operations of the athletic department and administer intercollegiate athletics.

The academic schools and programs reporting to the Provost include the Schools of Arts and Letters, Business Administration, Education, and Natural and Social Sciences led by the dean of each respective school, and the Graduate Programs of Nurse Anesthesia led by a director.

Members of the Board of Trustees, principal administrative officers, administrative staff, and faculty are listed in the back of this catalog.

History

When the Rev. Milton Kroger Little drove a claim-stake into a barren 50-acre tract of land east of Fort Worth in 1890, even the most visionary supporter of the new college could not have imagined the university that would come into being. From that inauspicious beginning, Texas Wesleyan has successfully taught generations of leaders how to rise to a challenge and get a job done. They did it with class and compassion, an attitude earning the university a Texas-sized reputation that has only grown in recent years.

THE POLY YEARS 1891-1914

When Polytechnic College of the Methodist Episcopal Church South opened its doors in September 1891, it boasted a 25-acre campus, a wooden dorm, an A-frame chapel and a brick classroom building to serve its 105 students and 11 faculty. It was among a growing number of colleges embracing a new way of thinking about education — adding training in commerce and industry to a classic education in the arts and letters, thus “poly,” or many. Students would receive practical training in business and professional life that would serve as a pipeline to the growing industrial base in Fort Worth, hence “technic.”

TEXAS WOMAN'S COLLEGE 1914-1935

On May 13, 1914, trustees changed Poly to Texas Woman's College. That September, 317 girls and eight faculty members began classes on a campus with six buildings. During the 1920s, the tradition of robing, which commemorates the relationship between faculty and students through a ceremonial vesting of cap and gown, became a University tradition. The tradition remains to this day, and is an example of Texas Wesleyan's dedication to a small, personal educational atmosphere. Faced with dwindling resources during the Depression, trustees voted to close the school in 1931. However, a merger with the financially secure Texas Wesleyan Academy in Austin kept the doors open and created the new, co-educational institution of Texas Wesleyan College in 1934.

TEXAS WESLEYAN COLLEGE 1935-1989

In the fall of 1934, women returned to campus to find men attending classes. The men increased enrollment by 51 percent. The following March, trustees changed the name one more time, to Texas Wesleyan College, maintaining the initials TWC. The little college would bear the name proudly for 54 years. In addition to strong undergraduate programs, the University added graduate programs in education in the 1970s, and nurse anesthesia and graduate business programs in the 1980s. The Graduate Programs of Nurse Anesthesia, accredited by the Council of Accreditation of Nurse Anesthesia, is the largest in the country. Recognizing the growth in programs, trustees changed the name of the institution to Texas Wesleyan University, effective in January 1989.

TEXAS WESLEYAN UNIVERSITY 1989-PRESENT

Texas Wesleyan has historically combined service to a residential population along with its strong commitment to a commuting and adult population. To add flexibility in the scheduling of courses and to recognize the special needs of adult learners, the University added the Weekend/Evening Program in 1994. The University established a campus in downtown Fort Worth in 1997 with the relocation of the Texas Wesleyan University School of Law, which was established in 1992 and fully accredited by the American Bar Association. In 2013, Texas Wesleyan University School of Law was acquired by Texas A&M University.

Texas Wesleyan continues to grow in the 21st century. The psychology department moved into its new home, the Nenetta Burton Carter Building in 2001, and a new building for the Graduate Programs of Nurse Anesthesia opened in 2003. A graduate program in counseling was added in 2004. In 2005, Texas Wesleyan opened its first apartment-style dormitory for students and completed renovations of the Polytechnic United Methodist Church. In 2007, the Ed and Rae Schollmaier Science and Technology Center opened as well as the Louella Baker-Martin Pavilion. In 2008, the historic Baker Building was renovated, and Texas Wesleyan established the Doctorate of Nurse Anesthesia Practice and, in 2009, the Doctor of Education. In 2010, the Claudia Stepp Scene shop opened for use by the theatre department, and the University unveiled the new Jack and Jo Willa Morton Fitness Center. A Doctor of Philosophy in Marriage and Family Therapy was established in 2014.

As a part of the 2020 Vision, the University completed the Rosedale Renaissance, the first major revitalization of East Fort Worth in several generations, in 2015. This multi-million dollar project was a partnership with the City of Fort Worth, Tarrant County and the North Central Texas

Council of Governments. It created a new front door to the University, renovated the historic Polytechnic Firehouse, created a new Community Counseling Center and revitalized East Rosedale. In addition, the project brought the United Methodist Church Central Texas Conference Service Center and the bishop's offices to the Texas Wesleyan University campus.

The Campus

Texas Wesleyan University maintains a historic campus in east Fort Worth. The campus includes more than 83 acres four miles southeast of downtown and is located on one of the highest points in the city. The heritage of Texas Wesleyan is reflected in some of the historic buildings with Georgian-style columns, while progress is seen in the contemporary design of the newer buildings. Wesleyan also has a satellite location south of Fort Worth in the city of Burleson.

This mixture of old and new is reflected in all aspects of Texas Wesleyan University's life where new and innovative ideas complement more than a century of traditions. As a part of the Texas Wesleyan's 2020 vision, the University is completing major upgrades throughout the campus.

James C. Armstrong & Elizabeth Means Armstrong Hall (1957) is a residence hall for 144 students and includes a guest room, a large living room, a recreational area, kitchen, and laundry facilities. It was a gift of the late Elizabeth Means Armstrong (1898-1993), an alumna, a trustee, and principal philanthropist of the University. It was renovated and modernized in 2014 thanks to a generous donation from James C. Armstrong and his children.

Armstrong-Mabee Business Building (1957) houses the offices, classrooms, and computer laboratories for the School of Business Administration and Professional Programs, Graduate Studies in Business, and the Weekend/Evening Program. This building was originally named for Judge George W. Armstrong. It was renamed in 1989 to acknowledge the contribution of the J.E. and L.E. Mabee Foundation that provided matching funds for remodeling.

Maxine and Edward L. Baker Building (c. 1927) is named to honor the Bakers and the Baker Family. Dedicated on November 21, 2008, it recognizes Edward L. Baker who served as Chairman of the Board from 1955 to 1969. Maxine Baker received an honorary doctorate degree from the University in 1979. The building houses a community center/reception hall and University offices.

Baker-Martin House (1928, moved to campus in 1996) houses the Office of Undergraduate Admissions and serves at the Undergraduate Welcome Center. Originally located in the Riverside area of Fort Worth, it was moved to the campus in 1996. James B. Baker built the Georgian-style home across the street from his business, Baker Brothers Nursery, one of the first nursery and landscaping operations in North Texas. The Baker family has a long history of involvement with Texas Wesleyan University. J.B. Baker served on the Board of Trustees of Polytechnic College from 1895-1913. His son, Edward L. Baker, Sr., served on the Texas Wesleyan College Board of Trustees as a member, Chairman of the Executive Committee, and Chairman of the Board from 1945 until his death November 29, 1969. Edward Baker's daughter, Louella Baker Martin, is a trustee of the University. Because of her great affection and memories of the Baker-Martin home and the long-standing relationship of the family with Texas Wesleyan University, Mrs. Martin donated the home to the University.

Brown-Lupton Campus Center (1981) contains lounge areas, a vending area, a fast food grill, and the Carter Conference Meeting room. Officed in this building are the Dean of Students, the Athletic Director, and the Student Government Association. The Athletic Department and coaches' offices are located on the second floor. The Campus Center offers a variety of activities and is open at hours designed to serve a diverse student population. It was built through gifts from the T.J. Brown and C.A. Lupton Foundation, Inc., the Amon G. Carter Foundation, and the L.E. and J.E. Mabee Foundation, Inc.

Nenetta Burton Carter Building (2001) houses the Department of Psychology. The building was made possible by the Amon G. Carter Foundation.

Community Counseling Center (2015) serves the Texas Wesleyan University campus and the surrounding community with clinical services provided by master-level counseling students from the Graduate Counseling department. The Center also houses classrooms, training facilities, and faculty offices for the Graduate Counseling department.

Glick House (1925) houses Career Services and Mass Communications offices. It was the home of Dr. and Mrs. Walter R. Glick. Their home was a gift to the University from Mrs. Walter R. Glick. From 1936 until 1960, the late Dr. Walter R. Glick was vice president and professor of history at Texas Wesleyan College.

Graduate Programs of Nurse Anesthesia Building (2003) houses the Graduate Programs of Nurse Anesthesia. In addition to GPNA faculty and staff offices, it contains a lecture hall that seats 180 students and one smaller classroom.

The Language Company Complex contains various classroom buildings. The complex includes the Boyd House (c. 1893) identified as the oldest structure in Polytechnic Heights and designated as a City of Fort Worth Historic Landmark in 1996. The three buildings were renovated and modernized in 2015.

Lou's Place (2007) is a 3,500 square-foot banquet facility located adjacent to the Baker-Martin House.

Ella C. McFadden Science Center (1967) houses the Science Lecture Theatre, offices, classrooms, and laboratories for the sciences. It was named for the late Ella C. McFadden of Fort Worth, a benefactress of the University.

Jack and Jo Willa Morton Fitness Center (2010) is a 9900 square foot facility open to students, faculty, staff and alumni. It features rooms for cardio, weights and aerobics as well as locker rooms, offices, and a conference room.

Oneal-Sells Administration Building (1902, renovated in 1963 and again in 1980) is a three-story stone building located in the center of the campus which houses administrative offices, the University Club, the University Board Room and the Annie Norton Room. Originally named for Murray Case Sells, it was renamed to include the benefactress who provided for the remodeling in 1980, the late Cora Maud Oneal, a former trustee of the University. The building was designated as a Recorded Texas Historic Landmark in 1966.

Poly United Methodist Church (2003) contains a sanctuary, chapel, the Betty and Bobby Bragan Fellowship Hall, classrooms, and offices.

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Offices include the Dean of Arts and Letters, the University Chaplain, and faculty. The building was originally constructed in 1950.

Sid W. Richardson Center (1970) is a two-story building housing a gymnasium that seats 1,800 for indoor athletic events. It houses a 25-meter indoor swimming pool and provides facilities for an extensive program in health and physical education. The building was named in honor of the late Sid W. Richardson of Fort Worth.

Dora Roberts Dining Hall (1957, renovated in 1981 and 2014) is the campus dining center with facilities for banquets and meetings. It was a gift of Dora Roberts of Big Spring, Texas. In 2015, the Dora Roberts Dining Hall completed major upgrades to enhance the on-campus dining experience and create a brand new atmosphere.

Stella Russell Hall (1967) is a co-ed residence hall for 150 students and includes a large living room, a guest room, study facilities, recreational and laundry rooms, and a sun deck. It was named for Stella Russell of Houston. The landscaping and interior common spaces and restrooms were modernized in 2015.

Ed and Rae Schollmaier Science and Technology Center (2007) is a 7,000 square-foot building housing technology intensive classrooms and faculty offices. Technology includes bioinformatics.

Law Sone Fine Arts Center is housed in the former Polytechnic Baptist Church (1947). Purchased by the University in 1989, the building has been remodeled to include performance and rehearsal facilities. The center houses the Thad Smotherman Theatre. The center is named in honor of the late Dr. Law Sone, president of the University from 1935-1968.

Claudia Stepp Scene Shop (2010) is used by the theatre department for construction of sets and includes classroom areas for carpentry, metal fabrication, and lighting.

Bernice Coulter Templeton Art Studio (2015) is located in the historic Polytechnic Firehouse. Built in 1914, it houses classrooms that allow students to explore and create works of art.

Ann Waggoner Fine Arts Building (1908, enlarged in 1923, remodeled in 2002) includes teaching studios, rehearsal rooms, offices, an electronic piano laboratory, and the Fine Arts Auditorium, which includes Martin Hall.

Dan Waggoner Hall (1917, remodeled in 1999, 2003) houses the School of Education. A gift of Ann Waggoner in honor of her husband, it was restored through a gift from the Amon G. Carter Foundation.

Dan Waggoner Hall Annex (formerly part of the Polytechnic Baptist Church) was purchased by the University in 1989 and houses classrooms, faculty offices and the Office of International Programs. The interior of the building was modernized in 2015.

Wade Hall (1920, remodeled in 1981) is an unoccupied apartment building.

West Village (2005) is a 236-bed apartment style housing facility located at the corner of Wesleyan St. and Vickery Blvd. The three-story building has a combination of one-bedroom efficiencies and four-bedroom apartments. The Residential Life Department is located at The Clubhouse in the complex, and a Health Center for students is also located on the premises.

Eunice and James L. West Library (1988) is an 84,400 square-foot building housing the University library and special collections, classrooms, Information Technology and Media Services, Marketing and Communications, Center of Excellence in Teaching and Learning, the Freshman Advising Center, the Academic Success Center and Developmental Programs. The library is named for its donors, Eunice and James L. West of Fort Worth.

Special University Programs

THE WILLSON LECTURES

The annual Willson Lectures at Texas Wesleyan University are made possible by a gift from the late Mavis Terry Willson and the late J.M. Willson of Floydada, Texas. In 1946 the Willsons provided an endowment to bring outstanding speakers to the campus. Through the years, these speakers have delivered messages that have challenged and inspired thousands of Texas Wesleyan students and faculty members.

ROBING AND HOODING CONVOCATION

From the time this institution was founded in 1890, a strong bond has united members of the faculty with members of the student body. This close relationship has developed because of the desire of the faculty to teach more than the subject matter and because Texas Wesleyan University students have wanted to learn and understand the beliefs, philosophies, and attitudes of the instructors and professors. Throughout the more than 100 years of the University's history, it has been recognized that if the student is to receive an education and if the faculty is to maintain an appropriate perspective on that process, this relationship must exist.

The Robing Ceremony, an academic convocation that had its beginning in 1927, expresses this warm and interdependent relationship between faculty and student. By asking a faculty member to vest her or him, the graduate acknowledges the importance of this crucial interpersonal process. The Hooding Convocation, a companion ceremony for graduate students, is also held previous to commencement.

These ceremonies have made significant contributions to the rich heritage of the University and are a vital part of the concluding activities of the student's graduate career. Graduate students eligible for graduation and thereby participation in the Hooding Convocation may select a graduate faculty member who has been meaningful to them for vesting of the Hood at the Hooding Convocation preceding the graduation program. Persons to vest the student must be eligible to wear academic regalia. Persons eligible include all graduate faculty, full or part-time, and staff who hold faculty rank.

GRADUATION CEREMONY

A graduation or "commencement" ceremony is held at the end of spring and fall semesters to honor those students who have completed the graduation requirements for their degree. During the graduation ceremony, specific mention is made of special honors. There is no graduation ceremony at the end of the summer.

ALUMNI ASSOCIATION

Membership in the Alumni Association is extended to all graduates and former students of the University. The Association promotes the welfare of the University and the alumni and encourages continued alumni involvement through reunion programming and a variety of social, philanthropic, travel, library, athletic, and cultural opportunities. No dues are required. The Alumni Office is located in the Oneal-Sells Administration Building.

Alumni Tuition Discount

Persons with a degree from Texas Wesleyan University are eligible to enroll in one undergraduate or graduate course (exclusive of Health Science) each semester for one-half tuition for that course. Additional courses are billed at full tuition. Contact the Office Financial Aid by the Priority Awarding Date (see Academic Calendar) to be considered for the Alumni Tuition Discount. Funds are available on a first-come first-served basis and are limited to available funding.

SCHOLARSHIP FUNDS

Texas Wesleyan awards scholarships to students for academic excellence, talent, and special skills or needs. Recognizing outstanding performance is one of the highlights of our educational community.

Students interested in receiving information on scholarship awards should refer to the "Financial Aid" section in this catalog.

The University graciously accepts contributions toward scholarship resources. Donors may make gifts to underwrite the University's annual scholarship budget. In addition, donors may make gifts to establish named endowed scholarship funds. These funds are invested by the University so the resources may grow and provide ongoing income for scholarship awards.

There are many ways to make gifts for scholarship purposes. Often gifts of property and stock may be used to establish endowed funds and can have tax advantages for the donor. To discuss opportunities for giving or ask questions about the scholarship funds at Texas Wesleyan, please call the Office of Advancement (817/531-4404).

FINE ARTS EVENTS

The Music and Theatre Arts departments and Humanities faculty provide a variety of visual and performing arts events for the campus and community. A wide variety of interesting theatre and musical theatre productions, musical concerts and recitals, and art exhibitions is presented each season. A professional, experienced faculty of performing and visual artists supports student growth in a creative, energetic and collaborative context. The result is an artistic season of integrity celebrating the cultural life of our University and community, all within the context of a liberal arts program.

GRADUATE ADMISSIONS

Texas Wesleyan University welcomes students from a variety of educational, ethnic, religious backgrounds and experiences. The University seeks to provide an opportunity for those who will benefit from a Texas Wesleyan education. Students, who hold a bachelor's degree or equivalent from an accredited university or college are invited to apply for graduate admission. All applicants are reviewed on an individual basis based on the admission requirements of the program to which they are applying.

Admissions Application

Individuals interested in applying for admission should consult the section of the catalog applicable to the program in which they are interested. There may be more specific requirements listed.

The following documents are required for admission consideration:

1. Application for admission.
2. Application fee.
3. Official transcripts from **all** institutions of higher education attended.
4. Evidence of English proficiency.
5. Other documents as required by the graduate program to which the student is applying, such as official graduate test score results, letters of recommendation, and other documents specified by the program.

Texas Wesleyan University reserves the right to process background checks on any applicants prior to admission to the University. Information pertaining to the admission of a student shall become the property of the University.

English Proficiency

All applicants must show evidence of English proficiency. Minimum requirements for graduate admission to the University are outlined below. Requirements for individual graduate programs may be higher.

Official evidence of English proficiency may be shown through one of the following*:

- a. A bachelor's degree from a US institution;
- b. TOEFL (Test of English as a Foreign Language) score of 79/213/550 (internet, computer, paper-based) (must be less than two years old);
- c. IELTS score of 6.5;
- d. Other appropriate documents supporting English proficiency (approved as proof of English proficiency by Texas Wesleyan University only in rare circumstances).

*Note: The University is the sole judge of a student's English proficiency.

Admissions Status

Each application for admission is individually reviewed by the appropriate graduate program under the guidelines for that program.

Regular Academic Acceptance—Granted to applicants who meet the regular criteria as outlined by each admission standard.

Probationary or Conditional Academic Acceptance—Granted in certain cases to students who do not meet all regular criteria but who show potential for success. This category is *not* available in all programs.

Denied—Students who do not meet minimum requirements for regular or conditional admission will be denied. Any student may be denied admission at the sole discretion of the University.

Admission of International Students

Texas Wesleyan University welcomes applications from international students. International students seeking admission to Texas Wesleyan University must hold the equivalent of a U.S. bachelor's degree, be proficient in English, meet program and international admission requirements. For complete application instructions, international applicants should refer to the International Student Application or go to the Texas Wesleyan international program's web site at <http://txwes.edu/admissions/apply-now/international-students/>. Applicants may also contact the International Programs Office at 817/531-5868.

For admission consideration, international applicants must submit the following:

1. Completed and signed International Student Application.
2. Transcripts, marks-sheets, and other evidence of the applicant's educational experience, including complete records from each college or university attended. Records should include courses taken and grades received and must reflect degrees and diplomas awarded. English translations must be submitted as appropriate. Texas Wesleyan University evaluates all records and, in certain cases, may require evaluation by a university-approved foreign credentials evaluator.
3. Evidence of English proficiency through one of the following:
 - a. Completion of undergraduate degree from an American university;
 - b. TOEFL (Test of English as a Foreign Language) score of 79/213/550 (internet, computer, paper-based) minimum (must be less than two years old);
 - c. IELTS score of 6.5 minimum (must be less than two years old);
 - d. Other appropriate documents supporting English proficiency (approved as proof of English proficiency by Texas Wesleyan University only in rare circumstances).

*Some programs may have higher or different English proficiency requirements. Please refer to the appropriate program section of this catalog for further information.

Note: The University is the sole judge of a student's English proficiency.

To be issued Form I-20, international applicants must be admitted to the academic program and must submit evidence of sufficient funding for the period of study in the U.S.

Prior to registration, proof of medical insurance approved by Texas Wesleyan University is required.

Provisional Enrollment

A student whose admission file is incomplete at the time of registration may be permitted by certain programs to enroll by signing a Provisional Admission form. Early submission of application materials is recommended to preclude last-minute problems in registration. A hold will be placed on all incomplete files which will prevent grades from being released and will prevent permission to register.

Non-Degree Seeking Students

Graduate students may take no more than 12 graduate credit hours before acceptance into one of the graduate programs of the University. Students may take courses on a non-degree seeking basis only with the permission of the program in which the courses are offered and after submission of the general admission application (see the Admission Application section in this catalog).

Admission of Former Students

Any former Texas Wesleyan student who has not been enrolled at Texas Wesleyan University for two or more consecutive semesters and who wishes to return should contact the Office of Graduate Admissions for information on readmission.

Bacterial Meningitis Immunization

The 82nd Texas Legislature approved Senate Bill 1107, and a follow-on Senate Bill 62 passed during the 83rd Texas Legislature and signed into law in June 2013, requiring all new students to submit evidence of being immunized against bacterial meningitis. This vaccination requirement under Chapter 21, Student Services, Subchapter T, Sections 21.610 – 21.614 applies to:

- All first-time freshmen;
- All new transfer students;
- All new graduate students;
- All returning students who have experienced a break in their enrollment of at least one fall or spring semester.

LIMITED EXCEPTIONS

The following students are not required to submit proof of receiving a bacterial meningitis vaccination:

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- Students who are 22 years of age or over;
- Students enrolled only in online or other distance education courses;
- Students with an affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the United States that states that the vaccination would be injurious to the health and well-being of the student;
- Students who sign an affidavit stating that the student declines the bacterial meningitis vaccination for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services must be used. This affidavit requires a notarized signature and must be submitted prior to registration.

The effective date of this statute is October 1, 2013; thus this requirement applies to all new students enrolling beginning in the Spring 2014 semester.

Vaccination policy is subject to changes in regulations by the State of Texas.

UNIVERSITY-WIDE POLICY

Students who fail to provide the required documentation will not be allowed to register for classes. However, these students will be allowed to be advised when attending orientation so they are prepared to register once they do provide the required bacterial meningitis documentation.

MARKETING/OUTREACH

The University will maintain a website reflecting the bacterial meningitis immunization requirement as well as additional vaccination requirements for students living on-campus. This site is accessible to all University constituents, including current and future students, parents, faculty, staff, etc. The site contains information specific to the new statute, documentation required, meningitis information, area health clinics that offer vaccinations, limited exceptions allowed by law, and a downloadable immunization form that can be printed by new students and taken to their physician's office for completion. For more information, please visit our website <https://txwes.edu/student-life/health/>.

MISDIRECTED MAIL

Texas Wesleyan University is not responsible for misdirected mail or for forms/documentation that have been lost in transit.

INCOMPLETE/ILLEGIBLE DOCUMENTS

Incomplete or illegible submissions are unacceptable.

EXPENSES

All tuition, fees, and room and board charges quoted in this catalog are subject to change without notice.

Expenses 2016-2017

GRADUATE TUITION AND COURSE FEES

Business

Admission application fee	\$ 60
M.B.A. tuition, per semester hour	788
General fee, per semester hour	80
Technology fee, per semester hour	32
Management Information Systems 6302	350
Auditing courses, per course	242

Counseling

Admission application fee	\$ 60
Master's Tuition, per semester hour	788
Doctoral Tuition, per semester hour	836
Doctoral MFT program fee.....	90
General fee, per semester hour	80
Technology fee, per semester hour	32
Counseling 6314	150
Marriage and Family Therapy 8320, 8321, 8322, 8323, 8324, 8325..	418
HEPPA Related Fee	56
Auditing courses, per course	242

Education

Admission application fee	\$ 60
Master's Tuition, per semester hour	542
Doctoral Tuition, per semester hour	788
General fee, per semester hour	80
Technology fee, per semester hour	32
Graduation Scholars in Education fee, per semester hour	12
Education 6335	150
Auditing courses, per course	242
Comprehensive Exam Transcript Fee.....	53

Nurse Anesthesia

Admission application fee	\$ 60
Master's Tuition, per semester hour	992
NA Educator Certificate Tuition, per semester hour	558
Doctoral Tuition, per semester hour	1,046
DNAP General fee, per semester hour	74
DNAP Technology fee, per semester hour	30
MSNA Program fee (in lieu of General and Technology fees)	139
Clinical Fee, per clinical semester	398
NA Electronic Course Materials Fee	75
NA Exam and Review Fee (one-time).....	300
Auditing courses, per course	242

Miscellaneous Fees

Catalog (printed copy)	5
Checks returned by bank for insufficient funds	36

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Conference course, in addition to tuition	
One-Hour course.....	258
Two-Hour course.....	450
Three-Hour course.....	638
Master's Graduation fee.....	*122
Doctoral Graduation fee.....	*418
Graduation Application Late Fee.....	*32
Graduation Application within two months of graduation.....	*216
Identification card replacement.....	20
International student insurance (annually)	1389
Late Registration Fee (per semester).....	122
Official Transcript Fee.....	7/paper copy, 5/electronic copy

Students may expect to incur small incidental fees or expenses not listed here. Students are responsible for all books, supplies, and equipment as required by instructors.

Additional fees applicable to the individual programs are listed in the program sections of this catalog.

*The graduation fee must be paid even if the graduate does not participate in the commencement ceremony. The Master's fee covers the cost of the printed diploma and the academic regalia, including hood. The Doctoral fee covers the cost of the printed diploma and the rental of academic regalia, including hood. Late applications are subject to an additional fee depending on the severity of the missed deadline (see page 85).

RESIDENTIAL LIVING FEES

General information, contracts, and pricing for room and board can be obtained from the Office of Residential Life (817/531-4873). International students should contact the Office of International Programs (817/531-5868).

Payment of Accounts

Tuition, fees, room, and board charges for each academic period are due and payable upon registration. All checks should be made payable to Texas Wesleyan University. Payment may also be made using American Express, VISA, MasterCard, or Discover.

Students who have not made arrangements to pay the balance due on their student account may be withdrawn from classes due to non-payment. Students that have been withdrawn from classes due to non-payment will be required to pay all past due balances and a re-registration fee. A payment plan fee will also be assessed if the total balance owed is not paid in full.

STUDENT FINANCIAL RESPONSIBILITY

All students are required to complete the Student Financial Responsibility Form on line through Ramlink prior to registration. A copy of the form can be reviewed at <https://txwes.edu/cashier/forms-and-documents/>.

DEFERRED PAYMENT PLAN

A student who is in good financial standing with the University may arrange to pay tuition, fees, and room and board charges through a payment plan. For students to be in good financial standing, all prior

balances must be paid in full. Payment plans are available through FACTS e-Cashier for the fall, spring, and summer semesters. A non-refundable enrollment fee will be collected each semester at the time of enrollment. Payments are processed automatically on the 5th of each month and will continue until the balance is paid in full. Late payment fees and/or non-sufficient funds (NSF) charges will be assessed for late or missed payments. For information about setting up a payment plan, visit the Cashier's Office webpage on the Texas Wesleyan University website (www.txwes.edu/cashier) or call 817/531-4456.

INTERNATIONAL DE-REGISTRATION POLICY

To maintain student enrollment and school reporting mandated by federal immigration law, international students not participating in a recognized student sponsorship program are deregistered from classes and removed from school on University-chosen but published deregistration date(s) unless a) the student pays in full for the current term by the deadline or b) the student successfully enrolls in and maintains compliance with a University-approved payment plan by the appropriate deadlines.

DELINQUENT ACCOUNTS

A student who has a past due account will have a financial hold placed on her/his student record. Any student with an unpaid balance who has not set up a payment plan by the payment due date, may be withdrawn from classes.

A financial hold will prevent a student from registering for the next term and from obtaining an official transcript.

Graduating students with an unpaid account may not be eligible to participate in graduation ceremonies, obtain their diplomas or obtain a letter certifying all graduation requirements have been met.

In the event an account is sent to an outside agency for collection, any collection or legal fees will be the responsibility of the student.

CHANGE OF SCHEDULE (ADD/DROP)

After registration has been completed, a student may change her/his schedule only during the drop/add period. No course may be added after the first week of classes. Tuition and fee charges for any course dropped **before** the first day of the course will be refunded at 100%.

Tuition dropped after classes have begun will be credited as follows:

- 1) No adjustment will be made to fees. Fees, including course fees, are not refundable.
- 2) Courses dropped within 5% of the class calendar days will be credited at 80%;
- 3) Courses dropped within 10% of the class calendar days will be credited at 60%;
- 4) No refund will be credited for any course after 10% of the class calendar days has elapsed.

Non-attendance does not automatically drop you from a course or withdraw you from the university. Students must drop and withdraw through the Registrar's Office.

Financial Aid Recipients - For all students receiving financial assistance, the amount of refund to be released to the student may be adjusted because of revision of aid awarded based on number of hours enrolled.

BOOK VOUCHER POLICY

Texas Wesleyan University sends a list of students with credit balances to the Texas Wesleyan/Follett bookstore two weeks prior to the beginning of school for use in the purchase of books and other educational material. A credit balance is an overpayment of charges on the student account that can be attributed to cash payments, student loans, Pell grant, other grants, or other financial aid including institutional aid. The voucher system is open for one week after the beginning of school for a total of three weeks and allows students to charge books to their student account. The maximum allowed for charges is \$750.

If the student needs more materials, the bookstore contacts the Cashier's Office to get approval for a higher amount. A higher amount will be approved if the student's credit balance will support the charges.

If the voucher system is not used, the student automatically declines to participate in the program and no book charges are incurred. Book charges are posted the next day to the student account for the charged amount, reducing the credit available on their account. Any remaining credit balance will be issued to the student in the form of a refund check (see Refund Policy and Regulation 668.164[i]).

WITHDRAWALS

A student wishing to drop from all classes must formally withdraw from the University (see Student Initiated Withdrawal from a Course section). Withdrawals processed on the same day classes start are subject to penalty. Faculty may also withdraw a student from their last class due to excessive unauthorized absences (see "Faculty Initiated Student Withdrawal from a Course").

Fee—General fees, course fees, and technology fees are not refundable. A student withdrawing and/or dropping from the University after the official first day of classes is not eligible for a refund of fees.

Tuition—A student formally withdrawing from the University before the end of 20% of class time usage will be eligible for refund of tuition and room and board charges only, except for first-time students and Title IV aid recipients as noted on the next page. **Students not adhering to the University's formal withdrawal process forfeit their refund.** To withdraw, a student should contact the Office of Student Records.

Withdrawal tuition refunds are calculated on a class-by-class basis. The official first day of classes for refund purpose for all programs of study is established as the first regularly scheduled day of each class as set forth in the University's class schedule.

The withdrawal refund formula is as follows:

- 100% credit will be applied **before** the first day of class.
- 80% credit if 5% or less of the class calendar days has elapsed.
- 60% credit if 5.09% to 10% of the class calendar days has elapsed.
- 40% credit if 10.01% to 15% of the class calendar days has elapsed.
- 20% credit if 15.01% to 20% of class calendar days has elapsed.
- No credit will be given if 20% of the class calendar days has elapsed.

REFUND POLICY

Beginning refund dates are posted on this website each term. After the first disbursement of Title IV financial aid onto the student account, within 14 days a refund check is issued to the student. Refunds not associated with Title IV funds are processed as quickly as possible.

For International students with a credit balance, the credit is transferred up to the next semester to help pay registration cost. If an international student is not returning and wishes a refund, the student must go to the Cashier's Office and fill out a request form. Any remaining funds are mailed by check to the student's current United States address. Checks are only mailed to the address on record. Address changes are made in the Office of Student Records. Texas Wesleyan University does not mail checks outside of the U.S.

The student is sent an email to their University email account to notify them of the day the check is available for pickup. Students must present their student ID card to pick up a refund check. Checks are held for pickup for two weeks unless the Cashier's office is notified by email from the student. After two weeks, they will be mailed to the address on file.

Refund checks are only mailed to the current address on record. This address can be verified by the student on Ramlink.

Financial Aid Recipients - For all students receiving financial assistance, the amount of refund to be released to the student may be adjusted based on the **Federal Refund Calculation and/or State Refund Calculation** listed below.

Housing—A student who withdraws from residential housing will be eligible for a refund based on the day she/he officially checked out of the room. The refund policy is as follows:

Deposit Refund Policy

- 100% refund before August 1
- 50% refund from August 1 and first day to move in
- 0% refund after first day to move in

Contract Refund Policy

- 100% refund before first day to move in
- 0% refund after first day to move in

This policy does not apply to University Housing off-campus.

Any damages will be deducted from the housing deposit, and the balance will be refunded. The student must complete a refund form indicating an address to where a check can be mailed. **The request for a deposit refund must be submitted to the housing office within 30 days of checkout or the deposit will be forfeited.** If a student fails to check out officially, she/he will be assessed a charge for changing the lock core and replacing the key.

Federal Refund Calculation—For students receiving Title IV (federal) financial aid, the Federal Return of Title IV Funds calculation will be performed for all students who withdraw from the University during the first 60 percent of the enrollment period. Any funds that have not been “earned” during the enrollment period must be returned to the program(s) from which they were awarded. Students may obtain a copy of the full Federal Return of Title IV Funds policy in the Office of Financial Aid.

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The student will owe the University any funds which are considered to be “unearned” by the formula.

State Refund Calculation—Students receiving state funds who withdraw from the University will be subject to the state refund policy. This policy is also available from the Office of Financial Aid.

Refund Availability—Refunds are calculated from the day the Office of Student Records receives written notice of withdrawal. The Business Office will establish a time schedule for issuance of refund checks. If warranted, refunds will be available to students in accordance with the established schedule after financial aid revisions have been issued and processed against the student's accounts.

FINANCIAL AID

Texas Wesleyan University offers student financial aid through many sources including academic- or merit-based scholarships, grants, loans, and campus employment. Additional assistance options are available through a deferred payment plan.

Applicants for financial assistance programs must be admitted to the University before aid is awarded. Applicants must file the Free Application for Federal Student Aid (FAFSA) as soon after January 1 of each year as possible and complete the Texas Wesleyan University Financial Aid Application. The FAFSA may be accessed at <https://fafsa.ed.gov/>. The priority awarding date for receipt of all financial aid forms by the Office of Financial Aid is April 1. Applications received after the priority awarding date will be awarded based on a funds available basis.

Students may receive financial aid from a variety of sources. Scholarships, federal and state grants, institutional grants, work programs, and/or loan programs are combined to create the financial aid award. Questions regarding financial aid should be directed to the Director of the Office of Financial Aid (817/531-4420). International students should contact the Office of International Programs (817/531-5868).

General Policies for All Programs

1. Institutional funds awarded to students are restricted to the cost of tuition.
2. All students receiving financial aid from outside the University must notify the Office of Financial Aid of the source(s) and the amount(s) of such aid.
3. Financial aid awards are granted for one year and beginning in the summer may be renewed if the renewal requirements are met by the recipient. All required documents for financial aid renewal must be received by the Office of Financial Aid prior to the appropriate priority awarding date each year to ensure renewal.
4. Students receiving financial aid based on financial eligibility as documented through the FAFSA may not receive funds that would exceed their eligibility. Any student who has been “over-awarded” will have the awards reduced by the Office of Financial Aid so that the aid received will comply with all federal and state guidelines. When possible, the reduction will take place in either the employment or loan programs.
5. Students must enroll full time in order to receive full-time financial aid. Full-time enrollment status for graduate students is defined as being enrolled in at least 9 credit hours at Texas Wesleyan University each semester. Financial aid awards will be prorated for students who enroll in a less than full-time status.
6. Scholarship, grant, and loan funds will be credited to the student's University account at the earliest date allowed by federal regulations.
7. Students enrolled in any graduate program are required to meet Satisfactory Academic Progress. All graduate students must maintain a cumulative grade point average of 3.0 while taking at least 6 credits

per term. Since graduate students are not allowed to continue in the program if not meeting SAP, financial aid will follow those guidelines.

General Eligibility Requirements

To be eligible for funding through the federal and state financial aid programs, a student must meet the following general eligibility requirements:

1. Be a United States citizen or an eligible non-citizen as defined on the **Free Application for Federal Student Aid (FAFSA)**.
2. Be a regular student working toward a degree or certification at Texas Wesleyan University.
3. Have received a high school diploma or its equivalent.
4. Be making satisfactory academic progress toward a degree or certification as outlined in the University catalog.
5. Not be in default on a prior educational student loan, or have made satisfactory arrangements to repay a defaulted student loan.
6. Not owe any money back on a federal grant previously received, or have made satisfactory arrangements to repay a federal grant.
7. Be enrolled at least half-time (5 hours for graduate students) at Texas Wesleyan University for the semesters for which you are applying for aid.

Financial Aid Programs

All aid amounts referenced below are based on full-time enrollment at Texas Wesleyan University.

LOAN PROGRAMS

Loans are borrowed money that you must repay with interest. Federal and state loans are low interest, deferred repayment loans to assist students with all educational costs. Some loans are limited to specific amounts. The Office of financial Aid will assist you in applying for all loans through private lenders who participate in the Federal Family Education Loan Program (FFELP). All student borrowers are required to complete Loan Entrance Counseling and Master Promissory Note prior to receipts of loan proceeds and Loan Exit Counseling when the student is no longer enrolled. Loan Entrance Counseling is available at <https://studentloans.gov/>. Loan proceeds will not be released to the student account without loan entrance or a current Master Promissory Note.

Federal Grad Plus Program – Funding for this student loan is provided through a the federal government and is not based on need. The Grad Plus loan is based on credit-worthiness of the student. If the student is denied, he may apply with an endorser. A current Master Promissory Note will be required. The Grad Plus Loan also requires a separate Loan Entrance Counseling. The proceeds of this loan will not be released to the student account until all paperwork has been received.

Federal Unsubsidized Stafford Loan—Funding for this student loan is provided through the federal government. This loan program is not based on financial need but does require a current FAFSA. This loan requires a Loan Entrance Counseling and a current Master Promissory Note.

Hinzon-Hazlewood College Access Loan (CAL)—Funding for this loan is provided through the Texas Higher Education Coordinating Board. This loan program is not based on financial need but each loan does require a co-signer on the loan for every student borrower. This loan requires a current FAFSA.

Alternative loan programs are also available to eligible students. Contact the Office of Financial Aid or go to the financial aid webpage at <https://txwes.edu/admissions/scholarships-and-aid/> for more information.

Veterans' Assistance

Veterans' assistance is approved for Texas Wesleyan University. Inquiries should be made in the Office of Financial Aid.

Graduate Aid Opportunities

Students enrolled in both master's and doctoral programs at Texas Wesleyan University may be eligible for additional scholarship and/or grant aid based on the student's program of study. Please contact the Dean's office of the program in which you are interested/enrolled for further information. You may also contact the Office of Financial Aid at 817/531-4420 for additional information.

ACADEMIC AND STUDENT SERVICES

Academic Advisement and Registration

Graduate students are advised by the director of their program or her/his designee to facilitate course selection and academic program planning. To enroll in classes, students should consult with the director of their program and obtain approval. Online registration is available to all graduate students. Returning students are encouraged to register in the semester preceding enrollment to avoid a late fee but can register at the beginning of the semester of enrollment. Students waiting to register at the beginning of the semester will not be able to register online but must go to the Office of Student Records. A late fee will be added to their registration fees. Information on registration times is available at <http://www.txwes.edu/academics/registrar/> each semester on the Registrar's webpage.

Athletics

Intercollegiate athletic programs are a vital component of the educational experience at Texas Wesleyan University. The primary goal of Texas Wesleyan University Athletics is to support the student-athlete concept where students come first. The department employs team-building concepts, physical and mental conditioning, community involvement and goal attainment to achieve educational growth, build self-esteem, and develop leadership qualities in its student-athletes.

Texas Wesleyan is a member of the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Table Tennis Association (NCTTA), which allows for a variety of experiences for both participants and spectators. The University has a rich tradition of successful intercollegiate competition including fourteen national titles, many conference championships, and numerous All-American and All-American Scholar-Athletes across a spectrum of sports.

Texas Wesleyan University is a member of the NAIA Sooner Athletic Conference that includes member institutions in Texas, Oklahoma, and Arkansas. National and conference membership allows Texas Wesleyan University's intercollegiate programs to compete for titles in men and women's soccer, women's volleyball, women's tennis, men and women's cross country, men and women's basketball, men's baseball, men and women's track and field, men's and women's golf, and women's softball. Texas Wesleyan also sponsors one co-ed club sport, Table Tennis. Table tennis participates in the National Collegiate Table Tennis Association (NCTTA).

Athletic facilities include the Sid W. Richardson Gymnasium (men and women's basketball, women's volleyball and table tennis); Sycamore Park (men's baseball and women's softball), Martin Field (men and women's soccer); and the Jack and Jo Willa Morton Fitness Center.

Texas Wesleyan University athletics is supported by three certified (NATA) athletic trainers that are responsible for monitoring and caring for the medical needs of the student-athletes. The department also employs two sports information staff members charged with the role of producing and distributing media related materials and statistics pertaining to the accomplishments and accolades of its athletic programs and student-athletes.

Bookstore

Follett Higher Education Group manages the Texas Wesleyan University Bookstore. Follett (817/531-4272) handles all campus bookstore needs, including books, book rentals, school supplies, graduation regalia, school rings, gifts, snacks, personal items, and special orders. The bookstore is located on Rosedale Street just across from the main campus. Regular bookstore hours are Monday through Thursday from 7:45 a.m. to 6:00 p.m. and Friday from 7:45 a.m. to 4:00 p.m. Extended hours at the beginning and end of each semester, and Saturday hours are posted.

Follett will buy back books at any time throughout the year. Students should check with the bookstore regarding buy-back policies.

Career Development

CAREER SERVICES

Career Advisors provide assistance and guidance to students and alumni during their preparation for entry into their chosen career fields. Career Services, located in the Glick House, offers individual career counseling to determine interests and aptitudes for specific occupations and assistance on resume preparation, interviewing skills, job placement and conducting career research. Career Services also provides a website for career information at <https://txwes.edu/student-life/career-services/>. Their office number is 817/531-6512.

Current employment and internship opportunities (categorized according to career fields) are available in Career Services, and current information about hiring trends, as well as company contact information, is available. Online resources for resume construction and job locations are available as well. Texas Wesleyan is a member of the Metroplex Area Consortium of Career Centers, the National Association of Colleges and Employers, and the National Career Development Association.

INTERNSHIPS

Internships are graded academic experiences in a chosen career field and are coordinated through academic departments. Information and notices of available internships as well as necessary registration forms are available in academic departments. Career Services provides assistance by helping students network with employers for internship opportunities.

Community Counseling Center

The Community Counseling Center offers personal counseling without fee and is located at 3106 E Rosedale Street (817/531-4859). A licensed counselor is available to help students, as well as faculty and staff, with personal and interpersonal problems. Students have an opportunity to explore their concerns in a private, confidential meeting. When feasible, group meetings may be formed to help students cope with specific problem areas. Substance abuse intervention and treatment are available through the Community Counseling Center. For those students who may benefit from resources in the community, referrals will be made to appropriate agencies and/or professionals.

Dining Facilities

Dora Roberts Dining Hall is conveniently located near the residence halls and provides food service seven days per week. Various food service plans are available to resident students (refer to the “Residential Living” section for details). Guests are welcome on a cash basis. Meal/debit cards are available for commuter students.

The University also operates a fast food grill, located on the first floor of the Brown-Lupton Campus Center. This additional food venue has flexible hours of operation and a wide variety of breakfast, lunch, and snack items.

Disability Services

Students who have a physical or mental impairment that substantially limits a major life activity can apply for accommodation according to the policies and procedures for students with disabilities. See “University Policies” in this catalog on page 62 or contact the Director of Disability Accommodations Services at 817/531-7565 for specific information.

Eunice and James L. West Library

In supporting the mission of Texas Wesleyan University, the West Library serves as the foundation of intellectual life for the campus community. The mission of the West Library is to promote the awareness of information resources and encourage the ability to find and effectively use that information. The library develops and organizes collections that fulfill the learning and teaching objectives of the University and provides both intellectual and physical access to that material. As a focus for this information, the library provides the University community a place for interaction, consultation, study, instruction, and reflection. For information about the library, call 817/531-4800, or access the library web page at <http://westlibrary.txwes.edu> or go to the University web page at www.txwes.edu; then, click on library.

Health Center

Texas Wesleyan University Health Center maintains a nurse-directed health center whose goal is to promote a positive and balanced lifestyle for each student. The Health Center is located in the West Village Building 1, Room 110. The Health Center is operated by the Director of Health Services and is staffed 30 hours per week. Confidential assessments are generally provided at no additional cost. A minimal fee may be included with some immunizations and services. The Health Center can administer first aid, immunizations, and provides treatment of minor illnesses. It can assist with counseling regarding personal needs, insurance, and educational programming. Referrals can be made to a variety of medical providers based on need. The Health Center phone number is 817/531-4948.

Identification Card

A student identification card is required for participation in University activities and for use at the library. The card also serves as a meal/debit card in the University cafeteria and snack bar. Once registered, students may obtain an ID card in the Eunice and James L. West Library. If lost, there is a \$15 ID card replacement fee. The card is to be shown or returned when asked for by a University official.

International Programs

The International Programs (IP) Office (817/531-5868) facilitates and promotes the internationalization of Texas Wesleyan University through 1) international admission, recruitment, and non-U.S. credential evaluation, 2) administrative support and cultural adjustment services for international students, 3) promotion, coordination, and risk-management of study abroad/travel study, 4) administration and promotion of the International Studies Minor, and 5) engagement of the Texas Wesleyan University community in events, workshops, and programs designed to promote cross-cultural competency.

INTERNATIONAL ADMISSION

Texas Wesleyan University welcomes international students from all over the world. Students from abroad or in the U.S. on a non-immigrant visa who wish to attend Texas Wesleyan University must apply through International Programs.

SUPPORT FOR INTERNATIONAL STUDENTS

International Programs supports international students through immigration advising, the processing of requests for employment authorizations and other immigration benefits, travel endorsements, and cultural adjustment support.

STUDY ABROAD

Students interested in studying abroad on a short-term faculty-led, semester, summer, or year-long program are encouraged to visit the International Programs website or make an appointment with a study abroad advisor (studyabroad@txwes.edu). Study abroad options are available for students of all majors.

CAMPUS INTERNATIONALIZATION

International Programs hosts a number of events each year to engage the campus community in learning more about the world. Please visit the International Programs website for more information. Students interested in sponsoring or participating in internationally-themed events should contact International Programs for assistance.

Marketing and Communications

The Office of Marketing & Communications supports the mission and vision of Texas Wesleyan by developing clear communications about news, events and weather emergencies. In addition to this direct communication, the Office supports the marketing & communications needs of academic and administrative offices across campus. Marketing &

Communications increases awareness and perception of the University through events, giveaways and other on campus communication.

Media and Classroom Support

Media Services provides audio/visual support services for Texas Wesleyan students, faculty, and staff. Various types of A/V equipment are available for use on campus, such as VCRs, video cameras, video projectors, and sound systems. Two television studios with video editing systems, and one audio studio, are available for students when producing class-related projects.

Orientation

To facilitate students' adjustment to graduate studies, each Wesleyan graduate program offers an orientation program at the beginning of each semester. The University will strive to provide for continuing services and assistance that will aid new students in their transition to the University, introduce new students to the broad educational opportunities of the University, and integrate new students into the life of the University.

International students also participate in an international student orientation addressing their specific needs, including an orientation to SEVIS regulations and adjustment to living and studying in the U.S.

Parking

Parking facilities are provided on the campus as a convenience for students, faculty, staff, and visitors. A number of spaces are designated for handicapped parking. Parking regulations are set forth in the Student Handbook. All vehicles **must** be registered and display a valid parking permit. Permits are available in the Eunice and James L. West Library.

Religious Life

Texas Wesleyan University, from its inception, has been a place of higher education combined with faith development. The Religious Life Department believes that it is during the college years that young adults come to explore, understand, and claim faith for themselves. We are here to help students do that in their journey of education and faith. Through our programs and activities, we hope students can develop meaningful experiences in faith, education, and the world.

In the spring semester of 2014, the Texas Wesleyan University Religious Life Department committed to being a reconciling ministry in the Reconciling Ministries Network, an organization that is dedicated to reaching out and welcoming those who may have felt rejected or neglected by the Church in the past. The designation is an outward symbol of our commitment to include all individuals, regardless of sexual orientation, gender identity or race. It identifies the members of Wesleyan's Religious Life community as an ecumenical body of religious and secular individuals who are open-minded, respectful, encouraging of critical theological understanding and hungry for the implementation of social justice.

Residential Living

Among the most memorable of university experiences is that of living in a student residence hall. All residential facilities at Texas Wesleyan University provide comfortable and attractive living environments. The Office of Residence Life supervises the housing of all students on campus. Each hall has a staff consisting of students and professional staff members dedicated to the community development among residents.

The University has four residence halls on its historic campus. Stella Russell Hall, Elizabeth Armstrong Hall and OC Armstrong Hall are located just north of the Eunice and James L. West Library. The West Village is located at the corner of Wesleyan St. and Vickery Blvd. Reserved parking for residents is also available. All rooms and lobbies are equipped with cable. The resident rooms in all four residence halls provide a vanity with sink and mirror, desks, beds, bookshelves, closets, and drawers. Residence hall policies and procedures can be found online or obtained at the Housing and Residence Life office.

Stella Russell Hall is a three-story hall that will house up to 150 students. It is co-ed by floor, with an elevator and large basement that contains coin laundry machines for the residents to use. Each floor has a large community bathroom in each wing that includes private stalls, showers, and changing areas. The lobby on the first floor includes a full-sized kitchen with refrigerator, stove, and microwave oven. The lobby is a large area for residents to cook, eat, watch television on a big screen, and play games.

Elizabeth Armstrong Hall is a two-story facility that houses up to 51 upper-class students. This facility also has a first-floor lobby with a full-sized kitchen with refrigerator, stove, and microwave oven. There is a laundry room on each floor. All rooms are single rooms. Priority is given to graduate students, then to non-traditional students and seniors. Suite-style bathrooms are shared by two rooms.

OC Armstrong Hall is a two-story facility that houses up to 88 residents. The primary option is a double style room with some single rooms available. The first floor comes equipped with a laundry room, full-sized kitchen and lounge area with couches and television.

West Village is a 250-bed apartment style housing facility. This three-story building has a combination of efficiencies and four-bedroom apartments.

Open and closing dates and other pertinent housing information can be found online or from the Housing and Residence Life office.

RESIDENCY

Students, with the exception of students in the Graduate Programs of Nurse Anesthesia, must be enrolled in the University for a minimum of 6 credit hours during the fall or spring semesters to be eligible to live on campus. Current students may reside in the residence halls during summer and interim periods without attending classes. All students choosing to live on campus during the fall and/or spring semester are required to be on a meal plan except graduate students. Specific meal plans, requirements, and other details, including rates, are located in the Residence Halls section of the Student Handbook and in the Expenses section of this catalog.

ROOM RESERVATION PROCESS

1. Complete the on-line housing application at <https://txwes.edu/student-life/residence-life/>;
2. Click on the link “How to Apply” and use your Ramlink ID as your username and your Student ID number as your password;
3. Pay on line with a credit card or mail a check or money order to the Cashier’s Office for \$225 (\$25 non-refundable application fee);
4. Once your housing deposit has been received, you may complete your application and continue to participate in roommate matching and selecting your room and meal plan;
5. After your application is processed an email will be sent to you with additional information you may need for move-in day.

The University prefers the guidelines of mutual respect and consideration. Program and discipline guidelines for the halls are coordinated under the supervision of the Office of Student Life, and regulations are kept to a minimum. Please see the Residence Halls section of the Student Handbook for more information about living on campus.

Student Employment

On-campus student employment is coordinated by Career Services for both work-study and non-work-study students in conjunction with the Office of Financial Aid. All students desiring on-campus employment should contact Career Services, where available positions are listed and all necessary forms are processed. The list of available positions can also be found at <http://www.txwes.edu/career>. Career Services is located in the Glick House and can be contacted by calling 817/531-6512.

Student Government Association

The Student Government Association (SGA) is the representative governing organization of the student body. Through the Student Government Association, students participate in the decision-making processes of the University and make their views, needs, petitions, and recommendations known to the appropriate University officials. The elected officers and representatives of SGA plan and implement the various services and activities of the association. The SGA President appoints student members to serve on specific University committees and boards. The SGA may grant students and student organizations honoraria. Honoraria will be reviewed and voted upon by the SGA Finance/Audit committee according to the SGA Constitution and By-Laws.

The SGA performs all duties free from administration and faculty influence. Said duties conform within SGA’s stated purpose, are accomplished according to the University’s policies and procedures, and are consistent with the University’s Mission.

Student Life and Student Activities

It is the primary function of the Office of Student Life to encourage the development of a loyal student community by providing opportunities that promote student growth, development, involvement, and achievement.

The Office of Student Life is located on the first floor of the Brown-Lupton Campus Center and is supervised by the Dean of Students. This office is responsible for special events, diversity programs, recreation, intramurals, leadership development and many other services. Students participate in selecting, planning and producing programs through The Social Rams Programming Board. Additionally, the Student Government Association and the many other campus organizations provide a variety of activities and programs. To contact the Office of Student Life, call 817/531-4872.

Student Organizations

There are numerous recognized student organizations at Texas Wesleyan University. These organizations serve the voluntary and social interests of the students. Student organizations may be established for any legal purpose whether the aims are religious, cultural, political, professional, academic, social, service, or common interest. All recognized student organizations must be registered and organized through the Office of Student Life. Membership in all University-related student organizations shall be open to any student who is willing to subscribe to the stated aims of the organization and to meet its obligations. Membership will not be denied solely on the basis of age, gender, race, national origin, religion, disability, citizenship, or veteran's status.

Student Publications

Texas Wesleyan University sponsors three publications in which students are involved: *The Rambler*, a weekly newspaper; *Aries*, a national journal of creative expression publishing poetry, fiction, drama, essays, photography, and art; and *The Wesleyan Graduate Review*, a peer-reviewed journal that provides a forum for timely discussion of educational issues. All students are eligible to work on *The Rambler*. *Aries* is partially staffed by student editorial interns who receive academic credit. Each publication has a faculty/staff advisor and is recognized by such organizations as the Texas Intercollegiate Press Association and the American Collegiate Press Association.

Technology Services

APPLICATION TRAINING

Texas Wesleyan provides access to an online training library that provides access to many courses and tutorials on: 3D, video, business, web design, graphic design, and more; all organized by subject or software creator. Select vendors may also provide custom or in-depth training on specific software/applications. Training is available online at: <https://txwes.edu/training/>.

BLACKBOARD LEARNING SYSTEM

The Blackboard Learning System is a virtual learning environment and course management system developed by Blackboard Inc. Features include course management, a customizable open architecture, and a scalable design that allows for integration with student information systems and authentication protocols. At Texas Wesleyan University, Blackboard is used to add online elements to courses traditionally delivered face-to-face and to develop completely online courses with few or no face-to-face meetings. Most online and web-assisted courses are available to students one week prior to the start of classes for a particular semester. However, some instructors do not open their Blackboard courses until the start of the semester. For students new to Blackboard or online courses in general, resources are available to help with successful online learning at <http://ondemand.blackboard.com/students.htm>. For technical issues with Blackboard, students can contact the University Service Desk (see below).

CLASSROOM TECHNOLOGY

Texas Wesleyan provides technology for many classrooms on campus to support teaching needs, including the provision of audiovisual tools for general classrooms and classrooms with computers for hands-on laboratory activities (e.g. computer labs).

COMPUTER SET UP AND REPAIR

Texas Wesleyan provides computer set up, configuration, and warranty and non-warranty hardware repair services for University-owned equipment, and consultation assistance for personally-owned equipment through the University Service Desk (see below).

DIGITAL MEDIA SERVICES

Texas Wesleyan provides a variety of tools and programs for digital media capture, creation and conversion. These tools and programs are located in Multimedia Center, room B-21, in the EJW Library.

EMAIL AND CALENDARING

Texas Wesleyan provides students and employees with a @txwes.edu email address. The email address takes the format of UserID@txwes.edu. The Texas Wesleyan University email address is considered the official email address for students, faculty, and staff. In addition to email, the Exchange server provides calendaring, contacts and tasks that work with Microsoft Outlook on PC and Mac platforms.

UNIVERSITY SERVICE DESK

To report an issue with technology, request a service, or ask a question, students and employees should contact the University Service Desk via phone at 817/531-4428; or in person at room B-32 in the EJW Library for very urgent matters. The Service Desk may also be reached via email at servicedesk@txwes.edu, or online at txwes.edu/it for less urgent matters.

INCIDENT MANAGEMENT

Incident Management is the process of restoring a normal service operation as quickly as possible and minimizing the impact on business operations, thus ensuring that the best possible levels of service quality

and availability are maintained. “Normal service operation” is defined as service operation within service-level agreement (SLA).

MEDIA EQUIPMENT CHECKOUT

Texas Wesleyan provides a variety of audiovisual tools and laptop computers for short-term use. To request this service, visit txwes.edu/it.

MULTIMEDIA CENTER

The Multimedia Center is a multi-room facility containing a variety of audio and video capture and editing technologies, studios and booths located in the basement of the West Library in rooms B-20 and B-22.

NETWORK CONNECTIONS

Texas Wesleyan provides both wired and wireless network connection options for both University-owned and personally-owned devices, including gaming consoles. All wireless connections must be authenticated using one’s University credentials; e.g. username and password.

OPEN-ACCESS COMPUTERS

Texas Wesleyan provides access to computers and common software packages at various locations on campus for students who do not bring their own laptops or tablets to campus. These computers can be found at various locations across the campus with the majority being located on the first and second floors of the West Library.

PRINTING

Texas Wesleyan provides access to printers through both wired and wireless connections. Students are provided a set number of printed pages at no cost each semester.

RAMLINK (COLLEAGUE WEB ADVISOR)

Texas Wesleyan provides access to student and employee information and the ability to conduct transactions and complete administrative tasks over the web.

SOFTWARE INSTALLATION AND CONFIGURATION

Texas Wesleyan provides software installation, upgrade, and configuration services for all properly licensed desktop software programs on University-owned equipment and consultation assistance for personally-owned equipment.

UNIVERSITY POLICIES

Academic Integrity

Academic freedom is the cornerstone to a university education. It allows students to examine, learn, and synthesize various topics. Freedom is predicated on integrity, trust, and honesty. All undergraduate and graduate students, faculty and staff are expected to show integrity in their academic work, including discussion, written submissions, examinations, and laboratory work. Failure to conduct academic work honestly is a serious breach in trust and is considered a serious offense.

ACADEMIC MISCONDUCT

Examples of academic misconduct include, but are not limited to, the following:

- A. Cheating: The unauthorized use of materials, devices, or information on an academic exercise.

Examples of cheating include submitting another's work as one's own, using unauthorized notes or electronic devices during an examination, changing or altering a score in any way, stealing an examination or answer key, or allowing another person to complete one's assignment.

- B. Fabrication and Falsification: The inaccurate presentation of data in an academic exercise.

Examples of fabrication and falsification include creating false data for a laboratory exercise or falsifying citations of sources used.

- C. Facilitation and Collaboration: The unauthorized aiding of another student in her/his academic exercises or allowing another student to violate academic integrity.

Examples of facilitation and collaboration include knowingly allowing another student to cheat, completing another student's academic work, or conducting group work when not allowed by a professor.

- D. Interference: Any act that prevents other students from completing their academic work or prevents their work from being evaluated fairly.

Examples of interference include defacing library or university material in a way that prevents others from using it, defacing another's work, offering bribes or threats to influence grading of academic work, or intentionally disrupting the academic process.

- E. Plagiarism: The use of the words, ideas, and data of others without giving credit to that person.

Examples include failing to provide proper citations for ideas, facts, opinions, theories, or statistics, or presenting these as one's own, or submitting work previously submitted to another course when not allowed by professor.

CONSEQUENCES OF ACADEMIC MISCONDUCT

What the instructor should do when academic misconduct is suspected:

1. Have a preliminary meeting with the student to present any evidence of academic misconduct within one week of discovery of the alleged incident to determine if a violation has occurred.
2. If a violation of the academic integrity policy is determined, issue the appropriate sanction (detailed in the Sanctions section).
3. If a sanction is imposed, complete the Report Form for Allegations of Academic Dishonesty (available in the dean's office) within one week of the sanction determination. The instructor submits a copy to the student, the dean of the school, and the Dean of Students.

What the student should do when accused of academic misconduct:

1. Attend the preliminary meeting with the instructor. Failure to attend this meeting is considered an additional violation.
2. Remain calm and listen to the evidence of academic misconduct being presented.
3. Present student's point of view.
4. If the instructor imposes sanctions, obtain a copy of the Report Form for Allegations of Academic Dishonesty from the instructor.
5. If sanctions are imposed and if the student disagrees with the alleged misconduct and/or the sanctions, the student may file a written appeal. A copy must be submitted to the instructor, the dean of the school, and the Dean of Students within one week of receiving the Report form for Allegations of Academic Dishonesty from the instructor.
6. Attend hearings and/or appeals as required by this policy. Unless requested by the instructor or student, there are no official hearings for first-time offenses.

OFFICIAL HEARINGS AND APPEALS

The University Judicial Board hears appealed cases as well as repeat, multiple, and severe allegations. The instructor or student can also request an official hearing for a first-time academic integrity violation. Hearings are conducted in the same manner as non-academic misconduct cases. A copy of the procedures for academic integrity hearings may be obtained from the Office of the Provost or the University website. Judicial boards will strive to complete proceedings within 10 days of receipt of the report of violation.

Any appeal of decisions of the University Judicial Board is made to the Provost. The student must submit a written appeal with explanation to the Provost, the instructor, the dean of the school, and the Dean of Students within 7 days of the University Judicial Board's decision. The Provost's decision is final.

No grade penalty can be assigned by the instructor until the case and all appeals are resolved. If the charges cannot be resolved prior to the end of the semester, the instructor will assign the grade of "I" (Incomplete) until the case is resolved.

SANCTIONS

Sanctions for academic misconduct will be specified by each graduate program. In the absence of a graduate program specific policy, the following will apply:

1. An oral reprimand;
2. A written reprimand;
3. An additional assignment to replace the work;
4. No credit given for the work;
5. Lower or failing grade for the particular assignment, exam, or course;
6. Removal of student from the course in progress.

Sanctions that may be given by the University Judicial Board and Provost include all of the above, plus the following:

1. Removal of student from the program, major, school, or University;
2. Withdrawal of the degree or academic credit bestowed;
3. Disciplinary probation (with length of time and conditions of return specified).

Access to Student Records

The U.S. Department of Education reiterates that FERPA (Family Educational Rights and Privacy Act) rights transfer to a student when s/he enters a postsecondary institution. Texas Wesleyan University supports this statement in regard to access to individual student academic records and will not provide record access to parents without signature of the student. A specific form (located on the website) is available for this purpose. FERPA does allow institutions to disclose information to appropriate officials in a health or safety emergency, including parents if the emergency involves their child. Texas Wesleyan reserves the right to notify appropriate officials and parents in any situation determined to be an emergency.

RECORDS MAINTAINED

1. The University maintains records for each student that may include: name; address; student identification number; contact information for parents, guardian, and/or spouse; general information on academic status at the University; previous school data; results of standardized admissions, examinations, official transcripts, admission applications, acceptance letters and courses previously taken or being taken; credits; and grades. The University Registrar is responsible for maintaining all of these records, except for those involving financial aid, or records pertaining to students in the Nurse Anesthesia programs which are maintained in that school. These records are available to the University Registrar, the Dean of Students, the President, the Provost and Senior Vice President, the Vice President for Enrollment and Student Services, the Director of Financial Aid, and to the faculty of the University. Staff members affiliated with the University may be designated as having access to the records on a need-to-know basis. The University Registrar, in consultation with the Provost and Senior Vice President, will be the individual charged with responsibility for determining the need to know. Prior consent is not required for the release of educational information under certain circumstances such as the

need to know by other school officials when a student transfers to another school, when requested by federal/state officials functioning in their official capacity, for financial aid purposes, to certain educational organizations, and in certain emergency situations.

2. Applicants for financial aid have an additional file that contains information submitted as part of the process of applying for financial assistance. Records involving financial aid are maintained by the Director of Financial Aid and are available to the Director and staff, the President, the Vice President for Enrollment and Student Services, the Provost and Senior Vice President, and to the Committee on Scholarships for the purpose of granting and administering the University's financial aid programs. All of these records also are available to such other organizations and persons as are entitled to them under Part 99 of the Code of Federal Regulations.
3. The University complies with the federal record keeping requirements relating to all students to which it issues a Form I-20 Certificate of Eligibility, as listed in the Code of Federal Regulations 8 C.F.R. § 241.3(g)(1) including a) identification of the school, to include name and full address; b) identification of the student, to include name while in attendance (record any legal name change), date and place of birth, country of citizenship, and school's student identification number; c) current address where the student and his or her dependents physically reside, including a current mailing address in the Student and Exchange Visitor Information System (SEVIS). If the mailing address and the physical address are not the same, the University will maintain a record of both mailing and physical addresses; d) record of coursework, including the student's degree program and field of study, periods of enrollment for each course, course identification code and course title, number of credits, and grade; e) date of course withdrawals; f) grade point average for each session or term; g) cumulative credits or clock hours and cumulative grade point average; h) record of transfer-in credit accepted, including type of hours, course identification, grades; i) academic status, including the effective date or period if suspended, dismissed, placed on probation, or withdrawn; j) whether the student was certified for practical training, and the beginning and end dates of certification; k) title of degree or credential received, date conferred, program of study or major; l) SEVIS termination date and reason; m) written application to the school; n) transcripts or other records of courses taken, and other supporting documents, as part of the admission application; o) documentation that the appropriate admissions officer accepted the student for enrollment in a full course of study; p) documents used by the student to show financial support; q) medical documentation from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist that was used by a student to substantiate an illness or medical condition for which a medical condition reduced course load in SEVIS was authorized; r) photocopy of the student's most current Form I-20; s) photocopy of the student's latest U.S. visa, passport photo page, and I-94 card prior to initial enrollment in the University.

The above records are maintained for a minimum of three years following a student's completion of studies or post-completion practical training, whichever is later, between the offices of Student Records and International Programs. Current or former

students issued an I-20 from Texas Wesleyan University for any purpose should request any of the above records directly through the International Programs Office.

4. The University considers the following to be directory information: student's name; hometown address; student's local address; telephone listing; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; grade level; enrollment status; degrees and awards received; the most recent previous educational agency or institution attended by the student; and the student's thesis title.
5. The University maintains a development database that is intended for the use of University employees and volunteers acting on behalf of the University. The database may include information on students as drawn from the registrar file and may include directory information. The information is not for sale to outside agencies and is released outside the internal campus community when necessary for University business. Research and gift information contained in the database is strictly confidential and will only be released outside the Office of Advancement when necessary for University business.
6. The University also maintains for each student a medical record showing history, treatment, etc. These records are maintained at the Student Health Center and, while specifically excluded from Public Law 90-247, are still available for inspection by the individual student on request.
7. The University also maintains for each student seen by the Career Services records of those visits and other relevant records in those offices.
8. The University also maintains advising information on each student. Unofficial and informal advising materials may be maintained by individual faculty advisors.

SPECIAL RECORDS

1. Student discipline records are maintained by the Dean of Students in that office and are available to the student life staff and disciplinary committee as needed.
2. These records are also available to senior administrative officers or their designees as appropriate. The University will keep a record, available to the student and kept with the personal file, of all persons and organizations, other than those authorized within the University, requesting or obtaining access to the files. This record will indicate specifically the legitimate interest that each person or organization obtaining access to the records has in such records.

ACCESS DEFINED

1. Access to student records by University officials is a by-product of the need to know. Such access is delineated in item 1 of this policy; the need for an individual to know information in order to fulfill her/his responsibilities does not allow that individual to

share the information with other staff or with individuals external to the campus without the permission of the student.

2. Neither student records nor those housed in the Office of Financial Aid nor any personally identifiable information, other than directory information (see #4 above), will be made available to anyone else, other than the student, without written consent. Where consent is required and given, the student upon request, will receive a copy of the records to be released.
3. No student can be required, nor will be asked, to waive rights under Part 99 of the Code of Federal Regulations. However, a student may voluntarily waive right of access to confidential statements made by third parties respecting admission to education agencies or institutions, applications for employment, or the receipt of an honor or honorary recognition. In case of waiver, the confidential statements will be used solely for the purposes for which they were specifically intended, and the student will, upon request, be notified of the names of all persons making such confidential statements.
4. Any student who desires to review her/his record may do so by making a written request to the appropriate office immediately responsible for the record. Students may inspect their academic transcripts during normal working hours. The process for specific record access and/or copying of the record is summarized here: To see other records, students must provide a written request to the Office of Student Records, the Director of Financial Aid, or the Dean of Students, as appropriate. A mutually convenient time will be arranged within 10 working days after receipt of the request for the student to examine the records in the file.

At that time the student may examine all records in the file with the exception of those specifically exempted by Part 99 of the Code of Federal Regulations. The student may obtain copies of any of the records available; the cost will be \$.50 for the first page copied and \$.10 for each additional page. All reasonable requests for explanations or interpretations of the records will be honored, and if inaccurate, misleading, or otherwise inappropriate data are found in the records, they will be promptly corrected or deleted. The student also has the right to insert into the records a written explanation respecting the contents of such records.

APPEALING THE ACCURACY OF THE RECORD

1. If the student and the University Registrar, the Director of Financial Aid, the Dean of Students, or their deputies do not agree on items contained in the records, the student may submit a written request to the Provost and Senior Vice President for a hearing to challenge the content of the records. The Provost and Senior Vice President will schedule such a hearing within 30 days after receipt of the request and will notify the student reasonably in advance of the hearing of its date, time, and place. The hearing will be before a board composed of the Provost and Senior Vice President or her/his designee, the Vice President for Enrollment and Student Services or her/his designee, and at least one disinterested member of the faculty who shall be appointed by the Provost and Senior Vice President. None of those hearing the challenge may have a direct interest in the outcome. Students will be afforded a full and fair opportunity to present evidence

relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney. The decision of the board on the correctness of the record, as determined by the majority vote, will be in writing and will be final. This decision will be based solely upon the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.

2. If, as a result of the hearing, the University decides that the information in the files is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the University shall amend the records accordingly and so inform the student in writing. However, if, as a result of the hearing, the University decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the student of the right to place in the records a statement commenting on the information in the records and/or setting forth any reasons for disagreeing with the decision of the University.

MAINTENANCE OF THE RECORD

1. The University reserves the right, after a three-year period, to destroy any and all records that it maintains on a student except to the extent that law requires their maintenance for a longer period of time.
2. The Office of Advancement will assist former students of the University in acquiring information related to their own individual record. No inquiries from outside organizations or agencies will be accepted. The Office of Advancement will also assist, where possible, former students in getting information about other students. This assistance will occur only after the student inquired about is notified.

Administrative Suspension

If, in the judgment of the Provost and/or Dean of Students, a student's behavior is disruptive to the educational process and/or a potential danger to a student and/or faculty/staff member and/or other individual in an off-campus Wesleyan educational placement (e.g. internship, practicum, or other), an administrative suspension may result.

University officials and/or employees will not release any information regarding the reasons for the administrative suspension other than verifying the status (Right to Privacy Act).

An exception will be made if the student gives written permission to disclose information regarding the suspension.

All disciplinary files and permission letters will be kept in the Office of the Dean of Students. The Dean of Students or her/his designee is the only person authorized to discuss the case with anyone outside of the University. Administrative suspensions may be made by the Dean of Students and/or the Provost.

Change of Name or Address

A student who changes name, residence, or mailing address is expected to notify the Office of Student Records of this change immediately. Any communication from the University that is mailed to the name and address of record is considered to have been properly delivered.

Holds

A “hold” is an action on a student record that prevents students from registering, receiving official transcripts, receiving transfer credit, participating in graduation ceremonies and/or graduating from the University. A hold is placed on a student’s record in the event an obligation or requirement to the University has not been met. These obligations/requirements can include but are not limited to:

- Failure to make required financial payments as outlined on student invoice;
- Failure to pay University fines including parking;
- Failure to pay medical charges;
- Failure to return University equipment;
- Failure to return library materials;
- Failure to meet required disciplinary sanctions;
- Failure to provide required student record documents for enrollment;
- Failure to meet academic or administrative requirements resulting in suspension as outlined in the University catalog;
- Failure to maintain a deliverable mailing address with the University.

To determine the reason for a hold, the Office of Student Records should be contacted. To release a financial hold (except for the library), the Business Office should be contacted. To release a document on hold, the Office of Student Records should be contacted. To release a disciplinary hold, the Dean of Student Life should be contacted.

Inclement Weather/University Closing

Decisions regarding the closing of the University for inclement weather are made for the entire University and are not made for or by each unit of the University. Faculty, staff, and students who are registered with Texas Wesleyan Alerts will automatically receive official closure announcements by phone, text message, and/or e-mail. These announcements are sent within minutes of a decision being made. Registration with Alerts is automatic, and all faculty, staff, and students are urged to update their contact information immediately by visiting <http://txwes.edu/security/emergency>. To unsubscribe to Alerts, log into Ramlink and select the Texas Wesleyan Alerts opt-out form, which is located in the communication section of the main menu.

Otherwise, faculty, staff, and students may check the Texas Wesleyan web site, www.txwes.edu, www.star-telegram.com, and the following radio or television stations to receive University closure information due to inclement weather:

KDFW Channel 4
KXAS Channel 5
WFAA Channel 8
KTVT Channel 11
WBAP 820 AM

Announcements will be made on the above stations after 5 a.m. weekdays for closures during the week. Weekend closures and class cancellations may be announced on the preceding 10 p.m. newscast and/or the morning of the closure. A recorded announcement will be available through the switchboard (817/531-4444). Classes cancelled because of inclement weather may necessitate scheduling additional class days. These make-up days will be announced through appropriate campus publications and to the faculty and staff within two weeks after the classes have been cancelled. University offices may open with limited services to assist students who are living on campus. The opening of these offices will be on an individual case basis and may include food service, the library, and the Brown-Lupton Campus Center.

Insurance

All students should carry some type of health and accident insurance. Resident students are advised to carry personal property insurance (please also refer to the Safety of Person and Property section). Information packets for all-campus carriers can be picked up in the Office of Student Activities. International students are required to carry medical insurance and submit proof of such insurance meeting Texas Wesleyan University requirements.

Minor Children on Campus

Periodically the University will offer and/or sponsor programs designed for minor children. On these special occasions, minor children are invited to participate with appropriate adult supervision. Parents are cautioned that minor children are neither permitted to remain unattended on campus nor to attend classes with their parents without prior approval of the instructor teaching the class.

Ramlink

Ramlink is a web interface that allows applicants and students to securely access the University's administrative database. Ramlink provides direct and secure web access to academic and financial records. Once an application has been submitted, applicants can access the online service for applicants and students, Ramlink, to check the status of their application as well as the status of financial aid and scholarships. It can be used to view the schedule, make payments, view grades, search for courses and register for classes. Individuals may also access Ramlink as a guest to see the upcoming course schedule.

The Ramlink portal can be accessed by going to the Texas Wesleyan University website, <http://txwes.edu>, and selecting the Ramlink link or by going to ramlink.txwes.edu. Students with issues logging in should contact the University Service Desk at 817/531-4428. The University Service Desk business hours are Monday-Friday, 7:30AM-5:30PM. After hours and weekend service is available by phone.

Ram Mail/Official University Communication

A student's University Mail address is the official e-mail address for Texas Wesleyan University and may be accessed from the Texas Wesleyan University homepage. All official University e-mails will be sent to this e-mail address. Students may elect to forward University Mail to an alternate e-mail address. However, the University will not be responsible for the handling of e-mail to an alternate e-mail address. Students will be responsible for any information sent to their official e-mail address.

Room Reservations by Campus Organizations

Campus organizations may reserve meeting space through the Events Department (817/531-7540). Facilities are available on a first-come first-served basis with certain priority restrictions. Sid W. Richardson and Brown-Lupton Campus centers are limited to groups that are integral parts of Texas Wesleyan University or are integrally connected with the Texas Wesleyan University program or are approved by the Dean of Students. All reservations must be made at least 48 hours ahead of the event and completed during regular working hours. Reservations can be made via the Internet at <https://txwes.edu/facilities/>. Reservation forms and more specific information regarding reservation priorities, fees, restrictions, and other information may be obtained through the Events Department.

Safety of Person and Property

Students must ensure and take responsibility for their own safety and the safety of their property by practicing fundamental crime prevention techniques. The University is not responsible for loss or theft of personal property. It is recommended that students carry applicable insurance to cover potential losses. In the event of an injury or imminent threat to anyone on campus, your first call is always 911. Security and the security manager should then be notified by calling 4911 or 817/531-4911.

TEXAS WESLEYAN ALERTS (ALERTS)

Texas Wesleyan University will provide accurate and timely information to the Historic and Burleson communities during emergencies via the new Texas Wesleyan Alerts (Alerts). In the case of a severe weather or other emergency, the University will utilize Alerts notification technology to alert students, faculty and staff of the nature of the emergency and of any steps the recipient should take to safeguard his or her personal welfare.

Each student, faculty and staff member should report, and update as necessary, current local and home emergency contact numbers where Texas Wesleyan can most effectively provide the person time-sensitive emergency information. Usually, this will be a mobile phone or other hand-held electronic device. All Student, Faculty and Staff information submitted is confidential and secure. The University will limit use of this emergency contact information for only the most urgent campus emergencies. Once you have been assigned a University email address you will be automatically registered for Alerts within 24 hours. Registration is Automatic for current employees and enrolled students. You may then log into <http://txwes.edu/security/emergency> to add additional devices for notification. To unsubscribe you must log into Ramlink and select the Alerts Opt-Out form, which is located on the main Student, Faculty and Employee menus in the User Account section.

GUN FREE CAMPUS

Texas Wesleyan University Board of Trustees affirmed University President Frederick G. Slabach's decision to remain a gun-free campus by opting out of Senate Bill 11, also referred to as the campus carry bill. License handgun permit holders may not carry guns on the University campus.

School Manuals/Handbooks

Schools and/or departments may publish manuals or handbooks outlining specific program requirements to supplement the University catalog. Students are expected to follow these policies, as related to their chosen major. Manuals may be obtained from a student's major department or school.

Student Handbook

The Texas Wesleyan University *Student Handbook* is published annually by the University and is available on the website and in the Office of Student Life. It contains policies, procedures, and regulations developed by students, faculty, and administrative personnel of the University. The purpose of the handbook is to set forth the standards of conduct Texas Wesleyan expects of its students, to inform the student body of individual and group rights and responsibilities, and to describe the due-process procedures to be followed when citizenship violations occur. The handbook contains extensive information that is intended to acquaint the student with various aspects of University life and to serve as a guide to University services and activities.

It is important that the student become acquainted with the contents of the *Student Handbook* since enrollment at Texas Wesleyan is considered by the University as an implicit declaration of the acceptance of the rules and regulations contained therein.

Copies of the *Student Handbook* may be obtained from the Office of Student Life (817/ 531-4872).

Students with Disabilities

Texas Wesleyan University complies with the Americans with Disabilities Act (ADA) and with Section 504 of the Rehabilitation Act of 1973 regarding its students with disabilities. Texas Wesleyan University also complies with Title IX of the Education Amendments of 1972 and does not discriminate against students on the basis of gender. It is the policy of Texas Wesleyan University that no student shall be denied access to or participation in the services, programs, and activities of the University solely on the basis of her/his disability or gender.

PROCEDURE FOR OBTAINING ACADEMIC ACCOMMODATION

The University shall provide, upon request, academic adjustments for students who have a physical or mental impairment that substantially limits a major life activity. An academic adjustment is defined by this policy as any reasonable accommodation for a student's disability as required by federal regulations.

If a student with a disability requires an adjustment, the student must present relevant, verifiable, professional documentation or assessment reports, confirming the existence of the disability, to the **Director of Disability Services** (817/531-7565) for review. Further documentation may be required to confirm the disability claim or to assist the University in determining the appropriate academic adjustment. An interview with the Director may be required for this purpose. Following its review, the Director will reach a determination regarding the existence of the disability for purposes of providing an academic adjustment. Information concerning a student's disability will be treated in a confidential manner in accordance with University policy as well as applicable federal and state law.

The student will be informed of the Director's determination within 15 calendar days. If the determination confirms the existence of a disability requiring an academic adjustment, the student may meet with the Director to explore possible adjustments.

A letter describing the adjustment the University will provide the student will be issued to the student within 15 calendar days after the formal request and all documentation is received. The student will have the responsibility of delivering the letter to, and conferring with, her or his professor concerning the implementation of the adjustment. If the academic adjustment is not provided or followed as outlined, the student shall report the matter to the Director within 15 calendar days.

Application Deadlines

To allow adequate time to evaluate the data properly and notify the parties involved, the following cut-off dates for application shall apply:

Fall: November 15
Spring: April 1

If the Director does not confirm the disability or the need for an academic adjustment, the student may challenge the determination by following the procedures outlined below.

This policy applies to students with disabilities as defined by Section 504 and the ADA. A person is disabled if she or he:

- Has a mental or physical impairment which substantially limits one or more of such person's major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Physical or mental impairments that fall within discrimination prohibitions include:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or;
- Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments includes (but are not limited to) such diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, AIDS, cancer, heart disease, diabetes, mental retardation, emotional illness, and drug addiction and alcoholism. It does **not** include current or illegal substance abuse.

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, sitting, standing, lifting, reaching, thinking, concentrating, reading, interacting with others, learning, and working.

A student who has followed the procedures identified in this policy and does not agree with the determination of academic adjustment, and who has a mental or physical impairment as defined above, may file a grievance by using the "Student Grievance Procedures" policy listed below.

COORDINATOR FOR CIVIL RIGHTS COMPLIANCE EFFORTS (Section 504 Coordinator and Director of Disability Services)

In compliance with the Office of Civil Rights, the names and office locations, including phone numbers, of Texas Wesleyan University's coordinator of civil rights compliance efforts is listed below:

Dr. Michael Ellison, Director
Disability Services

Physical address:
3110 E Rosedale Street
Fort Worth, TX 76105
817/ 531-7565

Mailing address:
1201 Wesleyan Street
Fort Worth, TX 76105

STUDENT GRIEVANCE PROCEDURES

Definition and Scope:

Note: The following grievance procedure applies to disability complaints. All other complaints regarding discrimination or harassment must be referred to the Unified Harassment and Discrimination Policy (see page 66).

Scope: Any student or group who believes that a violation of Section 504 or the ADA has occurred may file a grievance alleging any action that constitutes a violation of these laws.

Informal Review:

- The student shall first make a written request for an informal review by the dean of the school in which the student is majoring, within 60 calendar days after the event alleged to be discriminatory.
- The dean of the school will review the student's grievance and accompanying documentation or information and consider that information with respect to the requirements and discrimination prohibitions as defined by Section 504 and the ADA.
- The dean shall render a written decision within 15 calendar days.
- The dean is granted authority to take appropriate action if necessary.

Formal Review:

- If the informal review does not resolve the issue to the student's satisfaction, the student may make a written request for formal review to the Provost of the University within 15 calendar days following receipt of the dean's decision.
- The student shall provide a written explanation detailing the student's cause for appeal. Any associated documentation or information supporting the student's appeal must be included.
- No specific format is required. However, the student should provide pertinent information or documentation to substantiate a disability as defined by Section 504 and the ADA, and the requested academic adjustment, if this is the subject of the grievance.
- The Provost shall appoint a five-person committee within 15 calendar days consisting of at least two faculty members and two students to review the student's grievance.

As part of the written appeal, the student will be granted, upon request, an opportunity to meet with the committee for the purpose of presenting relevant information.

- A hearing shall be scheduled within 30 calendar days of the formal appeal and a decision rendered within 45 calendar days.
- One representative or advisor as selected by the student may accompany the student at the hearing. The student shall advise the committee that a representative will be present and her/his identity prior to the hearing.
- To ensure impartiality, no committee member shall be directly affected by or previously involved in the student's academic adjustment request or grievance. In addition, student representation is provided on the committee.
- The Provost shall appoint a committee chairperson.
- Evidence shall be presented in a fair and orderly manner under the direction of the committee chairperson.
- The committee shall review discrimination prohibitions as defined by Section 504 and the ADA, as well as relevant information as provided by the student, and provide a recommendation on the matter to the Provost.
- The recommendation sent to the Provost shall be based on the majority opinion of the committee.
- The student shall be informed of the decision in writing by the Provost Office within 15 calendar days following receipt of the committee's recommendation.
- The student shall have no review rights beyond the five-person committee.

Unified Harassment and Discrimination Policy

STATEMENT ON HARASSMENT AND DISCRIMINATION

Harassment and discrimination, including sexual harassment and discrimination, are illegal under federal and state statutes, including but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Texas Commission on Human Rights Act, and is prohibited at Texas Wesleyan University (the "University").

The University is committed to providing an environment of academic study and employment free from harassment or discrimination to all segments of its community, that is, its faculty, staff, students (current or former), guests and vendors. It is the responsibility of members of the University community to conduct themselves so that their words or actions cannot be reasonably perceived as harassing, discriminatory, sexually coercive, abusive or exploitive, or as interfering with any other individual's ability to study or work productively at the University. Furthermore, the University strictly forbids retaliation by any member of the University community against anyone who brings a charge of discrimination, sexual harassment or any other form of harassment.

Once the University has knowledge of conduct or behavior that could be reasonably construed as harassment or discrimination, action under this policy must be initiated and followed to its conclusion.

FACULTY/STAFF-STUDENT RELATIONSHIP POLICY

The University prohibits relationships of a dating, intimate or sexual nature between faculty/staff and any student with whom the faculty or staff member has professional responsibility, even if the relationship is consensual. Professional responsibility may include, but is not limited to athletics, committee work, University sponsored activities or events, and any other direct educational or University employment related control that gives the faculty or staff member authority or power over the student that could subsequently affect the student's academic or work environment and/or success. These types of relationships are strongly discouraged even when there is no direct relationship with authority/power that could be exerted over the student.

In addition, faculty members may not teach or take any action that may influence the grade of an immediate family member enrolled at the University. Immediate family members are defined as the spouse, significant other, children (natural, adoptive or step) or any dependent person residing with the faculty member. An exception to this policy may be authorized by the dean of the school in question. Faculty members may request an exception, in-writing, to the dean by outlining the reasons that support the requested exception.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is any unwelcome sexual advance, request for sexual favors or other verbal, visual or physical conduct of a sexual nature when:

1. Submission to, or rejection of, such conduct is used as the basis for employment or academic decisions or is made a term or condition of employment or academic success; or
2. Such conduct has the purpose or effect of unreasonably interfering with one's work or academic performance by creating an intimidating, hostile or offensive work or academic environment.

OTHER FORMS OF HARASSMENT

1. Any verbal, physical or visual act or conduct which denigrates, threatens or shows hostility toward any individual or group because of a protected status, and which has the purpose or effect of unreasonably interfering with one's work or academic

performance by creating an intimidating, hostile or offensive work or academic environment.

2. Any threat or act of violence.
3. Such harassment may be based on, but is not limited to, race, color, national origin, ethnicity, gender, age, religion, disability, sexual orientation or other legally-protected status.

DEFINITION OF DISCRIMINATION

Any act or conduct that is prejudicial toward another person's race, color, national origin, ethnicity, gender, age, religion, disability, sexual orientation or other legally-protected status.

SANCTIONS

Any violation of any aspect of this policy toward any faculty member, staff member, student, guest or vendor will subject the violating faculty member, staff member, student, guest or vendor to appropriate disciplinary action or sanction, which may include: dismissal from employment for faculty and staff, cancellation of student status for students, and loss of business or other campus privileges for vendors and guests.

TIMING OF COMPLAINT

Any complaint, either oral or written, must be communicated to the appropriate University representative immediately as indicated by this policy, but no later than 180 calendar days from the most recent occurrence of the alleged behavior.

CONFIDENTIALITY OF PROCEEDINGS AND RECORDS

All persons involved in the investigation, adjudication or resolution of complaints shall preserve the confidentiality of information relating to such investigation, adjudication or resolution, to the extent possible. Such confidential information shall only be disclosed on a need-to-know basis to those in the University or their designees and legal representatives (including outside counsel) authorized to participate in the investigation, adjudication or resolution, or to those outside the University, as required by court order or otherwise required by law.

The University cannot guarantee confidentiality.

PROCEEDINGS

Once the complaint has been received, the appropriate authority, as defined by this policy, shall promptly initiate the specific complaint and investigation procedure applicable for the accused individual, according to this or other appropriate University policy.

TITLE IX OVERVIEW

Title IX of the Education Amendments Act of 1972 (amending the Higher Education Act of 1965) specifically provides: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Under Title IX, an educational institution's athletic programs must insure effective accommodation of interests and abilities, equivalence in availability, quality and kinds of other athletic benefits and opportunities, including coaching, equipment, practice and competitive facilities, recruitment, scheduling of games and publicity, and equivalence in financial assistance. Title IX regulations provides that if an institution sponsors an athletic program, it must provide equal athletic opportunities for members of both sexes.

The United States Department of Education, Office of Civil Rights ("OCR") is the primary federal agency responsible for enforcing Title IX, and it has developed regulations that require education programs to take steps to prevent and address sex discrimination.

Title IX Scope

Title IX's prohibition against sex discrimination is broad, protecting students, faculty, and staff in federally funded education programs, and applies to every aspect of the program, including admission, recruitment, academics, employment, athletics, and student services. Title IX's broad prohibition against sex discrimination also includes sexual harassment, and holds schools responsible for addressing and remedying harassment.

All faculty, staff or student, complaints of sex discrimination, including sexual harassment or violence, must be reported immediately to the Title IX coordinator 817/531-4214 or to any assistant coordinator immediately. The Title IX coordinator will take action within a reasonable period of time to effectively correct the situation, prevent a recurrence and remedy any effects of any unlawful harassment. Title IX complaints may also be reported to the OCR.

The Title IX coordinator is responsible for providing a prompt and equitable resolution of all Title IX complaints including conducting a reliable and impartial investigation or coordinating such an investigation through her/his appointment of Title IX assistant coordinators or others at the senior staff level.

Retaliation against any individual who files a complaint or participates in a harassment inquiry is strictly prohibited.

Title IX Coordinator

Vice President for Enrollment and Student Services 817/531-4214

Title IX Assistant Coordinators

Associate Vice President of Human Resources 817/531-4403

Vice President of Finance and Administration 817/531-6579

Academic: Associate Provost 817/531-4405

Athletics: Athletic Director 817/531-4874

Disability Accommodations: Director of Disability

Services 817/531-7565

Student Life: Dean of Students 817/531-4872

LODGING OF COMPLAINT INVOLVING A FACULTY MEMBER

Investigation

Any complaint of harassment (other than sexual harassment) or discrimination against a faculty member shall be reported immediately to the Provost. The Provost shall promptly assign the complaint to two (2) appropriate administrators of at least the senior staff level or someone who directly reports to the senior staff. These administrators shall investigate the complaint, interview the parties and others in possession of pertinent information, review relevant documentation and evidence, reach an initial determination of whether harassment or discrimination has occurred and, depending upon its severity, seek to resolve the matter informally.

If the administrators believe that immediate harm to either party or the integrity of the investigation is threatened by the continued performance of the accused faculty member's customary duties or responsibilities, the administrators may recommend to the Provost that the accused faculty member be suspended with pay, or reassigned pending the completion of the investigation.

The Provost shall complete the investigation within thirty calendar days (30) of the receipt of the complaint, unless notice of delay is given. Within this time frame, the administrators shall prepare a written report of the investigation, which shall include their initial determination.

Informal Resolution

Upon completion of the investigation and depending upon its severity, the administrators are authorized to resolve the matter to the satisfaction of the University, the complaining party and the accused faculty member. If a resolution satisfactory to the University and both parties is reached through the efforts of the administrators, a written statement, a copy of which shall be attached to the administrators' report, shall indicate the agreement reached by the parties and shall be signed and dated by each party and by the administrators. At that time, all action contemplated under the agreement shall be taken and the investigation shall be closed.

Determination of Merits of Complaint

In arriving at a determination of the existence of harassment or discrimination, the administrators shall consider the evidence as a whole, the totality of the circumstances, and the context in which the alleged events occurred. The determination of the existence of harassment or discrimination shall be made from the facts on a case-by-case basis.

Determination of No Harassment or Discrimination

If the administrators determine that no harassment or discrimination has occurred, they shall dismiss the complaint, giving prompt written notice of said dismissal to each party involved. The complaining party or the University has the right to appeal said dismissal in writing, within fifteen (15) calendar days of the date of the notice of dismissal, to the Provost. If no appeal is filed within fifteen calendar days (15) period, the matter is automatically closed. If a determination of no harassment or discrimination is appealed, the Provost shall make a written recommendation to the President within seven (7) calendar days. The President shall notify all parties of his or her decision in writing within

seven (7) calendar days after receipt of the Provost's recommendation. The President's decision is final.

Determination of Harassment or Discrimination

If the administrators determine that harassment or discrimination has occurred and that a particular sanction is appropriate, they shall promptly notify the parties without providing details of the sanctions to the complainant. The accused faculty member, the complaining party or the University may appeal said determination, in writing, to the Provost within fifteen (15) calendar days of the date of notice of determination. If no appeal is filed within the fifteen calendar days (15), the matter is automatically closed. If a determination of harassment or discrimination is appealed, the Provost shall make a written recommendation to the President within seven (7) calendar days. The President shall notify all parties of his or her decision in writing within seven (7) calendar days after receipt of the Provost's recommendation. The President's decision is final.

Revocation of Tenure and Termination as Possible Sanction for Harassment or Discrimination

If the administrators determine at any stage in the investigation that the evidence of harassment or discrimination is sufficiently clear and severe, and the Provost concurs in writing, so as to warrant the immediate commencement of proceedings to revoke tenure and/or terminate a tenured faculty member, the case shall be removed from the complaint procedures contained herein and resolved in accordance with the revocation of tenure and termination policies and procedures for faculty members. The faculty member shall be suspended, with pay, pending formal resolution of the matter.

LODGING OF COMPLAINT INVOLVING A STAFF EMPLOYEE, GUESTS OR VENDOR

Persons who have complaints alleging harassment (other than sexual harassment) or discrimination against a staff employee, guest or vendor are encouraged to raise them either orally or in writing to the Associate Vice President for Administration and Human Resources, Director of Human Resources, a supervisor, the department head, Dean, Divisional Vice President or the Provost. It is recommended, although not required, that the complainant follow the "chain of command." For example, staff employees are encouraged to lodge complaints within their respective work area. The person receiving the complaint shall communicate it promptly to the Associate Vice President for Administration and Human Resources or the Director of Human Resources. The Office of Human Resources shall be responsible for investigating complaints. In the event of a conflict of interest involving the Office of Human Resources, the Associate Vice President shall assign the complaint for Administration and Human Resources to a Divisional Vice President for investigation. Nothing in this policy shall require a complainant to file a complaint with the individual who is accused of harassment or discrimination.

Investigation

Upon receipt of a complaint of harassment or discrimination against a staff employee, guest or vendor, the Office of Human Resources shall investigate the complaint itself or assign it to two (2) administrators, each of whom must be either a Vice President, Associate Vice President or

someone who directly reports to a Vice President, Associate Vice President and who is employed at least at the director level.

The Office of Human Resources or the assigned administrators shall investigate the complaint, interview the parties and witnesses involved and gather all pertinent information. The investigation shall be completed within thirty calendar days (30) of receipt of the complaint, unless notice of delay is given. A written report shall be prepared, unless advised otherwise by University legal counsel.

At any stage in the investigation, an accused employee may be suspended with pay or reassigned. If the complaint is against a guest or vendor, the guest may have his or her privileges as a guest suspended, or the vendor may have its business dealings with the University suspended, or the guest or vendor may be prohibited from having contact with faculty, staff, students, guests or vendors of the University until the complaint is resolved. The Office of Human Resources or the administrators shall promptly inform the accused employee, guest or vendor of the complaint and shall, during the investigation, obtain the employee's, guest's or vendor's version of the facts. The Office of Human Resources or the administrators, in arriving at a determination of whether harassment or discrimination has occurred, shall review the information as a whole in the totality of the circumstances and in the context in which the alleged incident or incidents occurred. The determination shall be made from the facts on a case-by-case basis.

Determination

Upon completion of the investigation, the Office of Human Resources or the administrators are authorized to take the following actions:

1. Determine that the claim of harassment or discrimination was not substantiated and provide written notice of such determination to the employee, guest or vendor, and the complainant; or
2. Determine that the claim of harassment or discrimination was substantiated and issue appropriate disciplinary action against the employee, guest or vendor with notification to the complainant that appropriate action is being taken against the employee, guest or vendor, without providing details of the nature of such action.

Appeals

Either party may appeal the determination by the Office of Human Resources or the administrators to the President in writing within fifteen (15) calendar days of receipt of notification of the determination. If the President does not act to change the determination within seven (7) calendar days of receiving the appeal, the determination shall become final under the executive authority of the President. The President's decision is final.

Employment-at-will

The utilization of these procedures shall not affect the employment-at-will nature of the employment relationship.

LODGING OF COMPLAINT INVOLVING A STUDENT

Persons who have complaints alleging harassment (other than sexual harassment) or discrimination against students are encouraged to raise them either orally or in writing to the Vice President of Student Services,

the Dean of Students, the Provost, a Dean, or the Office of Human Resources. The person receiving the complaint shall communicate it promptly to the Vice President of Enrollment and Student Services or the Dean of Students in his or her absence.

Investigation

Upon receipt of a complaint of harassment or discrimination against a student, the Vice President of Enrollment and Student Services or the Dean of Students, if designated by the Vice President, shall investigate or assign the complaint to two (2) administrators, each of whom must be either a Vice President, Associate Vice President or someone who directly reports to a Vice President or Associate Vice President and who is employed at least at the director level. The Office of Human Resources shall serve in an advisory capacity for complaints involving students.

The above-mentioned staff or the assigned administrators shall investigate the complaint, interview the parties and witnesses involved and gather all pertinent information. The investigation shall be completed within thirty calendar days (30) of receipt of the complaint, unless notice of delay is given. A written report shall be prepared, unless advised otherwise by University legal counsel.

At any stage in the investigation, the accused student may be suspended until the matter is resolved. In the event a student is suspended and subsequently exonerated, the student shall be allowed to make-up missed assignments or tests, if possible. If that is not possible, the student shall be refunded any tuition or fees lost. The accused student shall be promptly notified of the complaint and shall, during the investigation, provide his or her version of the facts. In arriving at a determination of whether harassment or discrimination has occurred, the information as a whole in the totality of the circumstances and in the context in which the alleged incident or incidents occurred shall be reviewed. The determination will be made from the facts on a case-by-case basis.

Determination

Upon completion of the investigation, the Vice President of Enrollment and Student Services, the Dean of Students or the administrators are authorized to take the following actions:

1. Determine that the claim of harassment or discrimination was not substantiated and provide prompt written notice of such determination to the student and the complainant; or
2. Determine that the claim of harassment or discrimination was substantiated and issue appropriate disciplinary action against the student with notification to the complainant that appropriate action is being taken against the student, without providing details of the nature of such action. If the disciplinary action against the student is expulsion, the President must first be notified and approve the expulsion.

Appeals

Either party may appeal the determination by the Vice President of Enrollment and Student Services, the Dean of Students or the administrators to the President in writing within fifteen (15) calendar days of receipt of notification of the determination. If the President does not act to change the determination within seven (7) calendar days of receiving

the appeal, the determination shall become final under the executive authority of the President. The President's decision is final.

Notice

This policy does not create contractual rights of any kind for students, faculty, staff, guests or vendors. This policy may be amended, amplified or withdrawn by the University, in its sole discretion, at any time.

Student Complaint Policy

POLICY ON WRITTEN STUDENT COMPLAINTS

Texas Wesleyan University recognizes the value of information provided by students about the performance of the University in providing the services and meeting the goals which our mission describes. It is University policy to invite feedback, and, whenever possible, to use that feedback to continue to improve the services and functions of the University.

Ideally, students will be able to resolve any problems by dealing directly with the individual (such as a faculty or staff member) or office (such as a student service or administrative office) involved. Students should also read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to:

- Academic integrity;
- Grade appeal;
- Harassment and discrimination;
- Student access to records.

If a student is unable to reach a satisfactory resolution and wishes to pursue the matter further, or if a student wishes to register a formal complaint, a written complaint may be addressed to the Office of the Provost, following the process outlined here:

Written complaints should contain the following information:

- The complainant's name and contact information;
- a clear description of the problem or complaint;
- appropriate supporting documentation that is directly related to the complaint;
- a description of any subsequent actions taken by the complainant or the University, and;
- a description of the desired outcome.

All written complaints received and copies of any responses will be kept on file in the Office of the Provost. Complaints which are unsigned or are not received in written format (e.g. complaints received by phone or in person) will not be considered.

The Provost will respond to each complaint within 15 business days of receipt. If no other action was requested, the response will acknowledge receipt of the complaint. If further action is requested, the response will describe the actions to be initiated by Office of the Provost and any further information from the complainant that may be required.

Grade Complaints

Written complaints about grades will not be addressed by the Office of the Provost unless the student has already discussed the grade with the course instructor, the department or division head (if any), and the appropriate Dean, respectively. Appropriate documentation would include copies of the student's coursework, the course syllabus, and any other materials related to specific assignments (such as handouts or correspondence with the instructor). (See Grade Appeal Process, page 84.)

Non-Academic Complaints

Written complaints about administrative or other student services should be directed initially to the appropriate office but may be submitted to the Office of the Provost if satisfactory resolution is not achieved. Appropriate documentation would include copies of any relevant contracts, notices, or other official or informal correspondence with the office or other University personnel.

TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB)

After exhausting the institution's grievance/complaint process as outlined above, current, former, and prospective students may initiate a complaint with the Texas Higher Education Coordinating Board (THECB) following the process outlined on the THECB website at <http://www.thecb.state.tx.us> under "student complaints."

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

Texas Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctoral level degrees. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. All other inquiries or complaints should be directed as outlined above. The Complaint Policy of the Commission on Colleges is available at <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>.

The Commission may be contacted at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404/679-4500, and at <http://www.sacscoc.org/>.

CAMPUS HOTLINE

Texas Wesleyan University provides a third-party campus hotline that all University constituents may use to report concerns. The third-party provider may be reached by calling 866/943-5787.

ACADEMICS: PROGRAMS, OFFICES, POLICIES

Graduate and Professional Programs

Programs of study are offered that lead to the following degrees:

M.A.Prof.Couns.	Master of Arts in Professional Counseling
M.B.A.	Master of Business Administration
M.Ed.	Master of Education
M.H.S.	Master of Health Science
M.S.M.F.T.	Master of Science in Marriage and Family Therapy
M.S.N.A.	Master of Science in Nurse Anesthesia
M.S.Sch.Couns.	Master of Science in School Counseling
Ed.D	Doctor of Education
D.N.A.P.	Doctorate of Nurse Anesthesia Practice
Ph.D.	Doctor of Philosophy

The information in this catalog pertains to the programs in Business, Counseling, Education, and Nurse Anesthesia.

Roles of Academic Offices

OFFICE OF THE PROVOST AND SENIOR VICE PRESIDENT

The Provost and Senior Vice President serves as the chief academic officer at the University. As such, the Provost acts on recommendations from the deans and directors regarding matters of academic policy, student petitions, and other matters affecting the academic lives of the students of the University. Questions concerning issues of academic policy should be directed to the Office of the Provost. Students seeking counsel on specific academic programs or seeking to address issues affecting their program should consult with the program director of their graduate program and the dean of the school in which she/he is enrolled. All petitions for course substitutions, readmission to the University, or other exceptions to the policies stated in this catalog must be considered by the dean of the school before being submitted to the Office of the Provost for final determination.

ACADEMIC DEANS

Texas Wesleyan University is organized into four academic schools: Arts and Letters, Business, Education, and Natural and Social Sciences. Each school is headed by the dean of the school who has primary responsibility for implementing academic policies affecting those schools. Students with questions about programs that are not addressed in this catalog should consult with their program director and/or with the dean of the school. Students seeking alternatives to the stated requirements should consult with the dean of the school or her/his designee. All petitions concerning matters of academic policy should be addressed to the graduate program director of the student's program and the dean of the school in which the student is enrolled. Concerns regarding the faculty or staff assigned to the respective schools should be addressed to the dean of the school.

GRADUATE PROGRAM DIRECTORS

Each graduate program is headed by a graduate program director who has primary responsibility for program implementation for the school. The director coordinates program offerings in conjunction with the dean, admits students in cooperation with the Graduate Admission Office, plans the new student orientation, and serves as initial advisor to the student. Students with questions concerning academic policy should initially consult with the program director and then the dean of the school. With regard to the Graduate Programs of Nurse Anesthesia (GPNA), there is no appointed dean, and that particular program director reports to and works with the University Provost.

UNIVERSITY COMMITTEE ON GRADUATE PROGRAMS

The University Committee on Graduate Programs provides a forum for graduate program issues and academic affairs. The Committee reviews nominations for graduate faculty and the process for the hiring of contributing graduate faculty. It also assesses and evaluates all graduate programs. Membership includes the director of each graduate program, two faculty members from each graduate program, one dean from the three schools (term limit one year, non-voting), Provost (ex-officio), Associate Provost (ex-officio), Director of West Library (ex-officio), and Coordinator of Graduate Admissions (ex-officio).

GRADUATE FACULTY

Appointed Graduate Faculty

To be appointed to the graduate faculty, an individual must be nominated according to the graduate faculty appointment policy by her/his dean to the Committee on Graduate Programs. Nominations are then sent to the Provost who in turn makes the appointment. Candidates must have an earned terminal degree (or ABD with satisfactory progress) in the discipline or disciplines of the graduate courses being taught or must otherwise meet accreditation guidelines. It is expected that the candidate meet the “18 hours in a field” guideline and/or have clinical and/or unique qualifications. They must also demonstrate successful teaching in the discipline, demonstrate scholarly activity at the graduate level, or show progress towards scholarly activity at the graduate level, and they must hold the University rank of Assistant Professor, or higher, or the title of administrative faculty in the Graduate Programs of Nurse Anesthesia.

Contributing Graduate Faculty

Full-time, adjunct, and/or part-time faculty, called contributing graduate faculty, may be invited or assigned to teach graduate courses on a semester by semester basis. The invitation or assignment is made by the dean of the school and a school-based faculty committee, and the process is reviewed by the Committee on Graduate programs.

OFFICE OF STUDENT RECORDS

The purpose of the Office of Student Records is to provide secure, efficient storage of permanent student records and to maintain the integrity of the University Undergraduate and Graduate catalogs. Students rely on the office for a variety of services including registration, schedule changes, verification of enrollment, maintenance of current address information, graduation audit, grades, official transcripts, and degree plans.

Academic Policies

ACADEMIC STANDARDS

Academic standards are designed to provide close supervision of the program of study and academic progress of a student. Students should refer to the catalog section of their program of study for expected standards.

CATALOG

A student will normally complete requirements for a degree within the maximum 10 calendar years from the date of initial enrollment at Texas Wesleyan University. A student who has not been in continuous enrollment at Texas Wesleyan University and who re-enrolls after the 10-year maximum time period has elapsed will complete requirements for a degree under the catalog that is current on the date of re-enrollment. A student who re-enrolls within the 10-year period should continue with their original catalog unless it is more advantageous to enroll under a more recent one. Exceptions must be approved by the dean of the school. Individual programs may have additional time limitations.

Students may elect to move to a more recent catalog to complete their degree. However, this election to change catalog years will be allowed only once. All program requirements in the most recent catalog must be completed. A Catalog Year Change Request Form must be completed and retained in the student's academic file.

COMMUNICATION PROFICIENCY

Basic to success in any academic program is skill in written and oral communication. The student must exhibit a capability in communication as a requirement of any course. Any instructor in any course may require a student who lacks skill in communication to seek assistance.

COURSES

Auditing

Any course may be audited with approval of the instructor. On the first day of class, permission should be obtained from the instructor and the completed audit form submitted to the Office of Student Records. The student will be registered as an audit student and pays an audit fee. The term "AU" will appear on the student's transcript. A grade will not be awarded. A student may not change from audit to credit nor credit status to audit after the conclusion of the drop/add period.

Change of Schedule (Add/Drop)

After registration has been completed, a student may change her/his schedule only during the drop/add period. Courses may be dropped or added only with the permission of the instructor and graduate program director using the "Change of Course" form. No course may be added after the first week of classes.

Class Attendance

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in Intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday- Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the University at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

Class attendance is vital for student success in the **Evening and Weekend Classes**, since many classes meet once each week or every other weekend. A student who is absent from class must contact the instructor before the absence, if possible. Class absences jeopardize a student's academic success and grade. Each instructor of **Evening and Weekend Classes** determines the specific attendance policies for the class.

Attendance via participation is critical to a student's success in **Online and Hybrid Classes**. When an online or hybrid class student does not participate in consecutive online activities or does not submit consecutive assignments AND has not communicated with the instructor about the student's participation, the instructor must drop the student from the class using the Faculty Initiated Student Withdrawal process. Each instructor determines the specific number of consecutive activities or assignments that will initiate the withdrawal, according to the requirements of the particular online or hybrid class.

Class Load

The normal graduate class load is 9 hours and is the minimum class load for classification as a full-time student during the fall, spring, or extended summer semester.

Summer sessions may be offered in two shorter sessions, in this instance 6 hours per term is the maximum class load for which a student may register. During the fall, spring or extended summer terms, 12 hours is the maximum for which a student may register. Any exception to this must be made with the written permission of the dean of the student's school.

The number of hours in which a student enrolls should be carefully considered in consultation with her/his advisor. As a general rule, a full-time class load of 9 hours is a commitment to a 40-hour week of attendance and out-of-class preparation/assignments.

Concurrent Enrollment

Texas Wesleyan University students desiring concurrent enrollment must have the written approval of the dean of their school before enrolling at another institution. When a student requests concurrent enrollment, consideration must be given to the residence requirement.

Conference Course

A conference course is a course taught by an instructor to an individual student. A student may enroll for a conference course only by approval of the instructor of the course, the dean of the school in which the conference course is offered, and the University Registrar. Approval is normally given only when the following requirements are met: (1) a conference course may be taken only in the last regular semester or summer term before the graduation of the student; (2) the course requested must be required for graduation; (3) the course is not scheduled to be taught that semester or term; (4) there is a conflict in schedule between two required courses during the last semester or term before graduation; and (5) the student must be enrolled in one or more regular courses in the University. An additional fee is charged for conference courses.

Course Credit

Academic credit assigned to a subject is expressed in semester hours. The credit-hour value of each course is indicated by the second digit in the course number.

In accordance with federal policy, Texas Wesleyan defines a credit hour as the amount of work represented in the achievement of learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work, each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time OR at least an equivalent amount of work as required for other activities as established by the institution including internships, practica, studio work, and other academic work leading toward the award of credit hours.

Lecture/Seminar Courses. During an academic semester, one unit of credit is awarded for one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.

Laboratory Courses. During an academic semester, one unit of credit is awarded for two hours (100 minutes) of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately 15 weeks. Four credit hour courses combining lecture and labs are awarded equivalent of the combined three credit hour lecture/seminar and one credit hour laboratory.

Independent Study. During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately 15 weeks. An independent study must be approved by the Department Chair and Dean and designed based on specific learning outcomes that are verifiable through the assessment of student achievement. The student will define the research topic and with the assistance of the faculty sponsor, develop the syllabus, including a course description, learning outcomes, research criteria, assignments and weekly schedule. Regular, periodic meetings with sponsoring faculty are required.

Conference Course. During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately 15 weeks. A conference course is a regular course taught by an instructor to an individual student and must be approved by the Dean and University Registrar.

Internships. A minimum of 40 hours per unit of credit is required. Host companies must be approved by the Department Chair, and company supervisors must agree to place the student in a position that will benefit not only their organization, but will add to the student's education in a meaningful manner.

Course Descriptions

Students should refer to the catalog section pertaining to their program of study.

Course Numbering

Courses numbered 5000 and above are graduate-level courses. The first digit of the course number indicates course level, the second digit indicates credit hour, and the third and fourth digits give the course sequence.

If the content of a course and/or its title changes, a new course number may be assigned and students may enroll in the new course to complete a degree requirement requiring the former. The former course number will appear in parentheses, (), after the new title in the course listing.

Course Substitution or Waiver

When a student seeks approval for a change in the degree plan from the requirements stated in the catalog, a substitution or waiver form must be completed. The student, the student's advisor, and the dean must sign this form before it is forwarded to the Office of Student Records to be included in the student's permanent file. A course substitution form is required for all transfer credit.

Independent Study

An independent study course covers subject matter that is not offered in the University catalog but is of special interest to the student. These courses of independent study or supervised research may be offered for 1 to 4 hours credit. The third and fourth digits in the number listing for these courses will be 50. Approval of the proposed study by the dean of the school, the chairperson of the department, and the instructor who will supervise the study is required prior to registration. A syllabus must be acknowledged by both the instructor and student and a copy kept on file in the dean's office. A maximum of 9 hours of directed study and supervised research will be accepted for graduation requirement.

Joint Undergraduate/Graduate Enrollment

Undergraduate students with senior standing may register for up to **six hours of graduate credit** (see 5000 or above series courses in the Graduate Catalog) with the consent of the **dean of their school and the dean of the school in whose program the courses reside/Director of GPNA and the course instructor. Graduate courses applied towards an undergraduate degree may not be applied towards a graduate degree.** Certain courses are cross-listed in the same discipline on the undergraduate and graduate levels. If a student completes a cross-listed course as an undergraduate, the student cannot later take the same course for graduate credit.

Repeating Courses

Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another institution may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted.

When a course is repeated, the grade point average will be computed using the most recent grade achieved. The student is advised to notify the Office of Student Records when a course is repeated so that proper grade points can be recorded. Individual program requirements may restrict the repetition of some courses.

Special Topics

Special topics may be offered at a level of 5000 or higher in any department; credit hours may range from 1 to 4 hours. The third and fourth digits in the number listing for these courses will be 99. Approval of the proposed special topics course by the dean of the school is required prior to scheduling the course. This course may be repeated with change of topic.

Undergraduate/Graduate Cross-Listed Courses

Certain courses are cross-listed in the same discipline on the undergraduate and graduate levels. If a student completes a cross-listed course as an undergraduate, the student cannot later take the same course for graduate credit. In cross-listed courses, graduate students must complete additional course requirements in order to receive graduate credit.

Withdrawals/Drops

Faculty Initiated Student Withdrawal from a Course. Unauthorized absences may be excused when caused by illness or other emergencies and should be reported promptly to the instructor. When a student has a number of unauthorized absences equal to the number of days the class meets per week AND has not communicated with the instructor about the absences within 10 calendar days, the instructor must either drop the student from the class or give a grade of incomplete (I) as appropriate. For evening, weekend, hybrid or online classes, each instructor determines the specific number of consecutive activities or assignments that will initiate the withdrawal, according to the requirements of the particular class.

The instructor must drop the student from the class using the Faculty Initiated Student Withdrawal process. The Registrar will record a grade of "DP" for the course on the student's transcript. The Registrar will record a grade of "WF" (failure) on the student's transcript if the instructor drops the student after the date for receiving a grade of "DP" as specified in the University catalog.

Instructors who give a student a grade of incomplete (I) must follow the grading policies set forth in the University Catalog. Any student who successfully completes all outstanding assignments by the prescribed date specified in the Academic Calendar will have the incomplete grade replaced with a grade as determined by the instructor. Any student who does not complete the outstanding assignments by the prescribed date shall have the incomplete grade replaced with a grade of "F".

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A student who has been absent from any regular examination and has satisfied the instructor that the absence was due to serious illness or other unavoidable cause may take a special examination at the discretion of the instructor concerned.

Student Initiated Withdrawal from a Course. A student may drop from a course during the period specified in the University catalog and will have a grade of "DP" (dropped) recorded on her/his transcript. A grade of "F" (failure) will be assigned if the withdrawal is after the date to receive a grade of "DP" as specified in the University catalog. Signature of the instructor, advisor, and University Registrar acknowledging the withdrawal must be obtained on the withdrawal form.

Withdrawal from the University. A student wishing to withdraw from all classes must formally withdraw from the University by completing the withdrawal form available in the Office of Student Records. This form must be signed by the Director of Financial Aid, Cashier, and the University Registrar. For the withdrawal to be complete, the form must be returned to the Office of Student Records along with the student's identification card.

A student who withdraws from the University after the last day to drop a course as specified in the University Academic Calendar or who withdraws without following the official procedure will be given the grade of "F" in all courses. A student who withdraws from the University is still obligated to pay the tuition and fees incurred at the time of registration.

A student may be dropped from the University when her/his instructors and the dean of her/his school determine that the student is not achieving passing grades in the academic work or for other sufficient causes, including but not limited to poor class attendance, failing to meet program or University ethical, integrity, or other standards.

GRADING

A grade is assigned for each course in which a student is regularly enrolled. A passing grade may be earned only if the student is enrolled for the duration of the course.

The following grades are used by Texas Wesleyan University:

Grade	Description	Grade Points
A	Excellent	4.0
B	Above average	3.0
C	Average	2.0
D	Below average	1.0
F	Failing	0.0
P	Passing	*
WF	Withdrawal Failing	0.0

* Not counted in calculating grade point average (GPA)

The following may appear on the transcript in lieu of a grade but are not included in the GPA calculation:

AU	Audit	*
CIP	Course in Progress	*
CR	Credit	*
DP	Dropped	*

I	Incomplete	*
NR	No Grade Reported	*
T	Temporary	*
W	Withdrawal	*

* Not counted in calculating grade point average (GPA)

The grade "I" (incomplete) is given only when the student's work is satisfactory but, for reasons beyond the control of the student, has not been completed. *Both students and instructors should note that an "I" is not given in lieu of an "F" (failing).* It is the responsibility of the student to confer with the instructor of the course and to complete the prescribed requirements of the course by the designated date shown in the University Academic Calendar. For each "I" assigned, the instructor will file an Incomplete Grade Form with the Office of Student Records. On or before the designated date, the instructor will assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date, the "I" will automatically convert to an "F." Once an "F" is given, it cannot be changed without repeating the course in which it was given. No grade changes may be made after one (1) year from the time the grade was originally issued. This limit also applies to grades issued following completion of an "incomplete" (I) grade.

The grade "T" is a temporary grade assigned if a course extends beyond the regular semester dates. This grade is not used in lieu of an "I" but is given to students who are enrolled in courses in which grades will not be available until after the regular semester ends. Examples of such courses are Weekend University summer courses, EDU 2300, NSC 1410, and certain courses taken abroad.

It is possible for a student to take a maximum of five elective courses (15 hours) toward a degree in which she/he may choose to be graded on a "P/F" basis. Courses in which the grades of "P" or "F" are regularly awarded to all students enrolled do not count among these five courses. Students may not choose to receive a grade of "P" or "F" in any course that is a general education curriculum requirement or a specific departmental requirement for a major, a minor, or a certificate. A student may enroll in only one of these five elective courses in any given semester and must have written permission prior to enrolling from her/his major advisor, the instructor, and the dean of the student's major.

A factor in determining a student's grade in any course will be competency in the use of written and spoken English.

Grade Point Average

Grade points are used in computing the grade point averages (GPA) required for admission, graduation, and other scholastic requirements. Grade point averages are computed based on A=4, B=3, C=2, D=1, and F/WF=0. Grade point averages are computed at the end of each semester and at the end of each summer term. The GPA for a particular period is determined by dividing the total number of grade points received by the total number of hours for which the student was enrolled and in which a grade other than "W," "I," "P," or "T" was received.

When a course is repeated, the grade point average will be computed, within the limitations of the student's specific program, using the most recent grade achieved. The student is advised to notify the Office of Student Records when a course is repeated so that proper grade points can be recorded.

For courses taken at another institution and repeated at the other institution prior to enrolling at Texas Wesleyan University, the last grade awarded for the course will be shown on the Wesleyan transcript.

Grade Appeal Process

1. Students wishing to appeal a grade must do so in a timely fashion. For grades assigned during a semester and which are incorporated into the final grade, the appeal must be initiated before the completion of the semester. For course grades or grades on assignments completed within the last week of the semester, the appeal must be initiated before the end of the following semester. For appeals of grades assigned in the fall semester, a student has until the end of the following spring semester; for grades assigned in the spring, the student has until the end of the following fall semester; for grades assigned during the summer, the student has until the end of the following fall semester.
2. If a student decides to appeal a grade, the student makes an appointment with the instructor for the purpose of discussing the grade assignment. This meeting establishes an appeal. If an instructor is not available because of part-time, sabbatical, or other circumstances, the student may begin with step (3). Under extremely unusual circumstances, grades may be appealed beyond these deadlines. Students should realize that pertinent documentation (e.g. other students' papers) becomes less readily available as time passes.
3. If the results of the meeting with the instructor are unsatisfactory, the student makes an appointment with the department chair*.
4. The student will bring to the meeting with the department chair a written complaint (a) stating what grade is being appealed and, (b) on what basis it is being appealed. The student should also bring all pertinent materials such as the assignment for which the grade is being appealed, the syllabus for the course, previous grades assigned in the course, etc.
5. The department chair will review the materials and the appeal with the student with the thought of ascertaining the issues involved in the appeal. Additional information may be requested from the student and/or the instructor. The department chair will attempt to resolve the appeal informally between the student and the instructor.
6. If the appeal cannot be resolved informally, the department chair will meet with the dean to discuss the issues involved and to transmit the documentation developed to that point. The dean will then schedule an appointment with the student and the instructor to discuss the appeal. The dean will have the responsibility to determine the merits of the appeal. The dean may request assignments submitted by other students, a review or re-grading of the assignment, and a review of the grade(s) by qualified individuals or other faculty, and/or request other materials as necessary to support a decision. The decision to obtain more information or to refer the case to others is that of the dean.
7. The dean will make a written recommendation to the Provost to approve or deny the grade appeal.
8. If the grade appeal is denied, the student may appeal to the Provost as the chief academic officer. The Provost has the responsibility to

review the procedures followed in the review process in order to determine if due process was followed.

If the grade appeal is approved, the instructor may appeal to the Committee on Faculty Grievances.

*If there is no department chair, the appointment is made with the dean and steps (4) and (5) are carried out by the dean. If the grade appeal concerns the department chair, the appointment is made directly with the dean. If the grade appeal concerns the dean, the appointment is made with the Provost. If the grade appeal concerns the Provost, the appointment is made with the President.

PETITIONS

All petitions concerning matters of academic policy should be addressed to the dean of the school in which the student is enrolled. All petitions for exceptions to the policies stated in this catalog must be considered by the dean of the school before being submitted to the Office of Student Records.

GRADUATION APPLICATION DEADLINES

An application for graduation must be filed in the Office of Student Records during the term prior to completing graduation requirements. November 1 is the application deadline for Spring graduates. April 1 is the application deadline for Fall graduates. If the application deadline falls on a non-business day, applications will be due the next University business day. Certifying applicants for graduation is a labor intensive process that takes many months. For this reason, late applications are subject to an additional fee. Extremely late applications submitted within two months of a graduation date pose further challenges and are charged accordingly. **No application will be accepted within three weeks of a graduation date without the review and approval of the Office of the Provost.**

SCHOOL MANUALS/HANDBOOKS

Schools and/or departments may publish manuals or handbooks outlining specific program requirements to supplement the University catalog. Students are expected to follow these policies, as related to their chosen program. Manuals may be obtained from students' graduate program director.

TRANSCRIPT REQUEST

Students can order official transcripts through the online transcript service at <https://txwes.edu/academics/registrar/transcript-request/>. The transcript fee is \$5 per electronic copy and \$7 per paper copy. Allow 3 - 5 business days for processing. Allow additional time for processing during registration periods or graduation preparation.

Realizing that emergencies occur, a student may receive expedited processing for an additional \$15 and express mailing for an additional fee of \$20.

SPECIAL ACADEMIC PROGRAMS

Continuing Education

The University sponsors a limited number of continuing education programs that are coordinated through the Office of the Provost and Senior Vice President. These programs are taught by either full- or part-time faculty and staff of the University. Programs include opportunities for leadership training, customer relations, alternative dispute resolution, training for municipal officials, and small business entrepreneurship. Continuing education programs of the University do not lead to the awarding of academic credit. Each program is separately developed and administered. For more information contact the Office of the Provost and Senior Vice President (817/531-4405).

Distance Education

Texas Wesleyan University is dedicated to cultivating critical thinking, analytical reasoning, and creative problem solving in its students to prepare them for careers, professional programs, and graduate schools. Texas Wesleyan University also strives to maintain undergraduate and graduate programs that are accessible to working adults. Distance education is central to these aspects of Texas Wesleyan's mission. In providing a high quality education to a diverse community of learners, we are also able to serve the higher education and professional needs of businesses, public schools, and the community as well as enable students to utilize current technologies for professional development.

Through distance education, on-campus and off-campus learners can access course related materials, resources, and communication via synchronous (live interactive) or asynchronous (anytime-anywhere) delivery methods using videoconferencing and/or online Internet based services. Students who are enrolled in online courses have access to the same campus resources made available to on-campus students. These resources include admissions, counseling and health services, the West library, student services, career services and recreational facilities.

The University offers graduate classes by distance education in the following disciplines:

- Education
- Nurse Anesthesia

Evening and Weekend Classes

There is an array of undergraduate and graduate courses from various disciplines that may be found within the class schedule on nights and weekends. Many students take a combination of weekend, evening, and online courses to expedite degree completion.

We offer various graduate degrees that may be completed during night & weekend. These programs include:

- Master of Business Administration, M.B.A.
- Master of Education, M.Ed.
- Doctor of Education, Ed.D.

- Master of Arts in Professional Counseling, M.A.Prof.Couns.
- Master of Science in School Counseling, M.S.Sch.Couns.
- Master of Science in Marriage & Family Therapy, M.S.M.F.T.
- Doctor of Philosophy in Marriage and Family Therapy, Ph.D. M.F.T.

SCHEDULING OF COURSES

Weekend classes may be scheduled on Track A, B, or C. Track A and B courses meet on alternate weekends, seven times per semester in four-hour sessions. Track C courses meet every weekend for two and one-half hour sessions. Track A and B meeting times are 8:00 a.m.– 12:00 p.m. and 1:00 p.m.– 5:00 p.m. unless otherwise indicated in the schedule. Track C meeting times may vary but are usually scheduled from 8:00 a.m.– 10:30 a.m., 10:30 a.m.– 1:00 p.m., 8:00 a.m.– 12:00 p.m., or 1:00 p.m.– 3:30 p.m.

Most evening courses meet once per week for two and one-half hour sessions per week. Several evening courses meet twice weekly and these session times vary. Evening courses are considered those beginning at 4:30 p.m. or later.

Weekend and evening courses cover the same content as traditional courses but are organized in a time-intensive arrangement requiring self-direction and pacing by each student. Since these classes meet fewer times per week than most day classes, attendance is critical to the student's success. **Instructors may require assignments due the first time class meets.** For more information, check the website for syllabi under "Courses Offered" at <http://txwes.edu/academics/weekend-and-evening-programs/>.

International Programs

The International Programs (IP) Office (817/531-5868) facilitates and promotes the internationalization of Texas Wesleyan University through 1) international admission, recruitment, and non-U.S. credential evaluation, 2) administrative support and cultural adjustment services for international students, 3) promotion, coordination, and risk-management of study abroad/travel study, 4) administration and promotion of the International Studies Minor, and 5) engagement of the Texas Wesleyan University community in events, workshops, and programs designed to promote cross-cultural competency. Special academic programs include:

STUDY ABROAD

Students interested in studying abroad on a short-term faculty-led, semester, summer, or year-long program are encouraged to visit the International Programs website or make an appointment with a study abroad advisor (studyabroad@txwes.edu). Study abroad options are available for students of all majors.

CAMPUS INTERNATIONALIZATION

International Programs hosts a number of events each year to engage the campus community in learning more about the world. Please visit the International Programs website for more information. Students interested in sponsoring or participating in internationally-themed events should contact International Programs for assistance.

For information regarding international admission and support services, please refer to pages 30 and 45 in this catalog.

GRADUATE PROGRAMS IN BUSINESS

Hector Quintanilla, Dean
Sameer Vaidya, Associate Dean

Faculty

Trisha Anderson
Thomas J. Bell, III
Rodney Erakovich
Sua Jeon
Thomas W. Nichols
Gokcen Ogruk
Bonnie Quillin

Hector Quintanilla, Dean
Sarah Roche
Thomas D. Tolleson
Sameer Vaidya, Associate Dean
Kimberly Webb
Shengxiong Wu
Sinan Yildirim

Mission

The School of Business Administration and Professional Programs (SOBAPP) is a community of learners dedicated to pursuing and sharing the values, knowledge and skills that enable our students to compete in a dynamic and increasingly global environment.

Accreditation

The School of Business Administration and Professional Programs is fully accredited at both the undergraduate and graduate levels by AACSB International, the Association to Advance Collegiate Schools of Business.

Degrees and Programs Offered

M.B.A.	Master of Business Administration
B.B.A./M.B.A.	Bachelor of Business Administration/ Master of Business Administration

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The M.B.A. program at Texas Wesleyan University provides students with an overall business management education through both classroom study and opportunities to apply a core set of management skills in a hands-on field setting.

The M.B.A. program consists of three levels of study:

1. **Foundation courses:** These courses provide students without business degrees a basic level of business knowledge that will contribute to their successful completion of graduate-level business courses. Foundation course work consists of classes in business statistics, marketing and management principles, accounting principles, and economics and finance principles. Foundational coursework is determined based on a review of student transcripts. Dependent upon that review, some (or all) of these may be required. Students without basic computer skills will be required to complete a fundamental computer course. While they are included in the overall graduate GPA, foundation courses do not apply toward the M.B.A. degree and are in addition to the 36-hour requirement.

2. **Core courses:** Core courses are required and provide students with a well-rounded base of business knowledge, giving graduates the business management skills needed to be competitive in today's business job market.
3. **Functional, or elective, course:** The functional (elective) course is primarily designed to provide students with applied business education in "real-life" business situations.

BACHELOR OF BUSINESS ADMINISTRATION/MASTER OF BUSINESS ADMINISTRATION (B.B.A./M.B.A.)

The joint B.B.A./M.B.A. program provides students an undergraduate degree in Business Administration with a concentration in Accounting and a M.B.A. degree. By meeting requirements for the two degrees simultaneously, students are able to earn the B.B.A. and M.B.A. degrees in a shorter length of time than if each of the degrees were pursued separately. The joint B.B.A./M.B.A. degree program gives students planning to take the CPA exam the capability to complete the 150 semester hours of study required by the Texas State Board of Public Accountancy to become licensed as a Certified Public Accountant. This degree may be completed in approximately five years.

Applicants are initially admitted into the Bachelor of Business Administration degree with an Accounting Concentration program and follow that program's requirements. Students may apply for admission into the M.B.A. program upon completion of 90 undergraduate credit hours of their junior year and are admitted to the M.B.A. program in their senior year. When a student has earned 115 credit hours and has been admitted into the M.B.A. program, they may choose to remain in their original undergraduate catalog year for graduate school or change to the current Graduate Catalog year.

Admission to M.B.A. Program

Consideration for admission to the M.B.A. graduate program in the School of Business Administration and Professional Programs is contingent upon submission of the following items:

- An Application for Admission, Graduate Programs, School of Business Administration and Professional Programs;
- A non-refundable application fee;
- An official transcript from each institution of higher education attended;
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) test score (test must have been taken within 5 years of the application date);
- Three letters of recommendation;
- One Essay; and
- Current professional résumé or curriculum vita (CV).

The Dean or Associate Dean of the School of Business makes the final evaluation of candidate credentials and admission decisions. Admission decisions are not subject to appeal.

ADMISSIONS CRITERIA

Admission decisions are based on an overall evaluation of the items listed below to estimate an applicant's potential for success in the graduate program. Admission criteria for the M.B.A. program are as follows:

- A baccalaureate degree from a regionally accredited college or university;
- The applicant must have an undergraduate degree from an accredited institution with an overall GPA of 2.6 or higher and a minimum of 1000 points based on a GPA for the last 60 hours and a GMAT or GRE. To calculate the minimum points, use the formula: $\text{GPA (last 60 hours)} \times 200 + \text{GMAT score (or GRE to GMAT conversion score)} \geq 1000$. Minimum points and scores are subject to change upon revision to graduate admissions tests. For applicants taking the GRE Revised General Test on or after August 11, 2011, if a valid GRE Revised General Test to GMAT score conversion is made available by Educational Testing Services, the GRE Revised General Test score may be used in place of the GMAT for purposes of calculating the minimum 1000 points required for admission;
- A score of 4.0 or higher is preferred on the GMAT or GRE analytical writing assessment;
- Three letters of recommendation showing that the applicant is motivated to achieve, has the capacity to contribute to the learning process and will bring real life experience to the program that will enhance the overall experience of other graduate students;
- One essay to document the student's objectives in pursuing a graduate business degree;
- Applicant's current résumé or curriculum vita (CV) to assess professional and academic preparation for graduate studies.

All application for admission materials should be mailed directly to:

The Office of Graduate Admissions
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

International applicants should refer to the section titled "Admission of International Students" in this catalog and contact the Office of International Programs (817/531-4965) for an International Student Application Packet. Students can also get information from the Texas Wesleyan International Programs web site at <http://txwes.edu/admissions/apply-now/international-students/>.

ENGLISH PROFICIENCY

Students who are non-native speakers of English must provide evidence of English proficiency by submitting official scores from TOEFL (minimum 213 computer test/550 paper test/79 internet test), or IELTS (minimum band score of 6.5 on the Academic version). Test scores must be less than 2 years old. Other evidence of English proficiency may be considered on an individual basis (see page 29 on evidence of English proficiency).

OFFICIAL TRANSCRIPTS

Transcripts from all institutions of higher learning attended must be submitted, regardless of whether a degree was earned. Official transcripts must be sent directly from the issuing institution to the Office of Graduate Admissions. The designation "student copy," "issued to student," "applicant's copy," "unofficial copy," or other similar notations are not acceptable. This includes hand-delivered transcripts or copies received

from a third party, except in rare and documented instances in which international applicants are unable to provide official transcripts.

If you attended a non-U.S. institution, please send transcripts in both the original language and an official translation of the transcript. A copy of your diploma (graduation certificate) is also required.

Assistance with Your Application: If you have any questions about applying to the program or would like assistance in completing your application, please contact the Office of Graduate Admissions.

Admission to M.B.A. Program for B.B.A./M.B.A. Students

Applicants to the joint degree B.B.A./M.B.A. program must meet the admission requirements of both the undergraduate and the graduate programs and follow the application procedures for the respective programs. Please see the *Undergraduate Catalog* for undergraduate admission requirements.

M.B.A. admission decisions are based on an overall evaluation of the items listed below to estimate an applicant's potential for success in the graduate program. Dual Degree students must complete and meet full M.B.A. admission requirements in order to begin graduate level courses and continue in the program. B.B.A./M.B.A. students will not be considered for Provisional or Conditional Admission.

The Dean or Associate Dean of the School of Business makes the final evaluation of candidate credentials and admission decisions. Admission decisions are not subject to appeal.

ADMISSIONS PROCESS FOR THE M.B.A. PROGRAM FOR B.B.A./M.B.A. STUDENTS

Consideration for admission to the M.B.A. program in the School of Business Administration and Professional Programs is contingent upon submission of the following items:

- An Application for Admission, Graduate Programs, School of Business Administration and Professional Programs;
- A non-refundable application fee;
- An official transcript from each institution of higher education attended;
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) test score (test must have been taken within 5 years of the application date);
- Three letters of recommendation, two of which must be from full-time Texas Wesleyan Accounting faculty members;
- One essay;
- Current professional résumé or curriculum vita (CV).

The Dean or Associate Dean of the School of Business makes the final evaluation of candidate credentials and admission decisions. Admission decisions are not subject to appeal.

ADMISSIONS CRITERIA FOR THE M.B.A. PROGRAM FOR B.B.A./M.B.A. STUDENTS

M.B.A. admission decisions are based on an overall evaluation of the items listed below to estimate an applicant's potential for success in the graduate program. Admission criteria for the M.B.A. program are as follows:

- At least 90 undergraduate hours towards a B.B.A. with a concentration in Accounting or Accounting Forensic/Fraud emphasis at Texas Wesleyan with an overall GPA of 2.6 or higher and a minimum of 1000 points based on a GPA for the last 60 hours completed and a GMAT or GRE score. To calculate the minimum points, use the formula: $\text{GPA (last 60 hours)} \times 200 + \text{GMAT score (or GRE to GMAT conversion score)} \geq 1000$. Minimum points and scores are subject to change upon revision to graduate admissions tests. For applicants taking the GRE Revised General Test on or after August 11, 2011, if a valid GRE Revised General Test to GMAT score conversion is made available by Educational Testing Services, the GRE Revised General Test score may be used in place of the GMAT for purposes of calculating the minimum 1000 points required for admission;
- A score of 4.0 or higher is preferred on the GMAT or GRE analytical writing assessment;
- Three letters of recommendation (two of which must be from full-time Texas Wesleyan Accounting faculty members) indicating academic capability and commitment to the program and an accounting career;
- One essay to document the student's objectives in pursuing a graduate business degree;
- Applicant's current résumé or curriculum vita (CV) to assess professional and academic preparation for graduate studies.

M.B.A. Admissions Status

Dual degree students (B.B.A./M.B.A.) will not be considered for Provisional or Conditional Admission.

FULL ADMISSION

Applicants to the M.B.A. Program (including dual degree students) who have met all of the admission criteria are fully admitted.

PROVISIONAL ADMISSION

Applicants meeting all admission requirements, but lacking one or more official documents, may be admitted provisionally for one semester only. During the semester, provisionally admitted students may take up to 9 credit hours. Provisional status will not be extended past the initial semester of enrollment.

CONDITIONAL ADMISSION

Applicants to the M.B.A. Program who do not meet the minimum point requirement, but show promise through their work experience and recommendation letters may be considered for Conditional Admission status. Applicants must have at least a 3.0 undergraduate GPA in their last 60 hours. Conditional status is for one semester only; students may take

up to 9 credit hours during this semester. Conditional status will not be extended beyond the initial semester of enrollment

Provisionally and conditionally admitted students desiring to continue graduate studies beyond one semester must be fully admitted into the M.B.A. program.

Non-Degree Seeking Students

A non-degree-seeking student is defined as a student holding an undergraduate degree from an accredited institution with a 3.0 undergraduate GPA in their last 60 hours. The student may enroll for only selected courses at Texas Wesleyan University and is not eligible for financial aid. Up to 12 hours of graduate course work completed under non-degree-seeking status may be applied toward a graduate degree at Texas Wesleyan University. A student who wishes to be admitted to the graduate program as a degree-seeking student must reapply through the Office of the Graduate Admissions and meet full admission criteria to continue in the program. Non-degree seeking students are considered conditionally admitted.

ADMISSIONS PROCESS FOR NON-DEGREE SEEKING STUDENTS

Consideration for admission is contingent upon submission of the following items:

- An Application for Admission, Graduate Programs, School of Business Administration and Professional Programs;
- A non-refundable application fee;
- An official transcript from each institution of higher education attended;
- Three letters of recommendation;
- One essay;
- Current professional résumé or curriculum vita (CV).

Readmission to the M.B.A. Program

Any former fully admitted Texas Wesleyan graduate business student who has not been enrolled at Texas Wesleyan University for two or more consecutive semesters and wishes to return should contact the Office of Graduate Admissions for information on readmission. Students that have been withdrawn from the program for failing to maintain minimum academic standards may not apply for readmission.

To apply for readmission to the M.B.A. Program, please submit:

- An Application for Admission, Graduate Programs, School of Business Administration and Professional Programs;
- An official transcript from each institution of higher education attended (if enrolled at another university since last attending Texas Wesleyan);
- Current professional résumé or curriculum vita (CV).

Readmitted students must meet full admission criteria to rematriculate into the M.B.A. Program.

Graduate Faculty

Individuals appointed to the graduate faculty hold the highest degree in their field except in those cases where a person possesses special knowledge or has had unique business experience. The graduate faculty is appointed by the Dean of the School of Business Administration and Professional Programs as outlined in the graduate faculty appointments and assignments policy in the faculty handbook.

Graduate Committee in Business

The Graduate Committee recommends policy, hears appeals, and approves and recommends curricular changes for the graduate business programs.

Membership includes:

- Dean of the School of Business Administration and Professional Programs;
- Associate Dean of the School of Business Administration and Professional Programs (Chairperson);
- All appointed and contributing graduate faculty in the School of Business Administration and Professional Programs.

Graduate Student Orientation

Each semester the Dean of the School of Business Administration and Professional Programs and staff host an orientation session for the purpose of acquainting new graduate students with the campus, faculty, and administration.

Academic Policies

ACCOUNTING REQUIREMENTS

A “C” or better must be earned in any accounting coursework completed as a part of an accounting concentration, with or without a forensic/fraud examination emphasis.

TRANSFER CREDIT

Texas Wesleyan School of Business Administration and Professional Programs may accept up to 6 hours of transfer credit from another regionally accredited university’s M.B.A. or other graduate program. No transfer of credit is automatic and all possible transfer courses must receive final approval from the Dean or Associate Dean after consulting with appropriate graduate faculty members. To be eligible for transfer, a course grade of a “B” or above is required, and the class must have been taken no more than seven years prior to the applicant’s projected graduation date from the M.B.A. Program at Texas Wesleyan (see time limitation policy below). Students must have a 3.0 GPA or higher in their previous program in order for transfer credits to be considered.

Acceptance of transfer credit toward business graduate program requirements is contingent upon its relevance and appropriateness to the degree being sought and is subject to approval by the Dean or Associate Dean of the School of Business Administration and Professional

Programs. Transfer hours of a “B” or better will receive a grade of “P” and will not be computed in the GPA.

TIME LIMITATION

A student must complete the requirements for a graduate degree in the School of Business Administration and Professional Programs within seven years from the date of initial enrollment in graduate courses at Texas Wesleyan University. Students may, in writing, request an additional extension of time to graduate which must be approved by the Graduate Committee. All decisions made by the Graduate Committee will be communicated to the student in writing and approved extension requests may have stipulations or conditions included which must be adhered to by the student.

RESIDENCY REQUIREMENT

To be awarded the Master of Business Administration, students must successfully complete a minimum of 30 credit hours at Texas Wesleyan University.

GRADING

Graduate credit is allowed only for courses completed with grades “A,” “B,” and “C,” although grades “D” and “F” are used in computing grade point averages.

No final grade assigned for a graduate-level course may be raised unless an error has been made. The substitution of another course for one completed with a lower grade is not permitted.

Selected courses may be graded on a “P” (pass) or “F” (fail) basis at the option of the Graduate Committee. No more than 3 hours may be graded pass/fail. A grade of “P” for a pass/fail course is not calculated in the grade point average. However, a grade of “F” for a pass/fail course will be used in the grade point calculation.

MINIMUM ACADEMIC STANDARDS

The graduate business programs in the School of Business Administration and Professional Programs requires that a student maintain a cumulative grade point average of 3.0 (“B”) or better. The Graduate Committee of the School of Business Administration and Professional Programs will recommend withdrawal of a student from a master’s program if a student receives two course grades below “C.” This rule applies to all course work, including any foundation or foundation equivalent the student undertakes after being admitted to the M.B.A. program. For purposes of enforcing this withdrawal rule, the first grade received in a course is used by the Graduate Committee. Master’s program students may not graduate with more than two “Cs” in their program requirements, although a course may be repeated **once** to raise a grade of “C” or lower. **A student may not repeat more than three courses at the graduate level,** and all replacement course work must be completed at Texas Wesleyan University. Pending recommendation of the Graduate Committee, the Dean of the School of Business Administration and Professional Programs will make the final decision on a student’s withdrawal.

When a graduate student’s academic performance falls below a cumulative GPA of 3.0 on all graduate work attempted, she/he will be placed on academic probation. Probationary students must obtain an

advising clearance form from their advisor prior to registration. Students who register for courses other than those permitted by advisement will be administratively withdrawn from the courses.

Students will remain on probation and be allowed to re-enroll for a subsequent semester as long as they achieve a minimum 3.0 GPA on all graduate work attempted during the semester, even if their overall graduate GPA remains under 3.0. The probation status is removed when the student's cumulative GPA on all graduate work attempted has been raised to 3.0 or better. Should students on probation fail to earn a 3.0 GPA in graduate work attempted during a semester (fall, spring, or summer), they will be withdrawn from the program.

ADDITIONAL ACADEMIC STANDARDS FOR B.B.A./M.B.A.

Students earning the joint B.B.A./M.B.A. degree with a concentration in accounting must meet the following requirements:

- Completion of at least 36 semester hours of graduate work beyond the undergraduate credit hours required for the joint degree;
- A cumulative GPA of at least a 3.0 in all graduate work taken at Texas Wesleyan;
- A cumulative GPA of at least a 3.0 in all accounting courses, both graduate and undergraduate, taken at Texas Wesleyan after admission to the M.B.A. program;
- Cumulative GPA of at least a 3.0 in all courses taken for graduate credit;
- Cumulative GPA of at least a 2.5 in all non-accounting undergraduate courses taken at Texas Wesleyan University after admission to the M.B.A. program;
- At least 9 hours in 5000-level (or above) accounting courses at Texas Wesleyan;
- Minimum academic standards for School of Business Administration and Professional Programs graduate students.

Graduation Requirements

To qualify for graduation, a student must have completed an approved program of study with a minimum of 36 hours of course work for the M.B.A. program. The students must earn at least a 3.0 cumulative grade point average (on a 4.0 scale). Application for graduation must be filed in the Office of Student Records no later than the date listed in the catalog calendar.

All course work applicable to the master's degree must be completed within seven years from the date that the student was admitted to the program. Under rare circumstances the Graduate Committee may grant an extension. Any request for an extension must be submitted in writing to the Dean of the School of Business Administration and Professional Programs.

Capstone Integrative Course

Strategic Management (MGT 6307) is the "capstone" course in the M.B.A. program. In this course, students are expected to integrate and apply materials from the core curriculum and advanced electives on a comprehensive organizational project. To enroll in this course, students

must have completed all core requirements with a passing grade. Ideally, this course should be taken in the last semester of the M.B.A. program. In order to graduate, students must earn a “B” or better in the Strategic Management course.

Sequence of Events for Graduate Students

1. Be admitted to graduate program (see admission requirements and procedures).
2. Meet with the Dean of the School of Business Administration and Professional Programs or an academic advisor in the School of Business Administration and Professional Programs.
3. Plan graduate program degree plan with the Dean of the School of Business Administration and Professional Programs or assigned major advisor.
4. Register for graduate work. Each academic semester obtain scheduling advice from major academic advisor. The major academic advisor must approve the schedule before students may enroll in classes. The initial semester enrollment is handled in person by schedule card. Subsequent semester enrollment is processed through online enrollment.
5. Non-degree seeking students, upon completion of 9 graduate credit hours, approved by the Dean of the School of Business Administration and Professional Programs, may apply for degree-seeking status.
6. File application for graduation in the Office of Student Records no later than the date listed in the catalog calendar.
7. Complete any remaining courses; remove all grades of “I” (incomplete).
8. Attend Hooding and Graduation (see University Calendar for date, time, and place).

Program Requirements

MAJORS/DEGREES

Master of Business Administration

FOUNDATION COURSES0-12

The foundation courses are designed to provide students with a non-business degree a basic level of business knowledge required for successful completion of graduate-level business courses. These foundation courses include fundamental, conceptual education in the major areas of accounting, economics, finance, management, marketing, and quantitative analysis of business data. Foundation course requirements for an entering graduate student will be determined on a case-by-case basis. Individual foundation courses will be waived for students with appropriate college credit and performance in specific areas. In addition to the courses below, students may also satisfy the foundation course requirements by completing other approved courses in consultation with their academic advisor.

Accounting

ACC 5301 Fundamentals of Accounting

Business Administration

BUA 5301 Fundamentals of Management/Marketing

BUA 5321 Fundamentals of Business Statistics

Economics

ECO 5305 Fundamentals of Economics and Finance

CORE COURSES 33

All students seeking the Master of Business Administration degree must complete the following 33 hours of graduate-level core courses. Specific core courses can only be waived for students presenting evidence of prior completion of graduate-level courses that are similar in objective and content as Texas Wesleyan University's core courses. Such waiver is at the discretion of and must be approved by the Graduate Committee and is governed by the transfer of credit policy. Students without a business degree may be required to enroll in foundation courses in addition to the core courses.

Accounting

ACC 6301 Integrated Accounting Analysis for Decision Making

Business Administration

BUA 6305 Quantitative Methods and Decision Making Strategies

BUA 6306 Applied Research Project

BUA 6309 Legal and Ethical Environment of Business

BUA 6310 Business and Organizational Communications

Economics

ECO 6308 Managerial Economics

Finance

FIN 6303 Integrated Advanced Financial Analysis

Management

MGT 6307 Business Strategy and Policy

MGT 6320 Organizational Behavior

Management Information Systems

MIS 6302 Integrating Management Information Technology in Business

Marketing

MKT 6304 Integrated Marketing Management

ELECTIVE COURSES 3

In addition to the graduate-level core courses, students must receive credit for a 3 credit hour elective course. This course is designed to provide students with applied business education in “real-life” business situations. Elective classes are available in the areas of accounting, business administration, finance, and management.

The three elective hours will be course work that will contribute to the student's specific area of interest. The student may choose an elective in either accounting, finance, or management.

Choose one course from the following list of electives:

Accounting Electives

ACC 5302 Taxation of Corporations, Partnerships, and Fiduciaries

ACC 5303 Advanced Auditing

ACC 5304 Survey of Accounting Systems

ACC 5306 Advanced Planning and Control

ACC 5307 Accounting Theory

ACC 5310 Ethics in Professional Accounting

Business Administration Electives

BUA 6311 Global Business Perspectives

Management Electives

MGT 6208	Leadership and Managing Change
MGT 6320	Organizational Behavior
MGT 6321	Human Resource Management
MGT 6322	Organizational Analysis and Design
MGT 6323	Organizational Change and Development
MGT 6325	Business and Society
MGT 6359	Negotiations and Conflict Resolution
MGT 6360	Current/Special Topics

TOTAL HOURS 36-48

**Bachelor of Business Administration/
Master of Business Administration
in Accounting**

The joint B.B.A./M.B.A. degree with a specialty in accounting is designed for the student who desires both an undergraduate degree in accounting and an advanced degree specializing in accounting. Students who complete the joint B.B.A./M.B.A. degree program also meet the 150-credit-hour requirement to be licensed as a CPA upon successful completion of the CPA examination and the experience requirement for certification. By meeting requirements for the two degrees simultaneously, the student may earn the B.B.A. and M.B.A. degrees in a shorter length of time than would be the case if each degree were pursued consecutively.

Applicants are initially admitted into the Bachelor of Business Administration with a major in Business Administration and an Accounting Concentration and follow that program's requirements. Students may apply for admission into the M.B.A. program upon completion of 90 undergraduate credit hours in their junior year and are admitted to the M.B.A. program in their senior year. When a student has earned 115 credit hours and has been admitted into the M.B.A. program, they may choose to remain in their original undergraduate catalog year for graduate school or change to the current graduate catalog year.

Applicants to the joint degree program must meet the admission requirements of both the undergraduate and the graduate programs and follow the application procedures for the respective programs. Admission to the undergraduate accounting program does not guarantee admission to the M.B.A. program.

For the M.B.A. degree, the student must complete 30-33 hours of the M.B.A. core courses. In addition to the core courses, students will select 3-6 hours of graduate-level electives.

GENERAL EDUCATION CURRICULUM..... 45-46

The General Education Curriculum (GEC) is listed on page 103 of the *2015-2017 Undergraduate Catalog*.

Some courses listed in program "Major Requirements" or "Required Related Courses," (noted with an asterisk [*]), may be used to meet requirements in the GEC. Although these courses fulfill requirements in each area, credit hours for these courses, if taken for the GEC, may only be counted in the GEC.

For complete Graduation Requirements, see page 96 of this catalog.

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REQUIRED RELATED COURSES..... 3-12

Business Administration	3
BUA 2310 Advanced Business Applications	
Economics.....	0-3
ECO 2305 Principles of Economics I*	
Mathematics.....	0-3
MAT 1310 Mathematics for Business and Economic Analysis*	
Speech.....	0-3
SPC 1301 Fundamentals of Speech*	

UNDERGRADUATE MAJOR REQUIREMENTS.....60

Business Core Curriculum36
Students should review catalog course descriptions for any course prerequisites before registration. Students are not allowed to register for a course unless they satisfy all course prerequisites.

ACC 2303 Principles of Financial Accounting	
ACC 2304 Principles of Managerial Accounting	
BUA 2321 Business Statistics	
BUA 3301 Business Communications	
BUA 3305 MIS Systems Analysis and Design	
BUA 3311 Business Law I	
BUA 3345 International Business	
ECO 2306 Principles of Economics II (Microeconomics)	
FIN 3313 Corporate Finance	
MGT 3319 Management Theory and Practice	
MGT 3323 Production/Operations Management	
MKT 3321 Principles of Marketing	
Accounting Concentration	24
ACC 3311 Intermediate Accounting I	
ACC 3312 Intermediate Accounting II	
ACC 3325 Accounting and Financial Information Systems	
ACC 3340 Cost Accounting I	
ACC 4301 Federal Income Taxation I	
ACC 4307 Accounting Theory (Accounting Research Course)	
ACC 4328 Auditing	
ACC 4332 Introduction to Fraud Examination	
Business Advanced Electives.....	0
requirement fulfilled by M.B.A. courses	

UNDERGRADUATE ELECTIVES..... 0-7**

** 115 hours must be completed at the undergraduate level.

MBA CORE COURSES..... 30-33

All students seeking the Master of Business Administration degree must complete the following 30-33 hours of graduate-level core courses. Specific core courses can only be substituted or waived for students presenting evidence of prior completion of graduate-level courses that are similar in objective and content as Texas Wesleyan University's core courses. Such substitution or waiver is at the discretion of and must be approved by the Dean of the School of Business Administration and Professional Programs and is governed by the transfer of credit policy. Up to six hours maximum may be considered for the substitution or waiver.

- ACC 5336 Ethics and Professionalism in Accounting
(If a dual student has taken ACC 4336 as an undergraduate requirement or elective, then BUA 6309, Legal Environment and Ethics, becomes a required course.)
- ACC 6301 Integrated Accounting Analysis for Decision Making
(see graduate electives for option)

Graduate Programs in Business 101

BUA 6305	Quantitative Methods and Decision Making Strategies
BUA 6306	Applied Research and Project
BUA 6310	Business and Organizational Communications
ECO 6308	Managerial Economics
FIN 6303	Integrated Advanced Financial Analysis
MGT 6307	Business Strategy and Policy
MGT 6320	Organizational Behavior
MIS 6302	Integrating Management Information Technology in Business
MKT 6304	Marketing Management

GRADUATE ELECTIVES.....3-6

In addition to the graduate-level core courses, students must receive credit for 3 hours of graduate-level accounting elective. Dual-degree students may choose to take an additional accounting elective in place of ACC 6301.

TOTAL HOURS 151-154

Bachelor of Business Administration/ Master of Business Administration in Accounting with Forensic/Fraud Emphasis

The joint B.B.A./M.B.A. degree in accounting with an emphasis in forensic/fraud accounting is designed for the student who desires both an undergraduate degree in forensic/fraud accounting and an advanced degree specializing in forensic/fraud accounting. Students who complete the joint B.B.A./M.B.A. degree program also meet the 150-credit-hour requirement to be licensed as a CPA upon successful completion of the CPA examination and the experience requirement for certification. By meeting requirements for the two degrees simultaneously, the student may earn the B.B.A. and M.B.A. degrees in a shorter length of time than would be the case if each degree were pursued consecutively.

Applicants are initially admitted into the Bachelor of Business Administration with a major in Business Administration and an Accounting Concentration with Forensic/Fraud Emphasis and follow that program's requirements. Students may apply for admission into the M.B.A. program upon completion of 90 undergraduate credit hours in their junior year and are admitted to the M.B.A. program in their senior year. When a student has earned 115 credit hours and has been admitted into the M.B.A. program, they may choose to remain in their original undergraduate catalog year for graduate school or change to the current graduate catalog year.

Applicants to the joint degree program must meet the admission requirements of both the undergraduate and the graduate programs and follow the application procedures for the respective programs. Admission to the undergraduate accounting program does not guarantee admission to the M.B.A. program.

For the M.B.A. degree, the student must complete 30 hours of the M.B.A. core courses as well as 13 hours in Forensic/Fraud Accounting.

GENERAL EDUCATION CURRICULUM.....45-46

The General Education Curriculum (GEC) is listed on page 103 of the *2015-2017 Undergraduate Catalog*.

Only MAT 1302 is acceptable for the GEC math requirement.

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Some courses listed in program “Major Requirements” or “Required Related Courses,” (noted with an asterisk [*]), may be used to meet requirements in the GEC. Although these courses fulfill requirements in each area, credit hours for these courses, if taken for the GEC, may only be counted in the GEC.

For complete Graduation Requirements, see page 96 of this catalog.

REQUIRED RELATED COURSES..... 6-15

Business Administration	3
BUA 2310 Advanced Business Applications	
Criminal Justice	3
CRJ 3310 White Collar Crime/Corporate Crime**	
Economics.....	0-3
ECO 2305 Principles of Economics I*	
Mathematics.....	0-3
MAT 1310 Mathematics for Business and Economic Analysis*	
Speech.....	0-3
SPC 1301 Fundamentals of Speech*	

*Students pursuing this emphasis should take ECO 2305, MAT 1310 and SPC 1301 as part of their GEC.

**Students pursuing this emphasis must take Criminal Justice (CRJ 3310) as a required related course. This course must be taken before enrolling for ACC 5332 Introduction to Fraud Examination.

UNDERGRADUATE MAJOR REQUIREMENTS.....57

Business Core Curriculum	36
Students should review catalog course descriptions for any course prerequisites before registration. Students are not allowed to register for a course unless they satisfy all course prerequisites.	
ACC 2303 Principles of Financial Accounting	
ACC 2304 Principles of Managerial Accounting	
BUA 2321 Business Statistics	
BUA 3301 Business Communications	
BUA 3305 MIS Systems Analysis and Design	
BUA 3311 Business Law I	
BUA 3345 International Business	
ECO 2306 Principles of Economics II (Microeconomics)	
FIN 3313 Corporate Finance	
MGT 3319 Management Theory and Practice	
MGT 3323 Production/Operations Management	
MKT 3321 Principles of Marketing	
Accounting Concentration	21
ACC 3311 Intermediate Accounting I	
ACC 3312 Intermediate Accounting II	
ACC 3325 Accounting and Financial Information Systems	
ACC 3340 Cost Accounting I	
ACC 4301 Federal Income Taxation I	
ACC 4307 Accounting Theory (Accounting Research Course)	
ACC 4328 Auditing	
Business Advanced Electives.....	0
requirement fulfilled by M.B.A. courses	

UNDERGRADUATE ELECTIVES..... 0-7**

**** 115 hours must be completed at the undergraduate level.**

MBA CORE COURSES..... 30

All students seeking the concurrent BBA/MBA accounting degrees with an emphasis in forensic/fraud must complete the following 30 hours of graduate-level core courses. Specific core courses can only be substituted or waived for students presenting evidence of prior completion of graduate-level courses that are similar in objective and content as Texas Wesleyan University's core courses. Such substitution or waiver is at the discretion of and must be approved by the Dean of the School of Business Administration and Professional Programs and is governed by the transfer of credit policy. Up to six hours maximum may be considered for the substitution or waiver.

ACC 5336	Ethics and Professionalism in Accounting (If a dual student has taken ACC 4336 as an undergraduate requirement or elective, then BUA 6309, Legal Environment and Ethics, becomes a required course. See graduate electives for option.)
BUA 6305	Quantitative Methods and Decision Making Strategies
BUA 6306	Applied Research and Project
BUA 6310	Business and Organizational Communications
ECO 6308	Managerial Economics
FIN 6303	Integrated Advanced Financial Analysis
MGT 6307	Business Strategy and Policy
MGT 6320	Organizational Behavior
MIS 6302	Integrating Management Information Technology in Business
MKT 6304	Marketing Management

FORENSIC/FRAUD ACCOUNTING EMPHASIS..... 13

ACC 5332	Introduction to Fraud Examination
ACC 5433	Forensic/Fraud IT Audit
ACC 5334	The Legal Environment and Fraud
ACC 5335	Forensic/Fraud Practicum

TOTAL HOURS 151-161

Course Descriptions

Graduate level business courses are described in this section. These courses and the course descriptions are subject to change at the discretion of the Graduate Committee in the School of Business Administration and Professional Programs. Students applying for the joint B.B.A./M.B.A. degrees should consult Texas Wesleyan University's Undergraduate Catalog for undergraduate course descriptions.

ACCOUNTING (ACC)

5301. Fundamentals of Accounting 3 hours

This course is designed as an introductory financial accounting course for students with no accounting background. Emphasis is placed on terminology and how financial accounting information is collected, reported, and analyzed. After completing this course students should be able to discuss micro and macro accounting issues including, but not limited to, how accounting information is collected and how to analyze such information.

5302. Taxation of Corporations, Partnerships, and Fiduciaries **3 hours**

Prerequisite: ACC 5301

Designed to review taxation of corporations and shareholders. Taxation of C corporations, S corporations and Limited Liability Corporations and their shareholders is discussed.

5307. Accounting Theory **3 hours**

Prerequisite: ACC 5301 or consent of instructor

A study of the elements of accounting theory as they have developed in the United States including the influence of accounting on society. This course focuses on concepts, income measurement, asset valuation, and valuation and measurement of equities. Contemporary accounting issues are also analyzed.

5332. Introduction to Fraud Examination **3 hours**

Prerequisite: C or better in ACC 3311, 3312, and 3325 as well as CRJ 3310 This course examines the pervasiveness of fraud in society and the elements of the various types of frauds that occur in organizations. The course exposes students to current methodologies of fraud prevention, detection and investigation. The course also stresses the role and responsibilities of the fraud examiner/forensic accountant.

5433. Forensic/Fraud IT Audit **4 hours**

Prerequisite: ACC 5332 and a C or better in ACC 4328, and MIS 2310

This course will utilize computer-aided data analysis techniques for detecting and investigating fraud cases, examine issues related to the collection and use of digital evidence and the collection of data from electronic devices. Students will use at least one generalized audit software package to create detection tools and test various transaction cycles for suspicious activity.

5334. The Legal Environment and Fraud **3 hours**

Prerequisite: ACC 5332

This course focuses on legal concepts and evidence management, investigative and analysis techniques, interviewing skills and reporting findings in a litigious environment.

5335. Forensic/Fraud Practicum **3 hours**

Prerequisite: ACC 5332, 5433, and 5334

The course will cover all of the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved.

5336. Ethics and Professionalism in Accounting **3 hours**

Prerequisite: C or better in ACC 4328

This course examines various theories of ethical reasoning that accountants could use to resolve ethical dilemmas. Both ethical principles and rules are considered. In addition, the concepts of integrity, objectivity, independence, and other core values as experienced in the accounting profession will be studied. The course incorporates the essentials of professional responsibilities, including a history of the regulatory environment and its impact on accountants and the public interest. This course is intended to satisfy conditions of the Texas State Board of Public Accountancy that require candidates for the CPA Exam to have completed an approved ethics course.

6301. Integrated Accounting Analysis for Decision Making 3 hours

A detailed review of the nature, measurement, and analysis of accounting information appropriate to managerial decision making and comprehensive budgeting, statistical cost estimation, cost-volume-profit analysis, gross profit analysis, application of probability to cost control, and capital planning.

BUSINESS ADMINISTRATION (BUA)

5301. Fundamentals of Management/Marketing 3 hours

Designed to introduce the student to the fundamental principles and basic theoretical concepts of management and marketing. The planning, organizing, directing, and controlling functions of management are emphasized. The marketing section emphasizes the role of marketing in a business environment with an emphasis on the consumer and the marketing mix of product, price, promotion, and distribution.

5321. Fundamentals of Business Statistics 3 hours

An introduction to statistics designed to prepare students for the quantitative analysis of business problems. Topics include descriptive statistics, frequency analysis, probability, random variables, sampling distribution, confidence intervals, tests of hypotheses, correlation, linear regression, multiple regression, and analysis of variance.

5393. Graduate Internship 3 hours

Prerequisites: Completion of 9 hours of 6000-level graduate business coursework with a minimum GPA of 3.0 or higher

An academic experience (pass/fail) that provides students with an opportunity to put classroom learning into practice. Students seeking a graduate internship experience should request and obtain supervision from a full-time faculty member within the School of Business Administration and Professional Programs and complete the University internship packet. Participation of non-US citizens is contingent on eligibility to accept employment as determined by the International Programs Office. Placement into a graduate internship experience is primarily the responsibility of the student seeking the internship experience and government mandated work restrictions may apply. Internship credit is not generally available as a part of work performed as a part of permanent employment.

6305. Quantitative Methods and Decision Making Strategies 3 hours

A review of basic business statistics and application of multivariate techniques for the analysis of survey data. Use of computer programs in data analysis and interpretation of computer-generated analyses.

6306. Applied Research and Project 3 hours

Application of research to business problems from a managerial perspective. Course covers problem definition, sources of business information, dealing with research suppliers, evaluating research methodologies, and interpreting research reports.

6309. Legal and Ethical Environment of Business 3 hours

A survey of the legal environment of business with special emphasis on regulation, administrative law, Uniform Commercial Code, ADR (Alternative Dispute Resolution) techniques, business ethics, and effectively working with, and making efficient use of outside counsel and corporate counsel.

6310. Business and Organizational Communications 3 hours

Development of managerial communication skills (written and verbal). Reviews factors affecting the communication process and its effects on specific organization/personnel situations. Topics include organizational communication, interviewing, policy manuals, gender-related communication differences, electronic communication media, and effective presentations.

ECONOMICS (ECO)

5305. Fundamentals of Economics and Finance 3 hours

An overview of macroeconomics, microeconomics, and corporate finance designed for students with limited background in these areas. Topics include national income accounting, aggregate supply and demand analysis, fiscal and monetary policy issues, analysis of industry structures, and the firm's investment and capital structure decisions.

6308. Managerial Economics 3 hours

Integrates microeconomic theory with accounting, finance, marketing, and production management. Emphasizes incremental reasoning to decision making under conditions of environmental uncertainty.

FINANCE (FIN)

6303. Integrated Advanced Financial Analysis 3 hours

Practical and theoretical issues in the financial management of modern business organizations, including current asset and working capital management, financial forecasting, capital structure, cost of capital, financing sources, mergers, and acquisition.

6325. Practicum in Investment 3 hours

This course will offer students the opportunity to participate actively in the analysis and selection of securities for inclusion in various portfolios that are a part of the University's endowment.

MANAGEMENT (MGT)

6308. Leadership and Managing Change 3 hours

Advanced study of the use of power, influence, and leadership in organizations. Detailed coverage of sources of power in organizations, resource dependency, multidirectional influence tactics, trait theories of leadership, behavioral theories of leadership, contingency approaches to leadership, and charismatic leadership. Special consideration is given to the ethical use of power and leadership.

6307. Business Strategy and Policy 3 hours

Strategic planning issues including environmental scanning, goal formulation, strategic implementation, control, and evaluation in successful organizations are presented and discussed.

6320. Organizational Behavior 3 hours

Systematic study of behavioral problems in complex organizations. Analyzes the basic and applied concepts and research findings in individual, interpersonal, and group behavior. Topics include perception, attitudes, stress, power, communication, decision-making, and leadership.

6321. Human Resource Management 3 hours

Presents contemporary approaches to human resource management from both a theoretical and a practical perspective. Topics include human resource planning, staffing, recruitment, selection, job design,

compensation, administration, employment discrimination and affirmative action, training and development, performance appraisal, and occupational health and safety.

6323. Organizational Change and Development 3 hours

Examines the process of change, development, and renewal at the individual, group, and organization levels. Provides diagnostic evaluation tools and intervention strategies at these three levels. Topics include identifying the forces of change, managing resistance to change, and preventive stress management techniques for changing organizations.

6359. Negotiations and Conflict Resolution 3 hours

Prerequisites: BUA 5301 (if needed as a foundation course)

This course introduces students to the theory and practice of negotiation. The ability to negotiate successfully rests on a combination of analytical and interpersonal skills. Through participation in negotiation exercises, analyses of case studies, and discussions of readings students will have the opportunity to practice their powers of communication and persuasion, experiment with a variety of negotiating tactics and strategies, and apply the lessons learned to ongoing, real-world negotiations.

6360. Current/Special Topics 3 hours

Prerequisites: BUA 5301 (if needed as a foundation course)

This course is a current topics course that will focus on different topics in management as they pertain to public entities. The topics will range from strategic planning to ethics in leadership. This semester's topic is strategic planning for public and nonprofit organizations. This course presents the rationale for strategic planning and covers techniques & processes to develop and implement strategic planning in the public sector.

MANAGEMENT INFORMATION SYSTEMS (MIS)

6302. Integrating Management Information Technology in Business 3 hours

Prerequisites: MIS 3305 or equivalent or consent of department

An integrated perspective of the problems in today's information systems environment, concentration on contemporary design methodologies, and considerations unique to users of computers and information systems. Topics include strategic information system planning, requirements analysis, user interface design, data design, process design, systems testing, ethics, systems control, and security. Course fee applies.

MARKETING (MKT)

6304. Integrated Marketing Management 3 hours

Application of marketing concepts and analytical techniques to identify, analyze, and make strategic and tactical marketing decisions in an organization, and to understand the effects of these decisions.

GRADUATE PROGRAMS IN EDUCATION

Carlos A. Martinez, Dean
Lisa Dryden, Director of Master's Programs in Education
Linda Metcalf, Graduate Program Director
Celia M. Scott, Director of Doctor of Education Program

Degrees and Programs Offered

B.A./M.Ed.	Bachelor of Arts/Master of Education
B.S./M.Ed.	Bachelor of Science/Master of Education
M.Ed.	Master of Education
M.A.Prof.Couns.	Master of Arts in Professional Counseling
M.S.Sch.Couns.	Master of Science in School Counseling
M.S.M.F.T.	Master of Science in Marriage and Family Therapy
Ed.D.	Doctor of Education
Ph.D.	Doctor of Philosophy in Marriage and Family Therapy

PROFESSIONAL CERTIFICATIONS

ESL Certification
Gifted and Talented Certification
Master Reading Teacher Certificate
Professional Certification in Administration (Principal Certification)
Reading Specialist Certification
TESOL Certificate of Endorsement

Graduate Faculty in Education

The graduate faculty is comprised of faculty members whose experience and record of scholarship qualify them to offer graduate instruction. The graduate faculty, through teaching and research, encourages and contributes to the advancement of knowledge in their respective fields. Individuals appointed to the graduate faculty hold the highest degree in their field except in those cases where a person possesses special knowledge or has had unique experiences that may enhance the preparation of our students. The graduate faculty is appointed by the Provost upon recommendation of the Dean of the School of Education and the University-wide Graduate Advisory Committee.

Academic Policies for Graduate Programs in the School of Education

ACADEMIC INTEGRITY AND PLAGIARISM

Please see the section on "Academic Integrity" listed previously in this catalog.

ACADEMIC PROBATION

Graduate degree students who have been accepted into a degree program must maintain a 3.0 cumulative grade point average for all graduate courses. Should a graduate student's cumulative GPA fall below 3.0, that student will be placed on academic probation for the following semester. The student must achieve a 3.0 GPA by the end of the probation semester.

or be dismissed immediately from the program. During the time the student is on probation, the student's course schedule must be approved by the Program Director.

Only a grade lower than "B" can be raised by repeating the course; re-examination to raise a course grade is not permitted. Any course that is repeated must be retaken at Texas Wesleyan University. A course may be repeated only once.

GRADING

Selected courses may be graded on a "P" (pass) or "F" (fail) as described in the catalog.

"Incomplete" grades must be removed by the date designated in the University Calendar. If a new grade is not reported by the designated date, the "I" will automatically convert to an "F."

TIME LIMITATION

Master's level courses expire within seven years from the date of course completion shown on the transcript; thus, upon graduation from a Master's program, no course may be more than seven years old. Doctoral level courses expire within ten years from the date of course completion shown on the transcript; thus, upon graduation from a Doctoral program, no course may be more than ten years old. This applies to coursework transferred in as well as courses taken at Texas Wesleyan University. Students should note carefully the date each course is completed.

In the event that the required course is no longer offered, a substitute course of similar content must be taken in its place. Approval to take this course must be obtained from the Program Director.

TRANSFER CREDIT

There is no automatic transfer of credit from another university. The student's advisor, the Program Directors, and the Dean of the School of Education must review and approve all transfer credit. To be eligible for transfer, the course(s) must be a part of the student's chosen program and must be completed within seven years of the student's date of graduation. Courses with grade of C or below are not eligible for transfer. An official course substitution form must be completed and approved before the transfer credit becomes a part of the student's degree plan and transcript. Courses credited toward a previous degree may not be credited toward the Master of Education degree. The following are the number of transfer credits allowed by each program:

- Master of Education: A maximum of 6 credit hours. Transfer of courses into the Master of Education core curriculum is not permitted.
- Master of Arts in Professional Counseling: A maximum of 12 credit hours.
- Master of Science in Marriage and Family Therapy: A maximum of 12 credit hours.
- Master of Science in School Counseling: A maximum of 6 credit hours.
- Doctor of Education: A maximum of 12 credit hours.
- Doctor of Philosophy in Marriage and Family Therapy: A maximum of 12 credit hours.

RESIDENCY REQUIREMENT

To be awarded a graduate degree from Texas Wesleyan, students must successfully complete a minimum of:

- Master of Education: 30 credit hours
- Master of Arts in Professional Counseling: 36 credit hours
- Master of Science in School Counseling: 30 credit hour
- Master of Science in Marriage and Family Therapy: 42 credit hours
- Doctor of Education: 48 credit hours
- Doctor of Philosophy in Marriage and Family Therapy: 56 credit hours

GRADUATE PROGRAMS IN COUNSELING

Carlos A. Martinez, Dean
Linda Metcalf, Director

Faculty

Russell Bartee
Jon Crook
Michael Ellison
Linda Metcalf, Director
Misti Sparks

Mission for Master's Degrees in Counseling

The Graduate Counseling Program at Texas Wesleyan University provides the counseling student with opportunities to examine various theoretical models and perfect her/his counseling skills through experiences inside and outside the classroom. The program instructors act as consultants and resources to all students so that upon completion of program requirements, students are prepared to pursue licensure.

Mission for the Doctoral Program in Marriage and Family Therapy

The mission of the Texas Wesleyan Marriage and Family Therapy doctoral program is to prepare students who will function at the highest level of competence and as a result of their training, make a contribution to the field of marriage and family therapy in regard to intervention based research based on family systems theory, as exhibited in their dissertation.

Degrees Offered

M.A.Prof.Couns.	Master of Arts in Professional Counseling
M.S.Sch.Couns.	Master of Science in School Counseling
M.S. M.F.T.	Master of Science in Marriage and Family Therapy
Ph.D.	Doctor of Philosophy in Marriage and Family Therapy

The Master of Arts in Professional Counseling degree consists of 60 credit hours of coursework and a minimum of 350 hours of practicum experience. The courses and practicum hours meet eligibility requirements for application for the Licensed Professional Counselor (LPC) credential. The awarding of the degree does not, however, guarantee the granting of the license, which is under the control of the Texas State Board of Examiners of Professional Counselors. Current and prospective students seeking information concerning the mental health counseling graduate program should consult the Department of Education for all applicable policies.

The Master of Science in School Counseling consists of 42 semester credit hours of course work and a minimum of 160 hours of practicum experience. Some courses are offered during the day in the summer. Remaining courses are offered during the evenings and weekends throughout the year. Upon completion of the course work, practicum

hours, and passing the TExES exam for school counseling, students are eligible to be employed as school counselors in the public or private school setting. In order to sit for the TExES certification exam, students in the Master of Science in School Counseling program must have a minimum of two years creditable full-time equivalent teaching service as defined by Texas Education Agency (TEA) and the Texas State Board for Educator Certification (SBEC).

The Master of Science in Marriage and Family Therapy degree consists of 60 hours of course work and a minimum of 525 hours of practicum experience. The courses and practicum hours meet eligibility requirements for application for the Licensed Marriage and Family Therapist (LMFT) credential. The awarding of the degree does not, however, guarantee the granting of the license, which is under the control of the Texas State Board of Examiners of Marriage and Family Therapy.

Degrees offered by the Master's Programs in Counseling are subject to change by state licensure requirements.

The Doctor of Philosophy in Marriage and Family Therapy (Ph.D.) provides master's level students with advanced studies leading to a doctoral degree. The program consists of 30 credit hours of core courses, 12 credit hours of research courses, 16 hours of practica, 1 hour of comprehensive exam studies, and 9 hours of dissertation studies. The program is designed for candidates to successfully complete the 68 credit hour program on a part-time basis in a cohort model, in four years, with a time limit of ten years.

Admissions Committee for Master's Programs in Counseling

The Admission Committee reviews applications and makes recommendations to the Graduate Advisory Committee.

Admissions Committee for the Doctoral Program in Marriage and Family Therapy

The Admissions Committee reviews applications, interviews students, and makes recommendations for both full and conditional admissions. This committee is comprised of the Doctoral Faculty.

Admission to Master's Programs in Counseling

ADMISSIONS CRITERIA

Applicants for the Licensed Professional Counselor and Licensed Marriage and Family Therapist credentials must have a baccalaureate degree from a regionally accredited college or university with at least 9 hours in psychology, counseling, or related coursework. This coursework must include at least one statistics course and one human development course (child, adolescent, adulthood, or life span). All applicants must evidence that they possess the intellectual, professional, emotional and social qualities necessary for successful completion of the program requirements.

Additionally, each applicant must meet one of the following three academic requirements:

- An overall 3.00 GPA or greater on a 4.0 scale, or a GPA of 3.25 or greater on a 4.0 scale on last 60 hours attempted;
- An official GRE score report. Recommended achievement of 150 V, 142 Q, and 4.0 Writing;*
- Mental Health casework and/or field experience, evaluated by current resume or vita, including outstanding recommendations by other professionals, may be evaluated for admission. A minimum GPA of 2.5 on a 4.0 scale is required to be considered on this criterion.

**The GRE is a tool to help illustrate the ability to be successful in graduate coursework. However, a low score does not eliminate applicants from admission, as other criteria are considered.*

Required Documentation

- Completed application with application fee by the required deadline. The fee is non-refundable regardless of whether the application is withdrawn or admission is denied;
- Official transcripts from all colleges/universities attended;
- Three letters of recommendation from former professors or former employers/supervisors in the case of counseling related employment;
- Submit current resume/vita;
- GRE scores, if necessary;
- Submit a completed background-check report. The Graduate Counseling Program requires applicants to submit a background-check report to confirm that issues related to the applicant's record do not have the potential to affect the applicant's ability to receive certification/licensure by the State Licensure Certification Boards;
- Statement of Purpose: The typed essay should be approximately 1000 words in length and should describe the applicant's strengths and purpose for pursuing a master's degree;
- Additional Education & Legal History form.

ADMISSIONS PROCESS

After the Office of Graduate Admissions receives a candidate's required documentation, the Graduate Counseling Department Admission Committee will evaluate the candidate's documents and will determine whether the candidate is eligible for an interview.

If the candidate is granted an interview the Admission Committee will, after completion of the interview, recommend an admission status for the candidate or deny the candidate's admission.

All applications and materials for admission should be mailed directly to:

Office of Graduate Admission
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

International applicants should refer to the section titled "Admission of International Students" in this catalog and contact the Office of International Programs (817/531-5868).

Admissions Process Timeline

Admission Deadlines:

Fall Admittance	June 15
Spring Admittance	October 15
Summer Admittance	April 15

Admission Deadlines are subject to change. Contact the Graduate Admissions office for current dates at 817/531-4930.

Students will be notified of the admission decision by mail.

EXPLANATION OF ADMISSION STATUS

Unconditional – Unconditional admission will be offered to applicants that have satisfactorily completed and met all admission requirements and had a successful interview. The unconditional acceptance status can be postponed up to 1 year without resubmitting an application to the program.

Conditional – Conditional admission may be granted to applicants who show potential for successful graduate work but have low scholastic standing. Conditional admission status will be for 12 credit hours in the program. Conditionally admitted students earning a grade less than a B in any of the courses within the first 12 hours will be dismissed from the program. Conditionally admitted students must request full admission status upon completion of 4 courses by contacting the Coordinator of Graduate Counseling Programs. Courses must be completed in no less than 2 semesters, no more than 3 semesters or within one calendar year. Conditionally admitted students are not eligible to participate in study abroad courses.

Provisional – Applicants meeting all admission requirements, but lacking one or more official documents may be admitted provisionally for one semester only. During the semester, provisionally admitted students may enroll in up to nine credit hours. Provisional status may not be extended past the initial semester of enrollment.

Denied – Applicants that do not meet admission requirements or that have a less clearly predicted chance of success according to available information will be denied admission. Any student may be denied admission at the sole discretion of the University.

Applicants will be notified as to their status by mail following the interview. The Graduate Counseling Programs reserves the right to deny admission to any applicant as determined by the Programs faculty. All decisions by this committee are final and not subject to appeal.

NON-DEGREE SEEKING STUDENTS

A non-degree-seeking student is defined as a student holding an undergraduate degree from an accredited institution with a 3.0 GPA in their last 60 hours or holding a Master's degree in counseling or a related field. The student may enroll for only selected courses at Texas Wesleyan University and is not eligible for financial aid. Up to 12 hours of graduate coursework complete under non-degree-seeking status may be applied toward a graduate degree at Texas Wesleyan University. Up to 18 hours of graduate coursework can be completed as preparation for an additional state certification area. A student who wishes to be admitted to the graduate program as a degree-seeking student must reapply through the

Office of Graduate Admissions and meet full admissions criteria to continue in the program.

Admissions Process for Non-Degree Seeking Students

Consideration for admission is contingent upon submission of the following items:

- An Application for Admission;
- A non-refundable application fee;
- An official transcript from each institution of higher education attended.

Admission to the Doctoral Program in Marriage and Family Therapy

ADMISSIONS CRITERIA

The Admissions Committee, consisting of three members of the School of Education Graduate Counseling Faculty, will use an interview to assess the candidate's verbal communication skills and overall competency as a potential doctoral student. The Committee will also request the candidate to complete a writing sample, administered on site, to assess candidate's writing skills. Conditional admission status will be for 12 credit hours in the program.

Conditionally admitted students earning a grade less than a B in any of the courses within the first 12 hours will be dismissed from the program. Students admitted conditionally and who complete the first 12 hours with grades of B or higher in each course will have their status changed from conditional to unconditional.

Students who are currently enrolled in a Ph.D. Program in Marriage and Family Therapy at another university may apply for admission during the initial year of the program. The maximum amount of hours transferrable will be 12 credit hours. Transfer students must participate in all four practicum courses, comprehensive finals, and dissertation classes.

Students must participate in all four practicum courses, comprehensive finals and dissertation classes, in addition to completion of all courses required to complete the Ph.D. MFT program specified in this prospectus.

Required Documentation

- Application for admission;
- Non-refundable Application Fee;
- Official transcripts from all universities/colleges attended;
- Letters of Recommendation;
- Resume.

Selection Criteria

Requirements for application are:

- Must hold a master's degree from regionally accredited institutions in marriage and family therapy, professional counseling, social work, psychology or other related mental health related field;

- Must complete at least two of four foundations courses required for licensure as a Licensed Marriage and Family Therapist in the State of Texas making a B or higher prior to beginning doctoral courses in the fall of the first year of study in the doctoral program. The remaining foundation courses must be taken prior to beginning the third year of study in the doctoral program. The addition of foundation courses may increase the total hours of the doctoral degree from 68-80 hours. Grades from the foundation courses will not be included in the PhD final GPA;
- Must have successfully obtained either a full or associate/intern license in a mental health related field such as LMFT-A, LPC-I, MSW or other mental health field;
- Must have a GPA of 3.2 or greater on a 4.0 scale on the master's degree;
- Must have three letters of reference from a licensed therapist or counselor (LMFT, LPC, MSW) who has known the applicant for at least three years and can attest to characteristics that would make them a good applicant for the program.

Interview: The interview assesses an overview of marriage and family therapy, its models, applications and ranks clinical skills for future improvement as a marriage and family therapist. The interview also assesses the candidate's future career vision and research interests as a marriage and family therapist.

SELECTION PROCESS

Applicants will be selected on a best qualified basis as determined by the Program Director and/or the Admissions Committee. The Doctoral Program in Marriage & Family Therapy reserves the right to deny admission to any applicant as determined by the Admissions Committee. All decisions by this committee are final and not subject to appeal.

ADMISSIONS PROCESS TIMELINE

- Fall Admittance Application Deadline: May 1
- Interviews held: June-July
- Fall term cohort selection: notified by July 31, for fall term matriculation.

Admissions Deadlines are subject to change. Students will be notified of the admission decision by mail.

REGISTRATION FOR THE DOCTORAL PROGRAM IN MARRIAGE AND FAMILY THERAPY

Graduate students are advised by the director of the program or her/his designee to facilitate course enrollment and academic program planning. To enroll in this program, prospective students consult with the director of the program prior to the registration period by phone, first class mail, or by email to be eligible for registration. Online registration is not available to graduate students. Instead, registration will be done by the administrative office.

Recommendation for Counseling Services

Any faculty member of the Graduate Counseling Program may recommend or require a graduate counseling student to seek professional counseling services if the faculty member determines the student needs

professional services. The extent and duration of the counseling services will be at the discretion of the faculty member making the initial request and approved by the Practicum Sub-Committee and the Director of the Graduate Counseling Programs. The Graduate Counseling Program will provide the student with recommendations as to where the student may seek services. With the exception of those persons employed by Texas Wesleyan, the student has the right to select any mental health professional to use for counseling services. Upon completion of the required counseling sessions, the student must submit documentation that he or she attended and satisfactorily completed the counseling sessions. Failure to complete the mandatory counseling sessions or a dissatisfactory recommendation from the consulting therapist, as determined by the faculty, may prohibit the student from registering for classes until the counseling is satisfactorily completed. Texas Wesleyan University reserves the right to approve or disallow the student to continue in the counseling program.

APPEAL OF RECOMMENDATION

A student may appeal the recommendation for counseling or the extent and duration of counseling to the Director of the Graduate Counseling Programs. The student may further appeal the Director's decision to the Dean of the School of Education. Any appeal must be made within 30 days of the issuance of the recommendation for counseling. Finally, students retain the right to file a student complaint with the Provost Office according to the procedure provided in the University Catalog.

Constructive Notice

These standards serve as notice to all applicants, students, faculty, and others of rules, regulations, policies, and procedures described in the University Catalog. This notice exists without regard to whether one has actually taken the opportunity to read the standards. The Graduate Counseling Program will assume all interested parties or students have informed themselves as to the University Catalog standards.

Academic Policies for the Doctoral Program in Marriage and Family Therapy

TIME LIMITATION

Graduate courses expire within ten years from the date of course completion shown on the transcript; Thus, at the time the student graduates with the Ph.D. degree, no course may be more than ten years old. Courses taken more than ten years prior to graduation must be retaken to meet graduation requirements. In the event that the required course is no longer offered, a substitute course of similar content must be taken in its place. Approval to take this course must be obtained from the Director of the Doctoral Program in Marriage and Family Therapy.

WRITTEN COMPREHENSIVE EXAMINATIONS

The Written Comprehensive Examinations are given each fall, early in the semester, and are taken after the student has passed the research and statistics examination as well as all core and concentration courses. The comprehensive examinations are held in order to qualify students for dissertation candidacy. Doctoral Advisory Committee approval is required before the examinations may be scheduled. These examinations

cover the core and concentration of all coursework taken in the program and are designed to assess content knowledge, problem solving ability and writing skills. The examinations are given over a two-day period and include a minimum of six 90-minute sub-examinations. A student must achieve a grade of B- or better on each sub-examination in order to pass.

Students will defend and correct any mistakes made or additions required by the committee during the same semester in an Oral Examination interview. Such oral clarification sessions will be scheduled three-four weeks after the written examinations have been graded. Upon failure of the comprehensive exam, a student may appeal to the Graduate Advisory Committee for a retake. Students may take the exam no more than three times.

OFFICIAL COMMUNICATIONS

A student's University Email address is the official e-mail address for Texas Wesleyan University. All official University e-mail communication will be sent to this e-mail address. Students may elect to forward Ram Mail to an alternate e-mail address. However, the University will not be responsible for the handling of e-mail to an alternate e-mail address. Students will be responsible for any information sent to their official e-mail address.

DISSERTATION PROCESS

Admissions to Candidacy Criteria

To be admitted to candidacy the student must meet the following criteria:

- Complete all core, research, and concentration coursework with a 3.2 overall GPA;
- Have only two "C" grades in the above listed required coursework;
- Passing score on the Written Comprehensive Examination.

Dissertation I (MFT 8328): Candidates who successfully complete the Qualifying Examinations must enroll in MFT 8328 Dissertation Design and Proposal to proceed with the design and development of the dissertation proposal. Candidates complete the dissertation proposal with the assistance of their major professor and the other members of the dissertation committee as appropriate. The dissertation committee is comprised of the major professor, another doctoral professor, and a professor from another department. The proposal includes a review of related research, identifies the research problem and research questions or hypotheses and describes the research design.

Dissertation II (MFT 8329): After successfully defending the proposal, the candidate, under the supervision of the major professor and dissertation committee, conducts the research and completes the writing of the dissertation. The dissertation research stage is the most important part of the doctoral program, for it provides the opportunity for the student to apply information and skills learned in the program to the study of a topic of interest to the candidate and importance to the profession.

Dissertation III (MFT 8330): Upon completion of the dissertation, the candidate will defend his/her dissertation research before a group of graduate faculty, his/her dissertation committee, and invited peers. Successful defense grants the candidate the Doctor of Marriage and Family Therapy degree. Publication of dissertation work is expected.

Please contact the Director of the Doctoral Program in Marriage and Family Therapy for more information.

GRADUATION REQUIREMENTS FOR THE DOCTOR OF MARRIAGE AND FAMILY THERAPY

To qualify for graduation, a student must have completed successfully all program courses, required related courses, passed the comprehensive exam and required dissertation research and defense. The student must have earned a 3.2 (on a 4.0 scale) overall grade point average and have no more than two "C" grades. An application for graduation must be filed in the Office of Student Records no later than the deadline specified in the Graduate Catalog.

All course work applicable to the doctoral degree must be no older than ten years.

Code of Ethics for Master's Programs in Counseling

LPC AND LMFT

The Graduate Counseling Program accepts and adopts the American Counseling Associations' Code of Ethics as its department code of ethics for the Masters of Professional Counseling and the American Association for Marriage and Family Therapy Code of Ethics for its Masters and Doctoral programs in Marriage and Family Therapy. All students will be required to read and sign an acknowledgement of receiving the code of ethics and agreement to be bound by the ethical standards during and after the Graduate Counseling Program. Failure to abide by these standards may result in dismissal from the program.

SCHOOL COUNSELING

The Graduate School Counseling Program accepts and adopts both the American School Counselor Association's Ethical Standards for School Counselors and the Texas Administrative Code Title 19, Part 7, Chapter 247, Rule § 247.2 Code of Ethics and Standard Practices for Texas Educators as its department code of ethics. All students will be required to read and sign an acknowledgement of receiving the code of ethics and agreement to be bound by the ethical standards during and after the Graduate Counseling Program. Failure to abide by these standards may result in dismissal from the program.

DISMISSAL

A counseling student may be dismissed from the graduate program for failure to abide by the department and professional code of ethics. A counseling student is subject to dismissal at any time her/his conduct is documented as "severely unbecoming of a professional." A student who is suspended from the University will be notified in writing. The program may terminate a counseling student with flagrant or repeated violations of rules, regulations, policies, or procedures.

APPEAL

Appeal of probation or dismissal as a result of violations of the code of ethics may be made within 30 days of issuance of the sanction. An appeal

must be submitted in writing to the Dean of the School of Education, with a copy to the Director of the Master's Programs in Counseling.

Students retain the right to file a written student complaint with the Provost Office according to the procedure provided in this Graduate Catalog. However, the Provost Office cannot make any determination regarding competency or clinical performance.

All other student related matters are governed by the University's Student Handbook and the Graduate Catalog.

Leave of Absence for the Doctoral Program in Marriage and Family Therapy

Should a student need to take a leave of absence due to illness, family emergency or another personal situation, the student will notify the Director of the Ph.D. program and the Director will call a meeting of the PhD faculty. The faculty will decide upon a re-entry process for the student which may include re-joining the student's current cohort while taking missed classes with the younger cohort. Should the student need to leave the program during the semester, the student will be given an Incomplete. The length of the Incomplete will be determined in the meeting with Director and faculty. Students who withdraw from the program have up to three semesters of absence before they must apply for readmission, including the summer term.

Graduation Requirements for the Master's Programs in Counseling

To qualify for graduation, a student earning the Master of Arts in Professional Counseling degree must have successfully completed an approved program of study with a minimum of 60 hours of coursework and earned at least a 3.0 GPA (on a 4.0 scale). A student earning the Master of Science in School Counseling degree must have successfully completed a minimum of 42 hours of coursework and earned a 3.0 GPA (on a 4.0 scale). A student earning the Master of Science in Marriage and Family Therapy degree must have successfully completed a minimum of 61 hours of coursework and earned a 3.0 GPA (on a 4.0 scale). All students must:

- Satisfactorily complete the comprehensive examination and exit interview (see below);
- Receive no more than two (2) grades of "C" in academic (non-clinical) practicum;
- Receive a grade of "B" or higher in all practicum courses;
- Complete required practicum hours.

COMPREHENSIVE EXAMINATION

A passing score on the Master of Arts in Professional Counseling/Master of Science in Marriage and Family Therapy Comprehensive Exam is required before the respective degree can be awarded. Students are permitted three (3) attempts to successfully complete this requirement. The exam is given on a regular basis. All students must be registered during the term in which they wish to schedule their exam. The comprehensive exam has both a written and a practical component; each must be successfully completed prior to graduation. All students must

have completed academic course work or be registered for the last term of academic coursework before being allowed to take the exam.

EXIT INTERVIEW

Each student will be required to complete an exit interview with their academic advisor during their last semester of classes. The exit interview must be completed prior to graduation, or the student will not be approved to graduate.

TIME LIMITATION

All course work applicable to the Master of Arts in Professional Counseling, the Master of Science in Marriage and Family Therapy, and the Master of Science in School Counseling must be completed within five (5) years from the date that the student was admitted to the program. Students may request an extension of the time period, but under no circumstances will that extension be granted for more than two (2) additional years (see page 109).

Sequence of Events for the Master's Programs in Counseling

1. Be admitted to the graduate program (see admission requirements and procedures);
2. Attend a new student orientation for the graduate program;
3. Develop a graduation plan with their academic advisor;
4. Read and sign an acknowledgement of receiving the code of ethics and agreement to be bound by the ethical standards during and after the Graduate Counseling Program. The completed form must be turned into the student's academic advisor;
5. Register for graduate work. Each semester obtain class schedule card and scheduling advice from major academic advisor. Faculty advisor card must be signed by the major academic advisor before enrolling in classes;
6. For LPC and LMFT only: Apply for Master's Comprehensive Exam while registered in Pre-Practicum (COU 6314);
7. File application for graduation in the Office of Student Records the semester before graduation;
8. Complete exit interview with academic advisor;
9. Complete any remaining courses; remove all grades of "I" (incomplete);
10. Attend Hooding and Graduation (see University Calendar for date, time, and place).

Foundation Courses for Admission in the
Doctoral Program in Marriage and Family
Therapy

The following foundation courses are required for licensure in the State of Texas as a LMFT in the State of Texas. Students who have not graduated with a Master’s degree in MFT may be admitted into the doctoral program by taking at least two of the following foundation courses prior to the first doctoral class occurring in the fall of admission and making a B or higher in each and remaining foundation courses. Courses may be transferred from other universities or taken on the Texas Wesleyan campus provided that the grades earned is a B or higher. Foundation course grades will not be included in the doctoral program GPA. All foundation courses must be completed prior to the third year (fall) of doctoral study in order for the student to continue doctoral study.

- COU 6320 Principles for Marital Therapy
- COU 6321 Strategies for Interventions in Family Therapy
- COU 6322 Family Systems
- COU 6323 Family of Origin

Program Requirements

Master of Arts in Professional Counseling

REQUIRED COURSES	60
Counseling	60
COU 6301 Theories of Counseling	
COU 6302 Lifespan/Human Growth and Development	
COU 6303 Techniques of Appraisal and Assessment	
COU 6304 Multicultural/Cross-Cultural Counseling	
COU 6305 Advanced Human Sexuality and Sexual Dysfunction	
COU 6306 Research Methodology and Program Evaluation	
COU 6307 Career Development and Assessment	
COU 6308 Advanced Counseling and Crisis Skills	
COU 6309 Ethical and Professional Conduct for Counselors	
COU 6310 Advanced Psychopathology	
COU 6311 Marriage and Family Counseling	
COU 6312 Group Counseling	
COU 6313 Counseling Children and Adolescents	
COU 6314 Professional Identity and Prepracticum Skills	
COU 6315 Mental Health Clinical Practicum I	
COU 6316 Mental Health Clinical Practicum II	
COU 6331 Psychopharmacology	
COU 6332 Crisis Intervention Counseling	
COU 6333 Counseling for Substance-related and Other Addictive Disorders	
COU 6334 Community and Clinical Mental Health Administration	

TOTAL HOURS	60
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Master of Science in School Counseling

REQUIRED COURSES	42
Counseling	42
COU 6301 Theories of Counseling	
COU 6302 Lifespan/Human Growth and Development	
COU 6303 Techniques of Appraisal and Assessment	
COU 6304 Multicultural/Cross-Cultural Counseling	

- COU 6307 Career Development and Assessment
- COU 6309 Ethical and Professional Conduct for Counselors
- COU 6310 Advanced Psychopathology
- COU 6312 Group Counseling
- COU 6313 Counseling Children and Adolescents
- COU 6314 Professional Identity and Prepracticum Skills
- COU 6317 Introduction to School Counseling
- COU 6318 School Counseling Programs
- COU 6319 Practicum in School Counseling

choose one of the following:

- COU 6306 Research Methodology and Program Evaluation
- COU 6308 Advanced Counseling and Crisis Skills
- COU 6311 Marriage and Family Counseling
- COU 6332 Crisis Intervention Counseling

TOTAL HOURS 42*

*subject to change in state licensure requirements

Master of Science in Marriage and Family Therapy

REQUIRED COURSES 60

Counseling..... 39

- COU 6302 Lifespan/Human Growth and Development
 - COU 6303 Techniques of Appraisal and Assessment
 - COU 6304 Multicultural/Cross-Cultural Counseling
 - COU 6306 Research Methodology and Program Evaluation
 - COU 6309 Ethical and Professional Conduct for Counselors
 - COU 6310 Advanced Psychopathology
 - COU 6311 Marriage and Family Counseling
 - COU 6314 Professional Identity and Prepracticum Skills
 - COU 6331 Psychopharmacology
 - COU 6332 Crisis Intervention Counseling
 - COU 6333 Counseling for Substance-related and Other Addictive Disorders
 - COU 6334 Community and Clinical Mental Health Administration
- one of the following:
- COU 6305 Advanced Human Sexuality and Sexual Dysfunction
 - COU 6313 Counseling Children and Adolescents

Marriage and Family Therapy 12

- COU 6320 Principles for Marital Therapy
- COU 6321 Strategies for Interventions in Family Therapy
- COU 6322 Family Systems
- COU 6323 Family of Origin

Practicum..... 9

take three semesters of the following:

- COU 6324 Family Therapy Practicum

TOTAL HOURS 60

Marriage and Family Therapy Doctor of Philosophy

To successfully complete the program, a student must complete the core courses and the required courses (a total of 68 credit hours.)

Foundation Courses* 0-12

- COU 6320 Principles for Marital Therapy
- COU 6321 Strategies for Interventions in Family Therapy
- COU 6322 Family Systems
- COU 6323 Family of Origin

MFT CORE CURRICULUM..... 30

To successfully complete the program, a student must complete the core courses, research courses, practica, and dissertation.

MFT 8320	Advanced Marriage and Family Therapy
MFT 8321	Theory Building in Family Sciences
MFT 8322	Theories of the Family
MFT 8323	Substance Abuse in the Family
MFT 8324	Current Research and Issues in Professional Development for Marriage and Family Therapy
MFT 8325	Neuroscience/ Psychopharmacology for Family Therapists
MFT 8326	Sexuality and Family Therapy
MFT 8331	American Family Crises
MFT 8333	Supervision in Family Therapy
MFT 8334	MFT Independent Study

RESEARCH CURRICULUM12

MFT 8302	Principles of Educational Research
MFT 8304	Quantitative Design, Statistics and Analysis
MFT 8305	Qualitative Design and Analysis
MFT 8307	Statistical Methods of Inquiry

PRACTICA 16

MFT 8414	Marriage and Family Practicum I
MFT 8415	Marriage and Family Practicum II
MFT 8416	Marriage and Family Practicum III
MFT 8417	Marriage and Family Practicum IV

COMPREHENSIVE EXAM.....1

MFT 8118	Comprehensive Exam Preparation
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DISSERTATION COURSES..... 9

MFT 8328	Dissertation Design and Proposal
MFT 8329	Dissertation Data Collection and Analysis
MFT 8330	Dissertation Defense

TOTAL HOURS 68-80

* Based on the master's transcript evaluation, program hours will be increased for students without the appropriate graduate coursework in Marriage and Family Therapy due to the addition of foundation courses.

Course Descriptions

COUNSELING (COU)**6301. Theories of Counseling 3 hours**

An introduction to the theories and techniques of counseling and psychotherapy. An emphasis will be placed on the development of basic counseling skills and the major theories of counseling.

6302. Lifespan/ Human Growth and Development 3 hours

This course covers biological, cognitive, social, and emotional development across the lifespan. Practical applications of the material to counseling situations will be discussed.

6303. Techniques of Appraisal and Assessment 3 hours

Investigates the theories, principles, and practices of psychological testing. Explores test item development, test format development, and statistical analysis. Reviews established intelligence tests, achievement tests, mood measures, and personality assessments. Examines the

appropriate role of the counselor and psychological testing in the clinical use of tests and assessments in the counseling profession.

6304. Multicultural/ Cross-Cultural Counseling 3 hours

Examines factors relevant to successful counseling with different populations within a culturally diverse society. Explores counselor characteristics, attitudes, and strategies for developing cultural competence. Reviews cultural uniqueness through research, literature, films, and discussion.

6305. Advanced Human Sexuality and Sexual Dysfunctions 3 hours

Practical study of biological, psychological, and social factors influencing the development of both sexual health and sexual dysfunctions are examined. Special emphasis is placed on how to address sexuality related issues in counseling sessions.

6306. Research Methodology and Program Evaluation 3 hours

Prerequisites: COU 6303

Focuses on clinical methodology in evaluating programs. Examines, in detail, topics essential to clinical research: validity, single-case research design, group designs, assessment methods, statistics, and ethical issues. Students learn to plan a program evaluation, develop measures, and apply clinical research methodology. At the end of the course, students will be able to design and implement an effective program evaluation.

6307. Career Development & Assessment 3 hours

A study of the theories and assessment techniques currently used in career guidance and development.

6308. Advanced Counseling and Crisis Skills 3 hours

Prerequisites: COU 6301 or 6311

A practical study of advanced counseling techniques, application of those techniques, and a focus on interventions with clients in crisis.

6309. Ethical and Professional Conduct for Counselors 3 hours

Introduces the ethical standards and professional codes of conduct essential for professional behavior. Develops the concept of the ethical professional through research and philosophy. Examines guidelines from various licensing organizations.

6310. Advanced Psychopathology 3 hours

Prerequisites: COU 6301 or 6311

A survey of the basic concepts of neurochemistry, psychopharmacology, diagnosis, and treatment.

6311. Marriage & Family Counseling 3 hours

A study of the historical development of systemic therapy, and an overview of the current use of the major theories in the field of marriage and family therapy.

6312. Group Counseling 3 hours

Prerequisites: COU 6301 or 6311

Studies the current theories and techniques of various theoretical models including the dynamics of interpersonal relationships and the social, diagnostic, and environmental factors that affect group counseling. Students engage in a six week group therapy practical experience.

6313. Counseling Children and Adolescents 3 hours

Prerequisites: COU 6301 or 6311, and 6302

A study of the major counseling theories as they apply to counseling children, adolescents, and their parents. Students will become aware of

developmental, sociocultural, ethical, and professional issues unique to counseling children and adolescents.

6314. Professional Identity and Prepracticum Skills 3 hours

Prerequisites: COU 6301 or 6311, and 6302, 6303, 6305, 6308, 6309, 6310, 6313

A practical, supervised experience designed to foster the transition from theoretical classes to the practical counseling setting. Students will be preparing to start their counseling experiences. COU 6304, COU 6307, COU 6309, and COU 6312 may be completed concurrently. However, all courses must be completed by the end of your second practicum.

6315. Mental Health Clinical Practicum I 3 hours

Prerequisites: COU 6301 or 6311, and 6302, 6303, 6305, 6308, 6310, 6313, 6314

First part of supervised field experience in mental health counseling while working with individuals, couples, and families. Students will see clients and work within their selected theoretical bases. Practical experience will be supervised by a field supervisor, faculty member(s), and peers. COU 6415 and COU 6416 may be taken in either order. COU 6304, COU 6307, COU 6309, and COU 6312 may be completed concurrently. However, all courses must be completed by the end of your second practicum.

6316. Mental Health Clinical Practicum II 3 hours

Prerequisites: COU 6301 or 6311, and 6302, 6303, 6305, 6308, 6310, 6313, 6314

Second part of the supervised field experience in mental health counseling while working with individuals, couples, and families. Students will see clients and work within their selected theoretical bases. Practical experience will be supervised by a field supervisor, faculty member(s), and peers. COU 6415 and COU 6416 may be taken in either order. COU 6304, COU 6307, COU 6309, and COU 6312 may be completed concurrently. However, all courses must be completed by the end of your second practicum.

6317. Introduction to School Counseling 3 hours

An introduction to the theories and principles of school counseling and guidance for classroom teachers who are beginning their master's studies. This course emphasizes the issues involved in being a helping professional in grades K-12, and the development of basic solution focused therapy skills as they relate to school counseling and guidance.

6318. Programs in School Counseling 3 hours

An introduction to programs applicable to school counseling and guidance in the elementary and secondary school settings. This course emphasizes program development and activities according to TEA requirements and expectations for school counselors in Texas.

6319. Practicum in School Counseling 3 hours

Prerequisites: COU 6301 or 6311, and 6302, 6303, 6304, 6307, 6308, 6310, 6317, and 6318

Completion of state-mandated 150 practicum hours to be arranged with the student and an ISD school counselor supervisor.

6320. Principles for Marital Therapy 3 hours

Prerequisites: COU 6311

This course is a fundamental introduction to the systems approach to interventions that integrates information regarding the marital, sibling, and individual subsystems, as well as family of origin and external social

influences. Special emphasis will be placed on the substance abuse issues and systemic treatment approach to it.

6321. Strategies for Interventions in Family Therapy 3 hours

Prerequisites: COU 6311

This course will focus on different therapeutic interventions that are based on family therapy models. Students will become familiar with importance of language and process in the session and how it can be applied to different family or couple issues.

6322. Family Systems 3 hours

Prerequisites: COU 6311

A fundamental introduction to the systems approach to intervention that integrates information regarding the marital, sibling, and individual subsystems, as well as family of origin and external social influences. Clinical diagnosis and treatment are emphasized.

6323. Family of Origin 3 hours

Prerequisites: COU 6311

Theoretical bases of family of origin work and transgenerational family systems approach. In-depth examination of the student's own family history and review of concepts and therapeutic techniques used in family of origin education and counseling.

6324. Family Therapy Practicum 3 hours

Prerequisites: COU 6302, 6303, 6305, 6310, 6311, 6313, 6314, 6415, 6416, 6320, 6321, 6322, and 6323

Professional supervised experience in counseling couples and families; supervision of live and videotape sessions.

6331. Psychopharmacology 3 hours

Prerequisites: COU 6301 or 6311, 6310

An overview of medications, their intended clinical uses, side-effects, and hazards for the mental health counselor.

6332. Crisis Intervention Counseling 3 hours

Prerequisites: Completion of 18 hours of COU

Students are prepared for responding effectively in critical situations, both situational and developmental. Special emphasis on suicide, disaster response, and crises in schools.

6333. Counseling for Substance-related and Other Addictive Disorders 3 hours

Prerequisites: COU 6301 or 6311, 6310

An in-depth study of addictive behaviors associated with alcohol, drugs, and other compulsive patterns. Emphasis on development of addiction counseling skills.

6334. Community and Clinical Mental Health Administration 3 hours

Prerequisites: Completion of 18 hours of COU

An overview of community mental health systems, including administrative, organizational, socio-cultural, and clinical aspects of policy formation, managed care, and mental health service delivery.

MARRIAGE AND FAMILY THERAPY (MFT)

8118. MFT Comprehensive Exam Preparation 1 hour

This one hour course is the summation of all coursework for the Doctorate in Marriage and Family Therapy and involves taking a three day, comprehensive, written test based on all coursework to this point.

Additionally, oral comprehensive exams are scheduled as a defense of the comprehensive written exam one month after the written exams are given.

8302. Principles of Educational Research (EDU 8302) 3 hours

The theoretical framework for original quantitative and qualitative research is developed in this course. Each component of the research procedures are developed for each individual's field of study. These will be constructed and defended in both oral and written forms.

8304. Quantitative Design, Statistics and Analysis (EDU 8304) 3 hours

Prerequisite: MFT 8302 and admission to Ph.D. program

The purpose of this course is to acquire the skills for developing an appropriate quantitative research design. Students will learn the correct procedures for selecting participants for research, and preparing for data collection using the following basic methods of research: historical, descriptive, developmental, case and field, correlational, causal-comparative/Ex post Facto, true experimental, quasi experimental and action research.

8305. Qualitative Design and Analysis (EDU 8305) 3 hours

This course is designed to explore qualitative research methods of analysis and interpretation of data for purposes of building grounded research theory. This is a practical and hands-on course that will provide step-by-step guide to qualitative data collection, coding, formation of grounded theory, triangulation methods, criteria for evaluating data, data validity and reliability, and final presentation of research results. The course will present students with the opportunity to use real data and practice with qualitative software such as MAXQDA. Qualitative monographs and studies will be read throughout the course for analysis and discussion by students.

8307. Statistical Methods of Inquiry (EDU 8307) 3 hours

Prerequisite: 8302 and admission to Ph.D. program

An advanced review of inferential statistics is the basis for this course. In-depth study of descriptive, parametric, and non-parametric measures are applied to specific research problems.

8320. Advanced Marriage and Family Therapy 3 hours

This introductory course is a continuation of family therapy theory and model development: an overview of systemic therapies including the classic Bowen family systems theory, structural and strategic therapies, MRI, Milan, reflecting team, brief therapy models and will be structured to enhance student's understanding of theory and application of all family therapy models.

8321. Theory Building in Family Sciences 3 hours

This course will introduce students to the development and use of theory as it applies to the family sciences. As researchers and theorists, students are encouraged to adopt a personally satisfying stance that is consistent with the content and assumption of the major theoretical orientation they have adopted. Three lecture hours a week.

8322. Theories of the Family 3 hours

This survey course examines "what is theory in social science research" with a focus on the interdisciplinary study of families. This course will focus on understanding the assumptions underlying theories and how what is known by research is shaped. The purpose of this course is to sensitize the student to different issues when using theory. This is a meta-theory course about theories. This course will also focus on developing

the student's skills to accurately read and summarize theoretical readings and identify theoretical frameworks for proposals and theses.

8323. Substance Abuse in the Family 3 hours

This course is a survey of the basic concepts in addiction science and their inter-relationships with psychopathology. This survey course will examine the forces of addiction and its implication for families when a family member is addicted to a substance that causes threats to the individual's health.

8324. Current Research and Issues of Professional Development in Marriage and Family Therapy 3 hours

This course serves as a critical review of the current and classical research and literature in Marriage and Family Therapy. Focus is also on the processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships are covered.

8325. Neuroscience/ Psychopharmacology for Family Therapists 3 hours

This course will review and survey the basic concepts in neuroscience and psychopharmacology in the diagnosis and treatment of abnormal behaviors as seen in families. Focus will be on the systemic implications that psychopathology has on family systems and will offer students strategies and techniques to follow as marriage and family therapists to assist families in helping their members.

8326. Sexuality and Family Therapy 3 hours

This course will describe sexual functioning and intimacy through multicultural, historical, and relational clinical theory frameworks. Specific sexual issues presented in therapy, treatment planning, and intervention will be discussed. Strategies for assisting clients dealing with a variety of sexual concerns will be addressed.

8328. MFT Dissertation Design and Proposal 3 hours

Format requirements for dissertation and use of APA will be addressed throughout this course. Traditionally, dissertations in education are comprised of 5 chapters: Chapter 1: Introduction/Proposal, Chapter 2: Review of Related Literature, Chapter 3: Methods and Procedures, Chapter 4: Results, and Chapter 5: Discussions and Conclusions. This course is designed to begin the dissertation design and to aid students in the completion of the first three chapters of the dissertation. Students under the guidance of an assigned major professor will select a research topic, review the literature, and design a proposal for research in the education setting. Students will be guided by a major professor and assigned a dissertation committee to select the appropriate research method (quantitative, qualitative, or both) for study. Student will be guided through the process of obtaining approval from school district or education setting as well as approval from the University's Institutional Review Board (IRB) before data collection begins.

8329. MFT Dissertation Data Collection and Analysis 3 hours

Format requirements for dissertation and use of APA will be addressed throughout this course. Traditionally, dissertations in education are comprised of 5 chapters: Chapter 1: Introduction/Proposal, Chapter 2: Review of Related Literature, Chapter 3: Methods and Procedures, Chapter 4: Results, and Chapter 5: Discussions and Conclusions. This course will guide students through the data collection and analysis phase of dissertation research Chapters 3 and 4. Here, the student is

independently gathering research as approved during the Dissertation Design and Proposal course (EDU 8328). The students are guided in utilizing the appropriate data analysis techniques (whether qualitative or quantitative or both). The student upon collection of data and appropriate analysts will write chapter 4 of dissertation.

8330. MFT Dissertation Defense**3 hours**

Format requirements for dissertation and use of APA will be addressed throughout this course. Traditionally, dissertations in education are comprised of 5 chapters: Chapter 1: Introduction/Proposal, Chapter 2: Review of Related Literature, Chapter 3: Methods and Procedures, Chapter 4: Results, and Chapter 5: Discussions and Conclusions. Student will be guided in writing the final chapter of Dissertation: in this course (Chapter 5). The student will be guided in presenting final conclusions from data collection and analysis phase (EDU 8329) and in preparing for final dissertation defense. This is the final course and where final defense and approval of dissertation takes place. The course guides the student in final stages of presentation and submission of final dissertation copies for library archival.

8331. American Families in Crisis**3 hours**

Prerequisite: MFT 8323, 8326

This course will focus on how family structure, interpersonal family dynamics and family functioning are impacted by various crises that can occur over the course of a family's lifecycle. It will cover a variety of issues including death / loss, chemical dependency, domestic violence, divorce and abuse / neglect. Systemic theoretical models and core principles of family therapy will be discussed. Students will also examine various conflict management interventions.

8333. Supervision in Family Therapy**3 hours**

Candidates, through seminar format, will read, discuss, and analyze in depth the works of one or two current or This course explores the history, context, philosophy, relationships, and methods of supervision using major therapy models as a foundation for supervision with a collegial approach. It examines several key professional factors in the supervisory relationship including context, discrepancies in power between supervisor and supervisee, dual relationships, and pragmatic techniques.

8334. MFT Final Master Study (off-campus)**3 hours**

An experiential course whereby a student chooses an established agency that specializes in a particular family therapy model and visits that site for an intensive week of instruction under the instruction of a master therapist, approved by the program director. This course is designed to facilitate a cultural as well as professional experience for the student so that the student gains knowledge firsthand from a master therapist recognized by the field of marriage and family therapy. Approval by the program director is needed to schedule the off-campus training.

8414. MFT Practicum 1**4 hours**

This course provides a context of supervision for the doctoral student to demonstrate skills in a family therapy model through live sessions, videotaped supervision, role play and theoretical conceptualization of family issues. The student will complete 100 hours of counseling with a relational context, involving couples and families.

8415. MFT Practicum II**4 hours**

This course is a continuation of MFT 8414 and provides a context of supervision for the doctoral student to further demonstrate skills in a family therapy model through live sessions, videotaped supervision, role play and theoretical conceptualization of family issues. The student will

complete 100 hours of counseling with a relational context, involving couples and families.

8416. MFT Practicum III

4 hours

This course is a continuation of MFT 8415 and provides a context of supervision for the doctoral student to further demonstrate skills in a family therapy model through live sessions, video recorded supervision, role play and theoretical conceptualization of family issues. The student will complete 100 hours of counseling with a relational context, involving couples and families.

8417. MFT Practicum IV

4 hours

This course is a continuation of MFT 8416 and provides a context of supervision for the doctoral student to further demonstrate skills in a family therapy model through live sessions, videotaped supervision, role play and theoretical conceptualization of family issues. The student will complete 100 hours of counseling with a relational context, involving couples and families.

MASTER'S PROGRAMS IN EDUCATION

Carlos A. Martinez, Dean
Lisa Dryden, Director

Faculty

Elsa Anderson
Joe Dryden
Lisa Dryden, Director
Ken Helvey
Mary Landers
Carlos A. Martinez, Dean

Twyla Miranda
William Newton
Kimberly Tyler
Julie Vowell
R. J. Wilson

Mission

The Master's Programs in Education are committed to providing master's level coursework in core and concentration areas and reflective opportunities for educators to develop professionally in the field of education. The master's program provides a student-centered, research-based environment that enhances the candidate's appreciation of the art and science of teaching and his or her ability to understand, implement, and critically evaluate education practice.

Degree and Programs Offered

B.A./M.Ed.	Bachelor of Arts/Master of Education
B.S./M.Ed.	Bachelor of Science/Master of Education
M.Ed.	Master of Education
M.Ed.	3 + 2.5 International Bridge Program

PROFESSIONAL CERTIFICATIONS

Gifted and Talented Certification
Master Reading Teacher Certificate
Principal Certification
Reading Specialist Certification
TESOL Certificate of Endorsement

Accreditation

The Texas Wesleyan University School of Education is accredited by the State Board of Educator Certification (SBEC)/Texas Education Agency (TEA).

Master of Education (M.Ed.)

This degree program is designed for students who wish to pursue a degree that focuses on developing advanced skills in teaching as well as an enriched knowledge base in selected content areas. The program is designed to enhance the candidate's appreciation of the art and science of teaching and the ability to understand and critically evaluate education practice.

The following concentrations are offered:

Administration
Gifted and Talented Education
Math Education
Reading (for 5th year only)
Reading and Writing
Reading Specialist
Science Education
Second Language Education and Culture

For program and concentration requirements, see Program Requirements for Master's Programs in Education.

Successful completion of the Master of Education degree provides the student with professional growth and scholarly enrichment in the following areas:

1. Human growth and development and the relationship of curricular expectations and methodology to individual capabilities, experiences, and cultural diversity.
2. Knowledge and understanding of selected content areas.
3. Research in education and allied fields.
4. Historical, philosophical, theoretical, and research-based influences on education and teaching.
5. Issues facing teachers in contemporary society.

Program Structure of Master's Programs in Education

The degree is delivered through a variety of instructional methods, including face-to-face, hybrid, online and web-assisted. Professors will use various methods of delivery including lectures, discussions, examinations, online technology, chat rooms and collaborative assignments.

Admission to the Master's Programs in Education

ADMISSIONS CRITERIA

All applicants must evidence that they possess the intellectual, professional, and social qualities necessary for successful completion of the

1. Applicants must have a baccalaureate degree from a regionally accredited college or university;

Prerequisite: Applicants are required to have at least 9 hours of education coursework at the undergraduate level or be alternatively certified through the State of Texas. Once admitted and if the student does not meet this prerequisite, the Director of the Master's Programs in Education will assist the student in choosing 9 hours of undergraduate leveling courses. Students

taking leveling courses are not officially admitted into the Master's program and are considered non-degree seeking until they complete these 9 hours with a grade of "A" or "B." The student must reapply as degree seeking before beginning all graduate level coursework.

2. Three letters of recommendation showing the applicant is motivated to achieve, has the capacity to contribute to the learning process, will bring real life experience to the program, and will enhance the overall experience of other graduate students;
3. GRE score of 291 or greater (combined score on verbal and quantitative) or a GPA of 3.0 or greater on a 4.0 scale (last 60 hours or overall). Minimum scores are subject to change upon revision to graduate admissions tests;
4. A current resume or vita to assess professional and academic preparation for graduate studies;
5. Writing sample administered on campus as a demonstration of English proficiency, critical thinking and analytical writing skills;
6. Students seeking a Master's degree with a specialization in administration must have a minimum of two years teaching experience before starting the administrative coursework (EDU 6315, EDU 6316, EDU 6317, EDU 6318, EDU 6319, EDU 6342, EDU 6348 and EDU 6362).

Additional Admissions Criteria for Master of Education with Administration or Principal Certificate

1. Teacher service record showing two years' experience minimum.
2. Evidence of strong teaching ability and leadership potential; e.g. PDAS scores, grants, research, projects in schools.

There is no probationary admission to the Master's Programs in Education. Students who do not meet the 3.0 or the 900 GRE criteria may apply for admission to the M.Ed. program through a written qualifying examination and an interview with the M.Ed. faculty in order to demonstrate English proficiency, critical thinking and analytical writing skills.

ENGLISH PROFICIENCY

To assure reasonable success, all students applying to the graduate program must demonstrate proficiency in the English language. Applicants must meet at least one of the following criteria:

1. A college degree from a U.S. accredited institution, in or out of the U.S. (English delivery).
2. College level equivalent of English Composition I and II completed from a U.S. college or university with at least a grade of "B."
3. A minimum TOEFL score of 213 on the computer test, 550 on the paper test, or a 79 on the internet test or a minimum IELTS score of 6.5 (Academic Version). TOEFL or IELTS scores must be no more than 2 years old.

4. If using TOEFL scores to show English proficiency, students completing the Second Language Education and Culture concentration must have a minimum TOEFL of 570.

ADMISSIONS PROCESS

The following documents must be submitted for consideration:

1. Completed application with application fee by the required deadline. The fee is non-refundable regardless of whether the application is withdrawn or admission is denied;
2. Official transcripts from all colleges/universities attended;
3. Three letters of recommendation showing the applicant is motivated to achieve, has the capacity to contribute to the learning process, will bring real life experience to the program, and will enhance the overall experience of other graduate students;
4. GRE scores as appropriate: Minimum scores are subject to change upon revision to graduate admissions tests;
5. A current resume or vita to assess professional and academic preparation for graduate studies;
6. Writing Sample: Students will schedule a time to complete an on-campus writing sample.

All applications and materials for admission should be mailed directly to:

Office of Graduate Admission
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

International applicants should refer to the section titled "Admission of International Students" in this catalog and contact the Office of International Programs (817/531-5868).

NON-DEGREE SEEKING STUDENTS

Students who are only seeking additional credentials (TESOL, Master Reading Teacher, Principal, Reading Specialist, and Gifted and Talented) are classified as non-degree seeking graduate education students and must meet the admission requirements listed above. Successful completion of 15-18 hours of graduate coursework and passing scores on state examinations (TExES) are required for additional credentials. Students seeking the TESOL certificate are not required to pass the TExES exam.

ADMISSIONS PROCESS TIMELINE

Applications are accepted on a rolling deadline. Applicants may complete the application and submit all required documents at any time, and will then be reviewed for entrance into the program for the next upcoming term: Fall, Spring, or Summer.

Students will be notified of the admission decision by mail.

All degree-seeking students must attend the Graduate Orientation before their first semester of enrollment.

Admission to the 3 + 2.5 Program in Education

Applicants for the 3 + 2.5 International Bridge Program must have a baccalaureate degree from an internationally accredited college or university, equivalent to three years of full-time postsecondary study in the United States (equivalent to 90 hours or more).

Applicants for the 3 + 2.5 International Bridge Program are required to complete 30 hours of undergraduate education coursework. Students admitted to the 3 + 2.5 International Bridge program are not officially admitted into the Master's program and are considered non-degree seeking until they complete these 30 hours with an overall GPA of 3.0 or higher.

Students must reapply as degree seeking before beginning any graduate level coursework. As an applicant for the Masters in Education, students must meet the admissions requirements and complete the application process for the graduate degree.

Admission to the Fifth Year Option in Education

The Fifth Year Option gives outstanding undergraduates the opportunity to complete a bachelor's degree (B.A. or B.S.) and a Master of Education (M.Ed.) within five years. It is available to EC-6 Bilingual majors, EC-6 Generalist with ESL Certification majors, Liberal Studies students, and secondary education students pursuing certification Biology, English, History or Spanish. To be considered for admission to the Fifth Year Option, students must submit a Fifth Year Option application after the semester they complete 90 hours of undergraduate level coursework. Only Fifth Year Option applicants demonstrating superior undergraduate academic performance and strong recommendations from faculty members will be considered for admission to the Fifth Year Option. If admitted to the Fifth Year Option, a student may complete up to 9 semester hours of graduate level coursework during the fourth year of undergraduate study. At the end of the fourth year, the student's B.A. or B.S. will be posted and the student will continue taking the rest of the graduate level coursework required to obtain the M.Ed.

During the fifth year at Texas Wesleyan University, the student will complete the remaining graduate level coursework required for graduation from the M.Ed. program.

FIFTH YEAR OPTION DEGREE PROGRAM

The Fifth Year Option B.A. or B.S./M.Ed. program provides students with an EC-6 Bilingual, EC-6 Generalist with ESL Certification, Liberal Studies, or secondary education with Biology, English, History, or Spanish undergraduate degree in education and a Master of Education degree with a concentration in one of the following fields of study: reading, gifted and talented education, or second language education and culture. By meeting requirements for the two degrees simultaneously, students are able to earn the B.A. or B.S. and M.Ed. degrees within five years, a length of time shorter than if each of the degrees were pursued separately. Completing the M.Ed. in one year assumes that the student follows the prescribed degree plan. Any deviation from the degree plan may prolong the completion of the degree. The combined B.A. or B.S./M.Ed. degree program enables students who plan to become Texas certified teachers the capability to complete all certification requirements. The two degrees may be completed in approximately five years.

Applicants are initially admitted into the Teacher Education program and must follow the program requirements for the EC-6 Bilingual or the EC-6 Generalist with ESL Certification programs. Applicants to the Fifth Year Option degree program must meet the admission requirements of both the undergraduate and the graduate programs (where applicable) and follow the application procedures for the respective programs.

Enrollment in the Fifth Year Option must be continual and in consecutive semesters. If a Fifth Year Option student does not enroll continuously or consecutively, her/his degree plan will default to the standard 36-hour M.Ed. program.

ADMISSIONS CRITERIA

Applicants to the Fifth Year Option B.A. or B.S./M.Ed. program must meet the admission requirements of both the undergraduate and the graduate programs and follow the application procedures for the respective programs. Please see the Undergraduate Catalog for undergraduate admission requirements into the Teacher Education Program (2.5 GPA, appropriate THEA scores, completion of EDU 2300). M.Ed. admission decisions are based on an overall evaluation of the items listed below to estimate an applicant's potential for success in the graduate program. In order to assure success in a graduate program, admission requirements for the combined B.A. or B.S./M.Ed. graduate program are as follows:

1. Be fully admitted into the Teacher Education Program;
2. GPA of 3.0 or higher on a 4.0 scale (overall or last 60 hours) or a GRE score of 291 or greater: Minimum scores are subject to change upon revision to graduate admissions test;
3. A letter of recommendation from an educator or employer is required showing that the applicant is motivated to achieve, has the capacity to contribute to the learning process, and will bring real life experience to the program, and will enhance the overall experience of other graduate students;
4. Two additional letters of recommendation from Wesleyan undergraduate Education faculty members are required;
5. A current resume or vita to assess professional and academic preparation for graduate studies;
6. An interview with Graduate Admission faculty committee and a writing sample is required in order to demonstrate English proficiency, critical thinking and analytical writing skills.

ADMISSIONS PROCESS

All Master of Education admission decisions are based on an overall evaluation of the items listed under the Admission Criteria section to estimate an applicant's potential for success in the graduate program. As part of the admission's process, students are required to submit the following documents:

1. Letter of Formal Acceptance into the Teacher Education Program;

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2. Completed graduate admission application with application fee by the required deadline. The fee is non-refundable regardless of whether the application is withdrawn or admission is denied;
3. Official transcripts from all colleges/universities attended;
4. A letter of recommendation from an educator or employer and two additional letters of recommendation from Wesleyan undergraduate Education faculty members are required (see admission criteria);
5. GRE scores as appropriate: Minimum scores are subject to change upon revision to graduate admissions tests;
6. A current resume or vita to assess professional and academic preparation for graduate studies;
7. Writing Sample: Students will schedule a time to complete an on-campus writing sample.

The last day to complete applications for one-time fall admission is June 15.

FIFTH YEAR OPTION B.A. OR B.S./M.ED. GRADUATION REQUIREMENTS

1. Complete the required 30 semester hours of graduate level coursework from Texas Wesleyan University beyond the undergraduate credit hours required for the undergraduate degree;
2. A cumulative GPA of at least a 3.0 on all graduate level coursework;
3. A cumulative GPA of at least a 3.0 on all undergraduate and graduate level coursework;
4. Continual and consecutive enrollment in the required Fifth Year Option coursework;
5. Completion of 15 hours of graduate level concentration coursework in Gifted and Talented Education, Reading, or Second Language Education and Culture as part of the 30 hours of graduate level coursework required for graduation.

Students may elect to complete 2 or more concentrations.

Application for graduation must be filed in the Office of Student Records no later than the date listed in the catalog calendar

All course work applicable to the master's degree must be completed within seven years from the date that the student was admitted to the program. Any request for an extension must be submitted in writing to the Director of the Graduate Studies in Education and approved by the Graduate Advisory Committee.

Financial Aid

Financial Aid is available through the Texas Wesleyan University Graduate Financial Aid Office, 817/531-6521.

Graduate Students of Education (GSE) funding may be available for scholarly activity or attending conferences. For additional information, please call the Office of Graduate Studies in Education at 817/531-4974.

The Graduate Education Tuition Scholarship (GETS) may be available for up to \$1,000 per semester. For additional information, please call the Office of Graduate Studies in Education at 817/531-4974.

Academic Policies for Master's Programs in Education

GRADING

The substitution of any course for one completed with a lower grade is not permitted.

Selected courses may be graded on a "P" (pass) or "F" (fail) basis at the option of the Graduate Advisory Committee.

"Incomplete" grades must be removed by the date designated in the University Calendar. On or before the designated date, the instructor will assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date, the "I" will automatically convert to an "F."

Graduation Requirements for the Master's Programs in Education

To qualify for graduation, students must complete an approved program with a minimum of 36 hours of coursework with an earned a 3.0 (on a 4.0 scale) overall grade point average. Students are also required to successfully pass the comprehensive examination. An application for graduation must be submitted to the Office of Student Records no later than the semester before the student expects to graduate.

Upon graduation, all coursework applicable to the master's degree must be no older than seven years.

The State Board of Education Certification, not Texas Wesleyan University, awards teaching certificates and endorsements. To qualify for a Texas Teaching certificate and/or endorsement, in addition to the required coursework, students must pass all required certification exams (TExES).

MULTIPLE CONCENTRATIONS

Students may complete one or more concentration areas in the Master of Education program. All program requirements must be met for each concentration that is declared. Students must fulfill the requirements of each by completing the basic Educational Foundational Core courses (12 hours) and the specific concentration courses for each concentration.

GRADUATE COMPREHENSIVE EXAMINATION

Students completing the Master of Education Program must pass a University-administered comprehensive examination. The purpose of the comprehensive exam is to confirm that students have acquired the knowledge and skills required in the program. The student will be tested over all core content as well as the student's concentration area(s). Transfer of courses does not excuse responsibility for the content. Students must apply for the comprehensive examination a semester before they are planning to take the test. The comprehensive examination is administered once each semester and once during the summer.

Students take the comprehensive exam in a university computer lab. Students uncomfortable with taking the exam by computer can submit a handwritten exam but must pay a transcription fee of \$50.

Qualifying for the comprehensive examination

A student must have completed at least 27 hours of graduate credits to take the comprehensive exam. In addition, students must have removed all "Incompletes" from her/his transcript (except in practicum or internship courses) and have a GPA of at least a 3.0 on a 4.0 scale in the core courses and in each area of concentration. To take the core exam, students must have completed three of the four courses and be enrolled in the last core course. A student must have taken all the concentration area coursework to take the concentration area comprehensive exam.

Preparing for and taking the comprehensive examination

The examination constitutes a synthesis and application of knowledge acquired during the course of study leading to the master's degree. The examination may cover topics relating to the student's:

- Ability to analyze and apply principles, theories and new knowledge;
- Concentration area; and
- Thesis, practicum, professional paper, or capstone and content courses.

Preparation for the examination should be ongoing throughout the master's program with independent reading and research in the following areas:

- Principles of growth and development;
- Cultural diversity and the educative process;
- Best practice in teaching;
- Assessment and testing;
- Emerging issues in education and the translation of research into practice;
- Professionalism and ethics in education.

Passing the comprehensive examination

A Comprehensive Examination Committee of faculty members will develop and grade the comprehensive examination. To pass the comprehensive examination, students must receive a score of "Pass," "Good," or "Outstanding." Students will be notified of the results of their exam by mail three to four weeks from the date of the exam. The following are the possible scores on the comprehensive exam:

- 0 to 1.9 Fail
- 2 to 2.9 Pass
- 3 to 3.9 Good
- 4 to 4.9 Outstanding

Satisfactory performance in course work does not necessarily guarantee successful performance on the comprehensive examination. Students who “Fail” the comprehensive exam may apply to retake it the following semester at the scheduled exam administration date.

Appeals

A student may appeal a “Fail” rating. To initiate an appeal, the student must make a request in writing to the Director of the Master’s Programs in Education. The written request must be submitted within seven days of the receipt of the results of the comprehensive examination. The Director, in consultation with the Dean and/or her/his designee, will appoint one or more faculty members to re-score the answers under appeal. The Graduate Advisory Committee will evaluate the scoring of both readers and will supply a written decision to the student. Appeals beyond this level should be directed to the Provost of the University.

Sequence of Events for Master’s Students in Education

1. Be admitted to graduate program. (See admission requirements and processes);
2. Complete an orientation to the graduate program;
3. Register for first semester. The Director of the Master’s Programs in Education will serve as the advisor of all new students until students are assigned an official advisor;
4. Take EDU 6301 as first course, if available;
5. Request a degree audit through the Master’s Programs in Education within the first 6 hours of coursework. The degree plan will indicate an official advisor;
6. With advisor consent, register for courses based on the requirements outlined in the degree plan. Schedule forms **must be signed by the major academic advisor before** enrolling in classes. Returning graduate students (those who have not been out two long semesters) may register online via Ramlink. To register online, go to www.txwes.edu and login to Ramlink;
7. Apply for the Graduate Comprehensive Examination. Application deadlines are March 1 (spring), June 1 (summer), and October 1 (fall). All incomplete grades must be removed before taking the exam, except in practicum courses. Students are eligible to take the comprehensive examination after completing 27 credit hours of coursework;
8. File application for graduation in the Office of Student Records the semester before they are scheduled to graduate;
9. Complete any remaining courses; remove all grades of “I”;

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- 10. Attend Robing and Graduation (see University Calendar for date, time, and place);
- 11. If seeking certification or endorsement, complete required (state administered) TExES and file application for certification and submit fees through the Certification Office in the School of Education.

Wesleyan Graduate Review

The *Wesleyan Graduate Review* is a published, peer-reviewed journal that provides a forum for graduate students, professors, and researchers in the field of education to express opinions and present research data and implications for educators at all levels. The *Wesleyan Graduate Review* is supported by both Texas Wesleyan University graduate student fees and budgetary considerations of the Graduate Studies in Education. One issue is published per year during the fall semester and each graduate student enrolled at Texas Wesleyan University is entitled to the published issue. Additional issues may be purchased for \$15 each. Graduate students in education are encouraged to write for publication as well as serve as editors for the journal.

Program Requirements

Master of Education

EDUCATIONAL FOUNDATIONS CORE COURSES12
Education

- EDU 6301 Introduction to Graduate Studies and Research
- EDU 6302 Philosophical Foundations in Education
- EDU 6305 Psychosocial Dimensions in Education
- EDU 6307 Emerging Issues in Education

CONCENTRATION AREA REQUIREMENTS24
Students should select one or more of the concentration areas listed below.

TOTAL HOURS36

Program requirements related to each concentration within the Master of Education:

Administration

Coursework and on-site experiences are provided to selected exceptional educational leaders in the field. This concentration leads to a Principal’s Certificate. Candidates must have been selected to attend and successfully passed the Wesleyan Leadership Institute. Selection criteria includes being a classroom teacher of record a minimum of 2 years and evidence of teaching ability and leadership through yearly teaching evaluations, principal recommendations and similar educational projects in schools. Candidates must present a passing score on the principal TExES state exam in order to be certified.

Concentration Area..... 24
Education

- EDU 6315 Instructional Leadership in Public Schools
- EDU 6316 School Law Administration

EDU 6317	Administration of EC-12 th Grade Curriculum
EDU 6318	Supervision and Professional Development at School Level
EDU 6319	Principal Internship
EDU 6362	The Principalship
EDU 6342	Special Populations and Programs
EDU 6348	Managing Campus Resources

Total Hours Concentration 24**Requirements for Professional Principal Certification,**

To be recommended for Professional Principal Certification by Texas Wesleyan University to the State Board of Educator Certification students must:

1. Be a certified teacher with a minimum 2 years of teaching experience.
2. Hold a Master's Degree in Education or related fields from a regionally accredited university.
3. Complete Texas Wesleyan University's Leadership Institute.
4. Complete the 18 credit hours of administration concentration area coursework.
5. Complete 160 hours of Internship in a public school setting.
6. Obtain a passing score on the Principal TExES (Test Code 68).
7. Apply for certification through Texas Wesleyan University's Certification Officer.

Gifted and Talented Education

Coursework is provided to educators who desire thorough understandings of the field of gifted and talented education. Curriculum design, assessment and differentiated instructional strategies compose the theory and practice of teaching gifted and talented students.

Texas Wesleyan University provides this particular coursework in partnership with CASENEX, a leading online education consortium of current educational courses for educators. Candidates may sit for the state TExES gifted and talented exam upon successful completion of coursework.

**Concentration Area 24
Education**

EDU 6330	Introduction to Gifted and Talented Students and Programs
EDU 6331	Assessment and Measurement of Gifted Learners
EDU 6332	Social and Emotional Needs of Gifted Learners
EDU 6333	Differentiating Instruction for Gifted Learners
EDU 6334	Curriculum Development for the Gifted and Talented

any 9 graduate hours chosen with approval of the program advisor

Total Hours Concentration 24

Math Education

Concentration Area..... 24
any 15 hours in graduate math courses with advisor's approval
any 9 graduate hours chosen with approval of the program
advisor

Total Hours Concentration..... 24

Reading & Writing

Concentration Area..... 24
RDG 6319 Foundations of Reading
RDG 6320 Diagnosis and Remediation of Reading Difficulties
RDG 6324 Reading Clinic
RDG 6332 Teaching Literature and Writing to
Adolescents
and one of the following:
RDG 6345 Reading in the Content Area—Elementary
RDG 6346 Reading in the Content Area—Secondary
Education
EDU 6360 Language Acquisition and Development
EDU 6326 Writing Institute I
EDU 6327 Writing Institute II

Total Hours Concentration 24

Reading Specialist

Concentration Area..... 24
EDU 6360 Language Acquisition and Development
RDG 6319 Foundations of Reading
RDG 6320 Diagnosis and Remediation of
Reading Difficulties
RDG 6322 Research Practicum in Reading
RDG 6324 Reading Clinic
RDG 6332 Teaching Literature and Writing to
Adolescents
and one of the following:
RDG 6345 Reading in the Content Area—
Elementary
RDG 6346 Reading in the Content Area—
Secondary
any 3 graduate hours with approval of the program advisor

Total Hours..... 24

Exit Requirements for Professional Certification:

In addition to the Graduate Comprehensive Examination,
the student must complete the following:

1. A passing score on the TExES 151. Contact the
Certification Officer for correct test code.
2. Application for recommendation completed and
returned to the Certification Officer in the School of
Education.

Science Education

Concentration Area 24
 any 15 hours in graduate science courses with advisor's approval
 any 9 graduate hours chosen with approval of the program
 advisor

Total Hours Concentration 24

Second Language Education and Culture

Selection criteria includes student being accepted into the Texas Wesleyan Graduate Studies in Education programs. If English is the student's second language, the student must produce a TOEFL score of 570 or better. All students must have access to teaching in an ESL classroom for internship components of the program. The Master of Education in ESL/TESOL program may be completed summer to summer. Candidates for TESOL certificates only may complete the program in two summer sessions.

Concentration Area 24

EDU 6320 ESL Methodology
 EDU 6356 Applied Linguistics
 EDU 6357 Cross-Cultural Communications
 EDU 6358 Improving Practice Internship
 EDU 6360 Language Acquisition
 RDG 6320 Diagnosis and Remediation
 of Reading Difficulties
 any 6 graduate hours with approval of the program advisor

Total Hours Concentration 24

ESL State Examination

Students who have completed all the Second Language Education and Culture (SLEC) coursework may request approval to take the ESL Endorsement TExES (Test Code 154).

3 + 2.5 INTERNATIONAL BRIDGE PROGRAM

This program is for applicants to the M.Ed. program not seeking certification in the United States who have completed only a three-year degree-bearing postsecondary program which is not equivalent to a United States bachelor's degree, as determined by Texas Wesleyan University. While a Texas Wesleyan University credential is not issued, the School of Education will recognize completion of program requirements (see program requirements section in this catalog) as equivalent to a bachelor's degree in the United States.

UNDERGRADUATE HOURS 30

(See 2015-2017 Undergraduate Catalog for course descriptions.)

Required Coursework 19

EDU 3310 Studies in Multicultural Education
 EDU 3324 Language Acquisition and Development
 EDU 3338 Computers as a Classroom Tool
 EDU 3431 Instruction, Assessment and Classroom Management in
 the Elementary School
 EDU 4317 English as a Second Language Methodology
 RDG 4323 English as a Second Language Literacy

Elective Hours Chosen with Advisor Approval 11

M.ED. HOURS.....36
Students in the 3+2.5 program may chose the following M.Ed. concentrations: Gifted and Talented Education, Math Education, Reading and Writing, Reading Specialist, Science Education and Second Language Education and Culture.

TOTAL PROGRAM HOURS..... 66

FIFTH YEAR OPTIONS IN EDUCATION

**Bachelor of Arts or Science/Master of Education
Standard Texas Certificate**

The Fifth Year Option B.A. or B.S./M.Ed. program provides students with an undergraduate degree in education and with a Master in Education degree with a concentration in Gifted and Talented Education, Reading Education, or Second Language Education and Culture. By meeting requirements for the two degrees simultaneously, students are able to earn the B.A. or B.S./M.Ed. in a shorter length of time than if each of these degrees were pursued separately. The combined B.A. or B.S./M.Ed. degree program gives students who plan to become Texas certified teachers the capability to complete the certification program hours of study required by the Texas State Board of Education. The two degrees may be completed in approximately five years. Enrollment must be continual and in consecutive semesters. Applicants are initially admitted into the Teacher Education Program and must follow the program requirements of the program. Students must apply for the M.Ed. program after completing 90 hours. Applicants to the Fifth Year Option degree program must meet the admission requirements of both the undergraduate and the graduate programs and follow the application procedures for the respective programs.

A Fifth Year Option education student will be transitioned from undergraduate (UG) status to graduate (GR) status by the Registrar's office at the time of her/his graduation from the undergraduate program. The student will be allowed to enroll in up to 9 hours of graduate classes during her/his final undergraduate semesters. These classes will not count towards the undergraduate hours but will count towards the graduate hours; these classes will be moved to the appropriate transcript by the Registrar's office. Eligible students will continue to receive undergraduate financial aid through the final semester of undergraduate course work (generally when student teaching takes place). The student's first semester as a graduate student will be immediately following degree posting and consist of only graduate classes. At that time, her/his account will be coded as a GR student and managed accordingly by the Financial Aid office. Any questions regarding aid awards as a graduate student should be directed to the Office of Financial Aid.

**EC-6 Bilingual
Bachelor of Arts/Master of Education**

GENERAL EDUCATION CURRICULUM.....43

The Education program uses a modified version of the General Education Curriculum (GEC) listed on page 103 of the *2015-2017 Undergraduate Catalog*.

For complete Graduation Requirements, see page 139 of this catalog. Bilingual EC-6 degree requires additional hours in Spanish and in

bilingual education. All requirements for undergraduate EC-6 Bilingual must be satisfied.

English.....	9
ENG 1301 Composition I	
ENG 1302 Composition II	
one of the following courses:	
ENG 2324, ENG 2326, ENG 2327, or ENG 2328	
Exercise Science.....	2
EXS 1220 Basic Concepts of Wellness	
Fine Arts.....	3
any 3 hour ART, FAR, MUS or THA	
Geography.....	3
GEG 2304 World Geography	
History.....	6
HIS 2322 Fundamentals of Modern American History	
choose one of the following:	
HIS 2301 World History to 1648	
HIS 2303 World History since 1648	
Mathematics.....	3
MAT 1302 College Algebra	
Natural Science.....	8
NSC 1402 Introduction to Astronomy	
NSC 1403 The Nature of Physical Science	
Religion.....	3
choose 3 hours from the following:	
REL 1311, REL 1312, REL 1313, REL 1321, REL 1322	
Social Science.....	6
choose two of the following:	
ECO 2305 Principles of Economics I	
POL 2311 American Government	
PSY 1301 General Psychology	
REQUIRED RELATED COURSES**	42
English.....	3
ENG 3310 Advanced Writing	
Exercise Science.....	2
EXS 2201 Health and Physical Education Activities for Elementary Teachers	
History.....	3
HIS 3322 History of Texas	
Math.....	6
MAT 1304 Mathematics for the Liberal Arts	
MAT 1305 Advanced Foundations of Mathematics for Teachers	
Natural Science.....	4
NSC 1406 Contemporary Biology	
Psychology.....	3
PSY 3303 Infant and Child Development	
Spanish.....	21
SPN 1341, 1342, 2313, and 2314 or test equivalent	
(see page 41 of the 2015-2017 <i>Undergraduate Catalog</i>)	
SPN 2321 Intermediate Spanish for Spanish, Spanish Secondary Education and Bilingual Education Majors***	
SPN 3328 Advanced Spanish Grammar	
SPN 3340 Advanced Writing in Spanish	
MAJOR REQUIREMENTS.....	63
Professional Development	7
EDU 2100 Foundations of Education	
EDU 3308 Teaching the Exceptional Child	
EDU 3338 Computers as a Classroom Tool	

Education	24
EDU 2208	Fine Arts for Elementary Teachers
EDU 3318	Introduction to Early Childhood Education
EDU 3319	Math for Elementary School Teachers
EDU 3320	Science for Elementary School Teachers
EDU 3431	Instruction, Assessment and Classroom Management in the Elementary School
EDU 4331	Differentiating Instruction in Mixed-Ability K-12 Classrooms
EDU 4340	Environmental Processes and Assessments for EC-6
EDU 4348	Social Studies for Elementary School Teachers
Bilingual Education.....	15
EDU 3324	Language Acquisition and Development
EDU 3363	Foundations of Bilingual Education
EDU 4317	English as a Second Language Methodology
EDU 4329	Content Methodology in the Dual Language Classroom
EDU 4362	Reading and Language Arts in the Dual Language Classroom
Reading	11
RDG 3328	Children's Bilingual Literature
RDG 4401	Beginning Literacy
RDG 4402	Intermediate Literacy
Bilingual Student Teaching.....	6
EDU 4357	Bilingual Student Teaching I
EDU 4358	Bilingual Student Teaching II
OR	
EDU 4613	Bilingual Student Teaching
M.ED. MAJOR REQUIREMENTS	30
EDU 6301	Introduction to Graduate Studies and Research
EDU 6302	Philosophical Foundations in Education
EDU 6305	Psychosocial Dimensions in Education
EDU 6307	Emerging Issues in Education
EDU 6326	Writing Institute I
Concentration area (choose one area)	15
Gifted and Talented.....	15
EDU 6330	Introduction to Gifted and Talented Students and Programs
EDU 6331	Assessment and Measurement of Gifted Learners
EDU 6332	Social and Emotional Needs of Gifted Learners
EDU 6333	Differentiating Instruction of Gifted Learners
EDU 6334	Curriculum Development for the Gifted and Talented
Reading & Writing.....	15
RDG 6319	Foundations of Reading
RDG 6320	Diagnosis and Remediation of Reading Difficulties
RDG 6324	Reading Clinic
one of the following:	
RDG 6345	Reading in the Content Area—Elementary
RDG 6346	Reading in the Content Area—Secondary
one of the following:	
RDG 6322	Research Practicum in Reading
RDG 6325	Developing Literacy
Second Language Education and Culture	15
EDU 6320	English as a Second Language Methodology
EDU 6356	Applied Linguistics
EDU 6357	Cross-Cultural Communications
EDU 6358	Improving Practice Internship
EDU 6360	Language Acquisition and Development

TOTAL HOURS 175-178

*** SPN 2321 required for all students that fail proficiency exam following completion of SPN 1341, 1342, 2313, and 2314 or the equivalent.

**EC-6 Generalist with English as a
Second Language Certification
Bachelor of Science/Master of Education**

GENERAL EDUCATION CURRICULUM..... 43

The Education program uses a modified version of the General Education Curriculum (GEC) listed on page 103 of the *2015-2017 Undergraduate Catalog*.

For complete Graduation Requirements, see page 139 of this catalog.

English.....	9
ENG 1301 Composition I	
ENG 1302 Composition II	
one of the following courses:	
ENG 2324, ENG 2326, ENG 2327, or ENG 2328	
Exercise Science.....	2
EXS 1220 Basic Concepts of Wellness	
Fine Arts.....	3
any 3 hour ART, FAR, MUS or THA	
Geography.....	3
GEG 2304 World Geography	
History.....	6
HIS 2322 Fundamentals of Modern American History	
choose one of the following:	
HIS 2301 World History to 1648	
HIS 2303 World History since 1648	
Mathematics.....	3
MAT 1302 College Algebra	
Natural Science.....	8
NSC 1402 Introduction to Astronomy	
NSC 1403 The Nature of Physical Science	
Religion.....	3
choose 3 hours from the following:	
REL 1311, REL 1312, REL 1313, REL 1321, REL 1322	
Social Science.....	6
choose two of the following:	
ECO 2305 Principles of Economics I	
POL 2311 American Government	
PSY 1301 General Psychology	

REQUIRED RELATED COURSES 21**

English.....	3
ENG 3310 Advanced Writing	
Exercise Science.....	2
EXS 2201 Health and Physical Education Activities for Elementary Teachers	
History.....	3
HIS 3322 History of Texas	
Math.....	6
MAT 1304 Mathematics for the Liberal Arts	
MAT 1305 Advanced Foundations of Mathematics for Teachers	

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Natural Science	4
NSC 1406 Contemporary Biology	
Psychology.....	3
PSY 3303 Infant and Child Development	
MAJOR REQUIREMENTS.....	60
Professional Development	10
EDU 2100 Foundations of Education	
EDU 3308 Teaching the Exceptional Child	
EDU 3310 Studies in Multicultural Education	
EDU 3338 Computers as a Classroom Tool	
Education	24
EDU 2208 Fine Arts for Elementary Teachers	
EDU 3318 Introduction to Early Childhood Education	
EDU 3319 Math for Elementary School Teachers	
EDU 3320 Science for Elementary School Teachers	
EDU 3431 Instruction, Assessment and Classroom	
Management in the Elementary School	
EDU 4331 Differentiating Instruction in Mixed-Ability	
K-12 Classrooms	
EDU 4340 Environmental Processes and Assessments for EC-6	
EDU 4348 Social Studies for Elementary School Teachers	
Reading	14
RDG 3322 Children's Literature	
RDG 4323 English as a Second Language Literacy	
RDG 4401 Beginning Literacy	
RDG 4402 Intermediate Literacy	
English as a Second Language	6
EDU 3324 Language Acquisition and Development	
EDU 4317 English as a Second Language Methodology	
Student Teaching	6
EDU 4608 Student Teaching - Elementary	
M.ED. MAJOR REQUIREMENTS	30
EDU 6301 Introduction to Graduate Studies and Research	
EDU 6302 Philosophical Foundations in Education	
EDU 6305 Psychosocial Dimensions in Education	
EDU 6307 Emerging Issues in Education	
EDU 6326 Writing Institute I	
Concentration area (choose one area)	15
Gifted and Talented	15
EDU 6330 Introduction to Gifted and Talented Students and	
Programs	
EDU 6331 Assessment and Measurement of Gifted Learners	
EDU 6332 Social and Emotional Needs of Gifted Learners	
EDU 6333 Differentiating Instruction of Gifted Learners	
EDU 6334 Curriculum Development for the Gifted and	
Talented	
Reading & Writing	15
RDG 6319 Foundations of Reading	
RDG 6320 Diagnosis and Remediation of Reading Difficulties	
RDG 6324 Reading Clinic	
one of the following:	
RDG 6345 Reading in the Content Area—Elementary	
RDG 6346 Reading in the Content Area—Secondary	
one of the following:	
RDG 6322 Research Practicum in Reading	
RDG 6325 Developing Literacy	
Second Language Education and Culture	15
EDU 6320 English as a Second Language Methodology	
EDU 6356 Applied Linguistics	

EDU 6357	Cross-Cultural Communications
EDU 6358	Improving Practice Internship
EDU 6360	Language Acquisition and Development

TOTAL HOURS 154

Timeline for students who are considering the 5th Year Option:

1. Apply for admission after completing 90 hour;.
2. Meet admission requirements, one-time fall admission;
3. Acceptance letter received;
4. Senior year schedule of undergraduate program:

Fall first semester:

Complete six hours of undergraduate student teaching
One three hour required graduate course (EDU 6301)
Another three hour undergraduate course as needed

Spring second semester:

Two required graduate courses (EDU 6302,
EDU 6305)

Summer third/fourth semesters:

Three to four graduate courses in concentration area
and/or six hours Travel and Teach option as electives

5. Enroll in 5th year schedule:

Fall fifth semester:

Two graduate courses (EDU 6307, 1 concentration area
course)

Spring sixth semester:

Three graduate course hours

**Bachelor of Science /Master of Education
Liberal Studies with Education Cluster**

GENERAL EDUCATION CURRICULUM..... 43

The Education program uses a modified version of the General Education Curriculum (GEC) listed on page 103 of the *2015-2017 Undergraduate Catalog*.

English.....	9
ENG 1301 Composition I	
ENG 1302 Composition II	
one of the following courses:	
ENG 2324, ENG 2326, ENG 2327, or ENG 2328	
Exercise Science.....	2
EXS 1220 Basic Concepts of Wellness	
Fine Arts.....	3
any 3 hour ART, FAR, MUS or THA	
Geography.....	3
GEG 2304 World Geography	
History.....	6
HIS 2322 Fundamentals of Modern American History	
choose one of the following:	
HIS 2301 World History to 1648	
HIS 2303 World History since 1648	
Mathematics.....	3
MAT 1302 College Algebra	

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Natural Science	8
NSC 1402 Introduction to Astronomy	
NSC 1403 The Nature of Physical Science	
Religion.....	3
choose 3 hours from the following:	
REL 1311, REL 1312, REL 1313, REL 1321, REL 1322	
Social Science	6
choose two of the following:	
ECO 2305 Principles of Economics I	
POL 2311 American Government	
PSY 1301 General Psychology	
REQUIRED RELATED COURSES.....	18
English	3
ENG 3310 Advanced Writing	
Exercise Science	2
EXS 2201 Health and Physical Education Activities for Elementary Teachers	
History	3
HIS 3322 History of Texas	
Math.....	6
MAT 1304 Mathematics for the Liberal Arts	
MAT 1305 Advanced Foundations of Mathematics for Teachers	
Natural Science	4
NSC 1406 Contemporary Biology	
MAJOR REQUIREMENTS**	54
Professional Development	7
EDU 2100 Foundations of Education	
EDU 3308 Exceptional Child	
EDU 3310 Studies in Multicultural Education	
EC-6 Pedagogy	27
EDU 2208 Fine Arts for Elementary Teachers	
EDU 3431 Instruction, Assessment and Classroom Management in the Elementary School	
EDU 3318 Introduction to Early Childhood Education	
EDU 3319 Math for Elementary Teachers	
EDU 3320 Science for Elementary Teachers	
EDU 3338 Computers as a Classroom Tool	
EDU 4331 Differentiating Instruction in Mixed-Ability K-12 Classrooms	
EDU 4348 Social Studies for Elementary School Teachers	
EDU 4340 Environmental Processes and Assessments for EC-6	
Reading	11
RDG 3322 Children's Literature	
RDG 4401 Beginning Literacy	
RDG 4402 Intermediate Literacy	
English as a Second Language	3
EDU 4317 English as a Second Language Methodology	
Student Teaching	6
EDU 4608 Student Teaching	
ELECTIVES.....	9
(Students may choose to enroll in elective coursework; will add hours to degree.)	
M.ED. MAJOR REQUIREMENTS	30
EDU 6301 Introduction to Graduate Studies and Research	
EDU 6302 Philosophical Foundations in Education	
EDU 6305 Psychosocial Dimensions in Education	

EDU 6307	Emerging Issues in Education	
EDU 6326	Writing Institute I	
Concentration area (<i>choose one area</i>)		15
Gifted and Talented		15
EDU 6330	Introduction to Gifted and Talented Students and Programs	
EDU 6331	Assessment and Measurement of Gifted Learners	
EDU 6332	Social and Emotional Needs of Gifted Learners	
EDU 6333	Differentiating Instruction of Gifted Learners	
EDU 6334	Curriculum Development for the Gifted and Talented	
Reading		15
RDG 6319	Foundations of Reading	
RDG 6320	Diagnosis and Remediation of Reading Difficulties	
RDG 6324	Reading Clinic	
one of the following:		
RDG 6345	Reading in the Content Area—Elementary	
RDG 6346	Reading in the Content Area—Secondary	
one of the following:		
RDG 6322	Research Practicum in Reading	
RDG 6325	Developing Literacy	
Second Language Education and Culture		15
EDU 6320	English as a Second Language Methodology	
EDU 6356	Applied Linguistics	
EDU 6357	Cross-Cultural Communications	
EDU 6358	Improving Practice Internship	
EDU 6360	Language Acquisition and Development	

TOTAL HOURS 154

Timeline for students who are considering the Fifth Year Option:

1. Financial Aid advising;
2. Apply for admission during/upon 90 hours completed;
3. Meet admission requirements, one-time spring admission;
4. Acceptance letter received;
5. Senior year schedule of undergraduate program as listed below:

Fall first semester:

Complete final undergraduate student teaching coursework
One required graduate course (EDU 6301)
other undergraduate coursework as needed

Spring second semester:

Two required graduate courses (EDU 6302, EDU 6305)

Summer third/fourth semesters:

3-4 graduate courses in concentration area
and/or Travel and Teach option as electives

6. Enroll in Fifth Year schedule:

Fall fifth semester:

Two graduate courses (EDU 6307, one concentration area course)

Spring sixth semester:

One graduate course

Total graduate hours 30

7. Successfully pass comprehensive exams spring or summer semester;
8. Graduate May or August of Fifth year.

Secondary Education
Biology with Secondary Life Science Certification B.S., English with
Secondary Certification B.A.,
History with Secondary Certification B.A.,
History with Secondary Certification B.S.,
or Spanish with Secondary Certification B.A.
/Master of Education

GENERAL EDUCATION CURRICULUM.....45-46

The General Education Curriculum (GEC) is listed on page 103 of the *2015-2017 Undergraduate Catalog*.

Some courses listed in program “Major Requirements” or “Required Related Courses,” (noted with an asterisk [*]), may be used to meet requirements in the GEC. Although these courses fulfill requirements in each area, credit hours for these courses, if taken for the GEC, may only be counted in the GEC.

For complete Graduation Requirements, see page 139 of this catalog. Bilingual EC-6 degree requires additional hours in Spanish and in bilingual education. All requirements for undergraduate EC-6 Bilingual must be satisfied.

Refer to the undergraduate catalog for secondary certification programs:

Biology with Secondary Life Science Certification B.S. (133-141 hours)
English with Secondary Certification B.A. (129-130 hours)
History with Secondary Certification B.A. (129-145 hours)
History with Secondary Certification B.S. (124-133 hours)
Spanish with Secondary Certification B.A. (124-126 hours)

ELECTIVES 0
(Students may choose to enroll in elective coursework; will add hours to degree.)

M.ED. MAJOR REQUIREMENTS30

- EDU 6301 Introduction to Graduate Studies and Research
- EDU 6302 Philosophical Foundations
- EDU 6305 Psychosocial Dimensions
- EDU 6307 Emerging Issues in Education
- EDU 6326 Writing Institute I
- Concentration area (choose one area)15
 - Gifted and Talented15
 - EDU 6330 Introduction to Gifted and Talented Students and Programs
 - EDU 6331 Assessment and Measurement of Gifted Learners
 - EDU 6332 Social and Emotional Needs of Gifted Learners
 - EDU 6333 Differentiating Instruction of Gifted Learners
 - EDU 6334 Curriculum Development for the Gifted and Talented

Reading	15
RDG 6319 Foundations of Reading	
RDG 6320 Diagnosis and Remediation of Reading Difficulties	
RDG 6324 Reading Clinic	
one of the following:	
RDG 6345 Reading in the Content Area—Elementary	
RDG 6346 Reading in the Content Area—Secondary	
one of the following:	
RDG 6322 Research Practicum in Reading	
RDG 6325 Developing Literacy	
Second Language Education and Culture.....	15
EDU 6320 ESL Methodology	
EDU 6356 Applied Linguistics	
EDU 6357 Cross-Cultural Communications	
EDU 6358 Improving Practice Internship	
EDU 6360 Language Acquisition	

TOTAL HOURS 154-175

Timeline for students who are considering the Fifth Year Option:

1. Financial Aid advising;
2. Apply for admission during/upon 90 hours completed;
3. Meet admission requirements, one-time spring admission;
4. Acceptance letter received;
5. Senior year schedule of undergraduate program as listed below:

Fall first semester:

Complete final undergraduate student teaching coursework
One required graduate course (EDU 6301)
Other undergraduate coursework as needed

Spring second semester:

Two required graduate courses (EDU 6302, EDU 6305)

Summer third/fourth semesters:

3-4 graduate courses in concentration area
and/or Travel and Teach option as electives

6. Enroll in Fifth Year schedule;

Fall fifth semester:

Two graduate courses (EDU 6307, 1 concentration area course)

Spring sixth semester:

One graduate course

Total graduate hours 30

7. Successfully pass comprehensive exams spring or summer semester;
8. Graduate May or August of Fifth year.

Requirements for EC-6 and Secondary Internship or Student Teaching

All students pursuing teacher certification are required to complete student teaching. Student teaching is completed in the final semester of the senior year with a 14-week assignment in one school or two 7-week assignments in two grade levels. Students are required to discuss all student teaching guidelines with their advisor.

A candidate for student teaching **must** complete the following requirements prior to student teaching/internship:

- Be within six hours of completing all required coursework;
- Have an overall grade point average of at least 2.5;
- Have a GPA of at least 2.5 in education course work;
- Have a GPA of at least 2.5 in all content specific coursework (secondary students only);
- Have no grade below “C” in education/reading courses;
- Be admitted to the Teacher Education Program via EDU 2100 within the last five years before student teaching/internship;
- Complete the student teaching application by October 1 for the students enrolling in the spring semester and by February 1 for students enrolling in the fall semester;
- Successfully pass TExES pretests for Content area and PPR;
- Successfully complete all requirements for Phase II of the Teacher Education Program (see Handbook);
- Be approved by the Teacher Education Committee for internship/student teaching;
- Have a final degree plan on file in the Office of Student Records and the Department of Education;
- Have completed and verified all required field observations and experiences;
- Successfully remediated any Fitness to Teach plans.

Student teaching is a “P” (pass) or “F” (fail) course.

Through the cooperation of various local school districts, arrangements have been made to use their facilities for laboratory purposes. When students are engaged in field experiences, observations, and/or student teaching, students are required to follow the policies and regulations of the school district. Student teachers will observe the public school holidays and not the University holidays while in their assignment. See **Student Teaching and Bilingual Student Teaching/BTAP EC-6 Field Experience Handbook: A Guide for Mentor Teachers and Teacher Candidates** for more details.

A student may apply for graduation without completing Student Teaching. Education students who have completed all required coursework may request to graduate without certification. The student must submit a letter to the Certification Officer outlining the reasons for the request. The letter should be submitted along with a completed application for student teaching/internship and all required documentation. The Teacher Education Committee (TEC) will consider the student’s request. If the request is approved by the TEC, the student will be permitted to graduate without certification. A student cannot be recommended for certification until the student teaching/internship requirement is met.

Professional Certifications

The following certifications are available through our program and fully endorsed by the State Board of Educator Certification. Each Certificate requires successful completion of all respective coursework and a passing score on respective state examinations.

PROFESSIONAL CERTIFICATIONS

Gifted and Talented Certification
 Master Reading Teacher Certificate
 Professional Certification in Administration (Principal Certification)
 Reading Specialist Certification

Gifted and Talented Education

Education	15
EDU 6330	Introduction to Gifted and Talented Students and Programs
EDU 6331	Assessment and Measurement of Gifted Learners
EDU 6332	Social and Emotional Needs of Gifted Learners
EDU 6333	Differentiating Instruction for Gifted Learners
EDU 6334	Curriculum Development for the Gifted and Talented

Master Reading Teacher Certificate (MRTC)

To be approved for the MRTC, an individual must have a teaching certificate, at least three years of teaching experience, complete the prescribed course of study, and pass the Master Reading Teacher exam. All courses taken in the MRTC program may be applied to the Master of Education degree.

Reading	15
RDG 6319	Foundations of Reading
RDG 6320	Diagnosis and Remediation of Reading Difficulties
RDG 6322	Research Practicum in Reading
RDG 6324	Reading Clinic
choose one of the following:	
RDG 6345	Reading in the Content Area—Elementary
RDG 6346	Reading in the Content Area—Secondary

Professional Certification in Administration (Principal Certification)

To be recommended for certification through Texas Wesleyan University as an all-level principal, an individual must have a Master's degree, have a valid teaching certificate, at least 2 years teaching experience, be accepted into and complete the prescribed course or study at Texas Wesleyan University, and pass the Principal State Exam (TExES 68). See "Admission Requirements" for further information regarding acceptance into this area of study.

Administration	18
EDU 6315	Instructional Leadership in Schools
EDU 6316	School Law Administration
EDU 6317	Administration in EC-12 th Grade Curriculum
EDU 6319	Principal Internship
EDU 6362	The Principalship
one of the following:	
EDU 6318	Supervision and Professional Development at School Level
EDU 6342	Special Populations and Program
EDU 6348	Managing Campus Resources

Reading Specialist Certification

A teacher seeking the Reading Specialist Certification by the State of Texas must hold or be eligible for a provisional certificate, have a Master's degree, and have at least three years of teaching experience. This program leading to professional certification is designed to increase the teacher's professional competence and knowledge in her/his particular subject matter beyond that required for provisional certification.

Reading	18
RDG 6332	Teaching Literature and Writing to Adolescents
RDG 6319	Foundations of Reading
RDG 6320	Diagnosis and Remediation of Reading Difficulties
RDG 6322	Research Practicum in Reading
RDG 6324	Reading Clinic
and one of the following:	
RDG 6345	Reading in the Content Area—Elementary
RDG 6346	Reading in the Content Area—Secondary
Education.....	3
EDU 6360	Language Acquisition

Exit Requirements for All Professional Certifications

The student must complete the following:

1. All respective coursework;
2. A passing score on the TExES 151. Contact the Certification Officer for correct test code;
3. Application for recommendation completed and returned to the Certification Officer in the School of Education.

TESOL Certificate of Endorsement

Students may apply for and receive the TESOL Certificate by completing the Second Language Education and Culture concentration area. A Master's degree is not required for the TESOL Certificate, but highly recommended. TESOL coursework includes ESL Methodology, Language Acquisition, Diagnosis and Remediation of Reading Difficulties, Applied Linguistics, Cross-Cultural Communications, and Improving Practice Internship. Internship clock hours may be earned during international educational experiences offered by Texas Wesleyan Graduate Studies in Education. This certificate of endorsement is granted through Texas Wesleyan University and recognized worldwide.

Education	15
EDU 6320	ESL Methodology
EDU 6356	Applied Linguistics
EDU 6357	Cross-Cultural Communications
EDU 6358	Improving Practice Internship
EDU 6360	Language Acquisition
Reading	3
RDG 6320	Diagnosis and Remediation of Reading Difficulties

Course Descriptions

EDUCATION (EDU)

6301. Introduction to Graduate Studies and Research **3 hours**

Assists students in becoming effective consumers of research in the field of education. Students are asked to critically reflect on educational literature and communicate their analysis in a scholarly manner.

6302. Philosophical Foundations in Education **3 hours**

Both historical and contemporary philosophy and theory are explored in this course. The student will examine these philosophies in classical literature as well as relationships to current reform efforts. Critical and reflective thinking, problem solving, and scholarly inquiry will characterize the student's participation.

6305. Psychosocial Dimensions in Education **3 hours**

Concepts and issues relating to human growth, development, and learning are given comprehensive coverage. Principles and practices relating to research in education and its application, assessment and testing, multicultural perspectives, social trends, and parental expectations are emphasized.

6307. Emerging Issues in Education **3 hours**

Topics such as the role of technology in contemporary education; school law and political influences in education; trends in school management; professional codes of ethics in education and other timely and relevant topics are addressed with emphasis on current professional literature, professionalism, and the role of the classroom teacher.

6310. Courage to Teach **3 hours**

This course, which is open to teachers at every level and setting, is designed to explore the inner landscape of a teacher's life through individual reflection and group dialogue, rather than through technique. Although teachers are often segregated and ranked by what or where they teach, the underlying dynamic of the inner teacher cuts across differences and gives commonality to struggles and joys. Participants will raise questions, examine ideas, and explore images and metaphors that suggest teaching practices and may lead to a rich array of insights about "formation," which is understood as reclaiming the reality and power of the one's life as teacher. May be offered in seminar or retreat settings.

6311. Foundations of Bilingual Education **3 hours**

Prerequisite: Spanish language proficiency

Examines the history and the role of bilingual education in American education. In addition, it examines various models of bilingual, ESL, and multicultural education programs implemented in the United States and abroad. Finally, it explores cognitive and metalinguistic theory regarding bilingualism in order to justify the implementation of developmental bilingual education programs.

6312. Reading and Language Arts in Bilingual Education 3 hours

Prerequisite: Spanish language proficiency

Examines the principles, theories, and techniques involved in the teaching of reading and writing to elementary linguistic minority students. In addition, it explores the language arts curriculum and teaching techniques used in bilingual classrooms. Finally, it examines computer-assisted instruction in the teaching of reading to LEP students.

6313. Practice of Scholarship I 3 hours

Students in this course will meet individually or in small groups with the professors in order to actively inquire into educational issues through primarily the written medium. A multidisciplinary approach to both scholarly process and product will be the focus.

6314. Practice of Scholarship II 3 hours

Students enrolled in this course will meet individually or in small groups with the professors in order to actively inquire into educational issues through the written medium. Students will write and attempt to publish a scholarly paper. A multidisciplinary approach to both scholarly process and product will be the focus.

6315. Instructional Leadership in Schools 3 hours

Prerequisites: Acceptance into Graduate Studies in Education and the Professional Certification in Administration Program or the Master's in Education Degree program

Designed to prepare students for the role and responsibility of Principal in EC-12 grade schools. The course explores the characteristics of effective leadership with specific focus on the role of instructional leader at the campus level. Students will develop understandings of characteristics of leaders; campus-level leadership and accountability; motivation theory, understanding interrelationships among administrators, teachers, students parents, and community groups; improvement of instruction; learning theory; change process; school climate and culture.

6316. School Law Administration 3 hours

Students will understand constitutional, statutory, administrative and case law as it pertains to everyday operation of schools; legal frameworks within a school setting; and legal issues facing campus school leaders.

6317. Administration of EC-12th Grade Curriculum 3 hours

Prerequisite: Acceptance into Graduate Studies in Education and the Professional Certification in Administration Program or the Master's in Education Degree program

This course is designed to prepare students for the role of instructional leader. The EC-12th grade curriculum, TEKS and STARR will be examined, as well as the principal's role in regards to state standardized testing and accountability ratings. Best instructional practice at all levels will be discussed and internalized.

6318. Supervising and Professional Development at the Campus Level 3 hours

This course is designed to prepare students for the supervisory roles of principal in a school setting. Students will understand, examine, discuss and observe the cycle of administrative supervision as a means of emphasizing models of continuous improvement. Course is an interactive program designed to stimulate cooperative efforts in analysis/evaluation of data, the synthesis of the data and generation of realistic, targeted approaches to enhance learning of all students. Students will be trained as instructional leaders in data driven systems consisting of the alignment of curriculum, instruction, and assessment; best practices as they relate to supervision; job embedded and aligned professional development;

building partnerships; and organizational management as required for state supervisory certification.

6319. Principal Internship 3 hours

This course requires 160 clock hours of internship in a public school setting. Students will perform administration duties at a chosen school and participate in practical experiences as an administrator. Induction into the supervisory principal role is expected by the school officials and facilitated through seminars during the internship year. The internship requirement may continue through several semesters. (It is recommended that PDS training from the Region Education Service Center happens during internship.)

6320. English as a Second Language Methodology (5317) 3 hours

Examines the history of first and second language teaching to assess the effectiveness of such methodologies. Competency will be established in defining and applying terminology and basic concepts regarding the language development of LEP students. In addition, it examines more contemporary second language teaching approaches as they relate to the development of curriculum, lesson plan preparation, and the language assessment of LEP students. The role and application of computer-assisted instruction in the language development of LEP students will be emphasized.

6326. Writing Institute I 3 hours

The emphasis of this institute is to maximize the students writing effectiveness in the context of a writing workshop through systematic writing instruction, daily opportunities to write and confer, and a focus on process. During the first half of the course, prewriting, revision and editing strategies for personal narrative writing will be emphasized. During the second half of the course, strategies for expository writing in a variety of genres will be targeted. Students will write for a variety of audiences and purposes.

6327. Writing Institute II 3 hours

This course extends writing workshop instructions beyond the scope of Writing Institute I. Writing across the curriculum and research writing will be explored. Throughout the workshop, students will learn and apply strategies to develop their own writing and to implement writing instruction. With a focus on writing as a process, students will develop a portfolio of writing pieces for potential publication. Writing instruction for English language learners will be addressed throughout the scope of the course.

6330. Introduction to the Gifted and Talented Students and Programs 3 hours

Online introductory course. Coursework introduces what it means to be gifted and how to differentiate instruction to effectively teach gifted students. This course includes practical, hands-on strategies for immediate use in the classroom.

6331. Assessment and Measurement of Gifted Learners 3 hours

Coursework includes appropriate assessment tools and practices in identifying gifted learners, as well as measurement tools.

6332. Social and Emotional Needs of Gifted Learners 3 hours

This course is designed to examine the social and emotional characteristics that are unique to gifted individuals. There will be an emphasis on various counseling strategies and theories of emotional development to help in guiding gifted individuals.

6333. Differentiating Instruction for Gifted Learners 3 hours

Coursework is designed for teachers in mixed-ability classrooms and will focus on the how-to's of differentiation and the principles and practices that support effective teaching. Practical methods for setting up and managing a differentiated classroom that integrates gifted learners into the school environment will be explored.

6334. Curriculum Development for the Gifted and Talented 3 hours

This course involves the designing and implementing of curriculum for gifted learners. It will emphasize key areas of focus including the differentiation of content, process, product, and concept. There will also be a focus on the implementation of curriculum with gifted students.

6342. Special Populations and Programs 3 hours

This course will prepare aspiring administrators to effectively implement, evaluate and refine programs designed for special populations including but not limited to special education, limited English proficiency and gifted and talented programs. It will emphasize the use of data-driven decision making in program evaluation to continuously improve program effectiveness. Additional emphasis will be placed on instructional growth through job-embedded professional development, effective communication with all stakeholders and the development of community relations for the special population stakeholders.

6348. Managing Campus Resources 3 hours

This Course will examine the management and effective utilization of school resources to support an effective instructional program, job-embedded staff growth, community involvement, and a safe physical plant conducive to student achievement. This course is designed to prepare building-level administrators to understand the issues influencing the management of personnel in all career stages, the appropriate allocation and use of local state and federal revenues, the maintenance of capital resources and facilities, and the design and implementation of effective crisis management plans.

6356. Applied Linguistics 3 hours

Through seminars and practical applications, students will examine the phonological, morphological, syntactical, and semantic aspects of language. Course may involve international study and/or study of linguistically and culturally diverse populations in the United States.

6357. Cross-Cultural Communications 3 hours

Provides an over-view of the intercultural and multi-cultural issues particular to an increasingly racially diverse population. Implications concerning curriculum design, teaching strategies, and student/teacher interactions will be considered in this course.

6358. Improving Practice Internship 3 hours

Prerequisite: EDU 6320 and 6360

Capstone course that synthesizes ESL/EFL understandings. The course will result in the development of a project consisting of both the design of an instructional learning system and a demonstration or summary report of actual teaching situations. The capstone project will serve as the final evaluative process for demonstrating one's proficiency in teaching ESL/EFL learners and the issuance of the TESOL certificate. Texas certified teachers may also opt for the Texas ESL certificate examination. TExES barcode will be given upon successful completion of this course. Course may be repeated twice for credit. A total of 100 clock hours are required for internship experiences. Candidates for TESOL certificates may complete the program in two summer sessions.

6360. Language Acquisition and Development (5360)

3 hours

Students gain understanding of various theories regarding the process of first and second language acquisition and development. In addition, students become familiar with teaching and learning strategies that enhance the acquisition and development of languages.

6362. The Principalship

3 hours

This course is designed to provide an overview of the major responsibilities, duties and opportunities associated with the practice of school administration. It will include an analysis of the historical approaches to organizational supervision, and effective ways to manage conflict and stress among personnel. It will identify effective internal and external methods of communication, and the need for proactive community relations. Special emphasis will be focused on how campus leaders shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. It will investigate how campus leaders advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. It will investigate the challenges of managing the change process as it relates to school reform efforts and prepare students to construct, implement and monitor initiatives which promote cultures conducive to increased learning. It will examine the appropriate use and alignment of campus resources to support the instructional vision and it will prepare future administrators to effectively select and lead campus personnel.

6399. Special Topics in Education

3 hours

Prerequisite: Consent of instructor and Dean of the School of Education

MATHEMATICS (MAT)

6370. Mathematical Applications

3 hours

Provides elementary and middle school teachers with fundamentals for use of mathematical thinking in day-to-day situations. Includes fundamental analysis techniques and modeling in teaching applications of mathematics.

6371. Mathematical Discovery

3 hours

Emphasizes inquiry-based, process-oriented, cooperative learning strategies in the area of mathematics. Methods will reinforce teaching of the discovery method and will encourage development of activities specifically designed for the elementary and middle school classroom. Professional lesson plan that includes a discovery activity is required.

6372. Complex Mathematical Investigations

3 hours

This course is specifically designed for the middle-school mathematics teacher and emphasizes inquiry-based, process-oriented, both independent and collaborative strategies in the area of middle-school mathematics. Activating mathematical understanding, skills, and language will be stressed. Methods will reinforce teaching mathematics utility and will encourage development of activities specifically designed for the middle-school classroom. Development of a professional lesson plan that includes "doing mathematics" in many contexts is required.

6373. Advanced Mathematical Applications

3 hours

This course is based on state standards. Specifically designed for the middle-school mathematics teacher, inquiry-based, process-oriented, independent and collaborative learning strategies in the area of middle-school mathematics are emphasized. Methods will reinforce teaching the utility of mathematics and will encourage development of activities

specifically designed for the middle-school classroom. Development of a professional lesson plan that includes a complex investigation activity which involves “doing mathematics” is required. Both a textbook and a graphing calculator are required.

6374. Teaching Methods in Algebra for High School Teachers 3 hours

Prerequisite: Demonstrated knowledge of college-level mathematics, classroom teaching experience or permission of the department

A study of current teaching methods and educational research that includes techniques to communicate concepts and understanding of algebra. Research reports that appear in professional publications are examined. A formal report on a given topic in algebra will be developed and presented by each student as a basic course requirement.

6375. Methods in Applications of Algebraic Functions for High School Teachers 3 hours

Prerequisite: MAT 6374 or permission of the department

A study designed to enhance teaching methods and techniques to communicate concepts and understanding of algebra for classroom teachers. An individual Power Point presentation will be developed and presented by each student as a basic course requirement. Individual presentations will include a video of actual teaching by the student as well as the lesson plan and handouts.

6376. Teaching Methods II in Algebra for High School Teachers 3 hours

Fundamental analysis and modeling techniques applied to nonlinear functions in teaching applications of mathematics. Provides high school teachers with fundamental knowledge and skills to apply mathematical thinking in teaching quadratic and other nonlinear functions.

6377. Methods in Applications of Algebraic Quadratic Functions for High School Teachers 3 hours

Emphasizes inquiry-based, process-oriented, cooperative learning, and other teaching strategies. Methods reinforce teaching quadratic and nonlinear functions in Algebra I. Provides high school teachers with fundamental knowledge and skills to apply mathematical thinking in teaching quadratic and other nonlinear functions in Algebra I and encourages development and use of activities specifically designed for the Algebra I classroom. Media presentation is required.

NATURAL SCIENCE (NSC)

6301. Teaching Contemporary Biology I 3 hours

Prerequisite: Consent of Instructor

Designed for High School and Middle School science teachers to incorporate contemporary issues in Biology for teaching the Texas Essential Knowledge and Skills focusing on unique aspects of human biology including human sexuality, stem cells, the human genome, genetic disorders and gene therapy, eating disorders, addiction and eating disorders, among others.

6302. Teaching Contemporary Biology II 3 hours

Prerequisite: Consent of Instructor

Designed for High School and Middle School science teachers to incorporate contemporary issues in Biology for teaching the Texas Essential Knowledge and Skills focusing on antibiotic resistance, parasites, HIV, the immune system, human agriculture and transgenic organisms, pollution, exotic species, acid rain, water treatment, as well as global warming.

6303. Teaching Middle School Science I 3 hours

Prerequisite: In service teacher

Review of basic life science concepts including the cell theory, energetics and metabolism, ecology of communities and ecosystems. Teachers translate these basic life science concepts into grade-level appropriate curricular materials.

6304. Teaching Middle School Science II 3 hours

Prerequisite: In service teacher

Review of basic life science concepts including water and water relations, Earth science including plate tectonics, weather patterns, biomes and geologic history, and Mendelian genetics and adaptation. Teachers translate these basic life and earth science concepts into grade-level appropriate curricular materials.

6305. Contemporary Biology III 3 hours

Prerequisite: NSC 6301 and NSC 6302

Designed for high school and middle school science teachers to incorporate contemporary issues in Biology for teaching the Texas Essential Knowledge and Skills focusing on molecular biology, the polymerase chain reaction (PCR) and the evolution and ecology of the Monarch Butterfly. Genetic material from the Monarch Butterfly field samples in North Texas and Chiapas, Mexico will be analyzed. Field studies materials such as photographs and video tapes will also be incorporated into a series of presentations at grade appropriate levels.

6306. Contemporary Issues in Biology: Cell-Molecular Biology 3 hours

Prerequisite: In-service teacher

Review of the nature of science and peer review, measurement and data analysis, the cell cycle and cancer, and inheritance and genetic disorders. Teachers develop these basic concepts into grade-level appropriate curricular materials.

6307. Contemporary Issues in Biology: Human Physiology, Ecology, and Evolution 3 hours

Prerequisite: In-service teacher

Examination of human physiology and associated disorders, ecology and evolution. Teachers develop these basic concepts into grade-level appropriate curricular materials.

6314. Teaching Ecological Concepts I: Experiments 3 hours

Prerequisite: In-service teacher

Course focuses on experiments and experimental design to document ecological concepts. Conducting experimental protocols in ecology aimed at high school and middle school students.

6315. Teaching Ecological Concepts II: Implementing Experiments 3 hours

Prerequisite: In-service teacher

Course focuses on delivering ecological principles through experimental design for middle and high School teachers.

6316. Concepts in Ecology and Environmental Science 3 hours

Prerequisite: In-Service Teacher

Principles of ecology and environmental science are reviewed from hands-on laboratory and field studies. Biological diversity, species area relations, natural history, ecosystem energy budgets and nutrient recycling are examined through data collection and analysis. Teachers will make biodiversity collections ready for online data base creation.

6317. Teaching Concepts in Ecology and Environmental Science 3 hours*Prerequisite: In-Service Teacher*

Principles of ecology and environmental science are reviewed from hands-on laboratory and field studies. Biological diversity, species area relations, natural history, ecosystem energy budgets and nutrient recycling are examined through data collection and analysis. Students will collectively create inquiry based learning modules for K-12 students based on the most recent TEKS.

6374. Physical Science for Teachers I: Molecules and Mechanics 3 hours

Examines the mechanical basis for the physical sciences as it pertains to the area of mass, matter, and temperature. Emphasizes Newton's laws and related concepts. Content-based course for elementary and middle school teachers.

6376. Physical Science for Teachers II: Electricity and Magnetism 3 hours

Examines the electrical and magnetic behavior of matter. Emphasizes the concept of charge, electrostatics, the electron, movement of charge, electromagnetism, and other related concepts. Content-based course for elementary and middle school teachers.

6378. Physical Science for Teachers III: Atoms and Molecules 3 hours

Examines the atoms and molecules. Emphasizes the atomic nature of matter, the interactions of atoms to form molecules, and the interactions between molecules, as they pertain to light and color. Content-based course for elementary and middle school teachers.

6379. Physical Science for Teachers IV: Air, Space, Flight, and Astronomy 3 hours

Application of Newton's laws of motion in air, space, and water. The study of aerodynamic parameters by building planes, rockets, balloons, and kites. This includes in-depth coverage of meteorology and astronomy as they pertain to flight and motion.

6384. Discovery Science I: Molecules and Mechanics 3 hours

Emphasizes inquiry-based, process-oriented, cooperative learning strategies in the area of mechanics, as it pertains to the area of mass, matter, and temperature. Methods will reinforce teaching of the scientific method and will encourage development of activities specifically designed for the elementary and middle school classroom.

6386. Discovery Science II: Electricity and Magnetism 3 hours

Emphasizes inquiry-based, process-oriented, cooperative learning strategies in the area of electricity and magnetism. Methods will reinforce teaching of the scientific method and will encourage development of activities specifically designed for the elementary and middle school classroom.

6388. Discovery Science III: Atoms and Molecules 3 hours

Emphasizes inquiry-based, process-oriented, cooperative learning strategies in the area of atoms and molecules, as it pertains to light and color. Methods will reinforce teaching of the scientific method and will encourage development of activities specifically designed for the elementary and middle school classrooms.

6389. Discovery Science IV: Air, Space, Flight, and Astronomy **3 hours**

Emphasizes inquiry-based, process-oriented, cooperative learning skills in the area of air, space, flight, and astronomy. Methods will reinforce teaching of the scientific method and encourage development of hands-on activities specifically designed for elementary and middle school teachers.

READING (RDG)

6319. Foundations of Reading **3 hours**

Students examine the process of reading and writing development and make application to instruction.

6320. Diagnosis and Remediation of Reading Difficulties **3 hours**

Provides students with the opportunity to learn and use holistic measures for evaluation of reading and writing growth and/or problems. Effective remedial programs for those with reading difficulties are developed.

6322. Research Practicum in Reading **3 hours**

An individual research project will be designed and conducted in reading. A written report and oral presentation of the findings will be presented.

6324. Reading Clinic **3 hours**

Assists the teacher, within a clinical setting, to diagnose the literacy abilities of a learner and to design, implement, and evaluate an appropriate instructional program.

6325. Developing Literacy **3 hours**

Acquaints teachers, specialists, and administrators with instructional strategies and materials that may be used to develop and integrate literacy across the curriculum. May include study abroad.

6332. Teaching Literature and Writing to Adolescents **3 hours**

Prerequisite: Acceptance into the Master's Programs in Education or instructor's permission.

This course is a study of numerous literary works suitable for classroom use with young adults. This course is required for those seeking a Reading Specialization. The course includes fundamental reading and writing pedagogical methods for both classroom teachers and reading specialists.

6345. Reading in the Content Area—Elementary **3 hours**

Familiarizes teachers with strategies for learning and literacy development in elementary content areas.

6346. Reading in the Content Area—Secondary **3 hours**

Familiarizes teachers with strategies for learning and literacy development in secondary content areas.

6399. Special Topics in Reading **3 hours**

Prerequisite: Consent of instructor and Dean of the School of Education

DOCTOR OF EDUCATION PROGRAM

Carlos A. Martinez, Dean
Celia M. Scott, Director

Faculty

Ellen “Aileen” M. Curtin
Joe Dryden
Ken Helvey
Twyla Miranda

William Newton
Patsy Robles-Goodwin
Celia Scott, Director

Mission

The Doctor of Education Program builds upon the best practice and leadership knowledge and skills that the applicant gained during her/his master’s degree in education or related fields and from her/his professional practice and experience developed as a leader in a learning community. The successful doctoral student will continue to develop advanced, in-depth application, analysis and reflective problem solving ability in areas of effective educational communities, curriculum, instruction, and will strengthen the leadership skills beyond those gained at the master’s level.

It is expected that graduates of the Doctor of Education Program will continue to work as leaders and specialists in urban school districts, community colleges, public and private learning communities, and/or in universities.

Degree and Programs Offered

Ed.D. Doctor of Education

CERTIFICATE PROGRAM

Superintendent Certificate

The Doctor of Education (Ed.D.) provides master’s level prepared educators with advanced studies leading to a doctoral degree. The program consists of 24 credit hours of core courses, 18 credit hours in one of two concentration areas (curriculum and instruction or educational leadership), 9 hours of coursework in related fields or electives, and 9 hours of dissertation study. The program is designed for students to successfully complete the 60 credit hour program on a part-time basis in four years, with a time limit of ten years.

Two areas of concentration are offered in the program, 1) curriculum and instruction, and 2) educational leadership.

CURRICULUM AND INSTRUCTION

The graduate will gain the required skills, knowledge, and dispositions to understand and apply educational theory and practice in the design of curriculum and instruction to meet the needs of diverse learning communities.

Graduates will be able to:

- Be knowledgeable about current trends and issues impacting curriculum and instruction;
- Construct appropriate curriculum to meet the needs of diverse students;
- Identify and provide appropriate staff development to meet the professional needs of faculty;
- Identify appropriate resources to support curriculum and to facilitate effective instruction;
- Analyze and evaluate effectiveness of staff development;
- Use student data to ensure appropriate changes to curriculum and instruction;
- Interpret and implement standards/changes impacting curriculum and instruction;
- Effectively and clearly articulate curriculum design, format, instructional strategies, etc. to diverse audiences;
- Examine strategies to promote higher-level thinking using technology as a tool;
- Identify effective approaches to integrate the use of computer technology into curricular areas;
- Examine the process of evaluating educational software programs;
- Develop resources that assist in implementing technology-based instruction.

EDUCATIONAL LEADERSHIP

The graduate will gain the required skills, knowledge, and dispositions to understand and apply researched based practices to effectively lead educational agencies and promote the success of all students.

Graduates will be able to:

- Develop the capacity to forecast, plan for, and manage organizational change based upon data driven decisions and the creation of an inclusive, collaborative culture;
- Facilitate the development, articulation and implementation of shared vision of learning that is supported by the community;
- Manage the resources of the community to provide a safe, efficient and effective learning environment;
- Collaborate with all community stakeholders by responding to diverse community interests and needs;
- Act with integrity, fairness and in an ethical manner;
- Understand and respond appropriately to the larger political, social, economic, legal and cultural landscapes;
- Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth;
- Explore the use of the Internet in the educational setting;
- Examine the process of evaluating educational software programs;
- Develop resources that assist in implementing technology-based instruction;
- Examine the use of technology as a management tool;
- Construct a plan to manage various technologies in an educational setting;

- Describe and maintain current information involving facilities planning issues related to hardware, software, networking, and support.

Program Length/Structure

The Doctor of Education Program is designed to provide students the opportunity to complete the 60 credit hour program on a part-time basis in four years. The on campus program is delivered primarily with face-to-face courses, seminars, and mentored dissertation research projects, all of which may be aided by using Wesleyan's online classroom component Blackboard, Wiki, and other available technologies. Professors use various methods of delivery including lectures, discussion, examinations, on-line technology, chat rooms, and collaborative assignments.

Admissions Committee for the Doctor of Education Program

The Admissions Committee reviews applications, interviews students, and makes recommendations for both full and conditional admissions. This committee is comprised of the Doctoral Faculty.

Admission to the Doctor of Education Program

All applicants must provide evidence that they possess the intellectual, professional, and social qualities necessary for successful completion of the program requirements.

ADMISSIONS CRITERIA

- Must hold a master's degree from a regionally accredited institution with a GPA of 3.2 or greater on a 4.0 scale;
- Minimum GRE of 150 on verbal reasoning and 141 on quantitative reasoning within the last 5 years (or the equivalent scores on the former scale);
- Minimum GRE score of 4 on analytical writing examination within the last 5 years. If the applicant does not score a 4 or better on the GRE written examination, the Committee will request candidate complete a writing sample, administered on site, to assess candidate's writing skills;
- Three letters of recommendation showing that the applicant is motivated to achieve, has the capacity to contribute to the learning process and will bring real life experience to the program;
- Interview: The interview does not assess specific content knowledge. Rather, it is designed to assess the use of correct English grammar and language construction, clarity of expression, depth of understanding of educational issues, analytical ability and the ability to communicate as required by the program.

Required Documentation

- Application for admission;
- Official transcripts from all universities/colleges attended;
- Official GRE scores;
- Curriculum Vitae/Resume;

- Letters of Recommendation;
- Non-refundable Application Fee.

Selection Criteria

The admissions committee considers various indicators of an applicant's ability to succeed in the doctoral program and, thus, for admission. At minimum students must have the following:

- Master's Degree;
- Master's G.P.A. of 3.2 or greater on a 4.0 scale.

In addition the committee will review the following required documentation:

- GRE Scores;
- Letters of Recommendation;
- Curriculum Vitae/Resume;
- Teaching and/or Administrative Experience;
- Interview.

Education Background

Applicants must have educational experience as a teacher (minimum of two years) or administrator (must include teaching experience) in a public, private, or higher education setting.

Among the applicants who meet the above criteria, those deemed most highly qualified will be interviewed by the Ed.D. Program faculty.

ADMISSIONS PROCESS TIMELINE

Admission Deadlines:

Fall Admittance June 1

Interviews held: June

Fall term cohort selection: notified by July 1 for fall term matriculation

Admission Deadlines are subject to change. Contact the Graduate Admissions office for current dates at 817/531-4930.

Students will be notified of the admission decision by mail.

The Doctor of Education Program reserves the right to deny admission to any applicant as determined by the Doctor of Education Program faculty. All decisions by this committee are final and not subject to appeal.

ED.D. ADMISSIONS STATUS

Unconditional Admission

Applicants to the Doctor of Education Program who have met all of the admission criteria are eligible for unconditional admission. The unconditionally admitted status can be postponed for up to 1 year without resubmitting an application to the program.

Conditional Admission

Students who do not meet acceptable GRE admission requirement may be considered for conditional admission. Conditional admission status will be for 12 credit hours in the program. Conditionally admitted students earning a grade less than a B in any of the courses within the first 12 hours will be dismissed from the program. Students admitted conditionally and who complete the first 12 hours with grades of B or higher in each course will have their status changed from conditional to unconditional.

Provisional Admission

Applicants lacking one or more official documents may be admitted provisionally for one semester only. Provisional status will not proceed past one semester, and a hold will be placed on all incomplete files which will prevent grades from being released and will prevent permission to register. Once all required documents are received with acceptable scores, students will be moved to full or conditional admission.

ORIENTATION AND REGISTRATION FOR THE DOCTOR OF EDUCATION PROGRAM

Graduate students are advised by the director of the program or her/his designee to facilitate course enrollment and academic program planning. To enroll, prospective students attend a mandatory orientation before the start of the program. Online registration is not available to doctoral students.

The orientation allows students to become familiar with the university and student services that it provides. Students will have the opportunity to learn more about their coursework and academic policies. A course schedule with required books is provided for the upcoming term. Registration will be processed by the administrative office.

Academic Policies for the Doctor of Education Program

GRADING

Grading policies for each course will be identified in each course syllabus. Grades will be posted on the University's Ramlink page in accordance with University policy. All students admitted into a course/program will receive an orientation to Ramlink following admission.

No final grade assigned for a graduate/doctoral level course may be raised unless an error has been made. The substitution of a different course for one completed with a lower grade is not permitted.

A student wishing to raise a grade in a completed course must retake the completed course and pay full tuition for that course. The student must first gain approval from the course instructor and then petition the Doctoral Advisory Committee to the Doctor of Education Program through the Director of the Doctor of Education Program. The decision of the committee is final.

"Incomplete" grades must be removed by the date designated in the University Calendar. On or before the designated date, the instructor will

assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date, the "I" will automatically convert to an "F."

TIME LIMITATION

Graduate courses expire within ten years from the date of course completion shown on the transcript; thus, at the time the student graduates with the Ed.D. degree, no course may be more than ten years old. Courses taken more than ten years prior to graduation must be retaken to meet graduation requirements. In the event that the required course is no longer offered, a substitute course of similar content must be taken in its place. Approval to take this course must be obtained from the Director of the Doctor of Education Program.

QUALIFYING EXAMINATION

Research and Statistics Competency. Students must complete course requirements in research and statistics as required by the program and must pass a Research and Statistics Qualifying Examination before the student is eligible to take the Written Qualifying Exam. A student may take this examination a maximum of three times. Upon failure of three times, a student may appeal to the Doctoral Advisory Committee.

WRITTEN QUALIFYING EXAMINATIONS

The Written Qualifying Examinations are given once each fall, spring, and summer session and are taken after the student has passed the research and statistics examination as well as all core and concentration courses. The qualifying examinations are held in order to qualify students for dissertation candidacy. Doctoral Advisory Committee approval is required before the examinations may be scheduled. These examinations cover the core and concentration and are designed to assess content knowledge, problem solving ability and writing skills. The examinations are given over a two-day period and include a minimum of six 90-minute sub-examinations. A student must achieve a grade of B- or better on each sub-examination in order to pass. Written Qualifying Examinations are required for each area of concentration completed in the degree program. An additional testing date will be scheduled for students who have two concentrations.

Students will retake any sections they do not pass. The retake session will be scheduled at the next semester scheduled dates of the Written Qualifying Examinations. Students are allowed to retake failed sub-examinations a maximum of three times. Upon failure of three times, a student may appeal to the Doctoral Advisory Committee.

A student may be asked to elaborate orally on any of her/his written examination answers in order to further clarify answers. The oral clarification will take place in the presence of at least three Doctoral Program faculty members. Such oral clarification sessions will be scheduled three-four weeks after the written examinations have been graded.

OFFICIAL COMMUNICATIONS

A student's Ram Mail address is the official e-mail address for Texas Wesleyan University. All official University e-mail communication will be sent to this e-mail address. Students may elect to forward Ram Mail to an alternate e-mail address. However, the University will not be

responsible for the handling of e-mail to an alternate e-mail address. Students will be responsible for any information sent to their official e-mail address.

ACCESS TO DIRECTOR

The Director of the Doctor of Education Program can be reached via email and telephone. Students wishing to meet with the Director will need to make an appointment. The Director can be contacted at 817/531-4962.

Prior to registration, the Director of the Doctor of Education program will be available for advising and guidance for prospective students.

DISSERTATION PROCESS

Admission to Candidacy Criteria

To be admitted to candidacy the student must meet the following criteria

- Complete all core, research, and concentration coursework with an 3.2 overall GPA. To be admitted to candidacy, the student may only have two "C" grades in the above listed required coursework;
- Passing score on the Research and Statistics Qualifying Examination;
- Passing score on the Written Qualifying Examination.

The dissertation course is scheduled only with consent of Ed.D. department.

A student must enroll in EDU 8331 for a minimum of three credit hours during each long semester (fall, spring) until the completed dissertation has been accepted by the Dean of the School of Education. A minimum of 9 credit hours of dissertation coursework is necessary to complete the requirement. Registration in summer extended is required if the student is using University facilities and/or faculty time during that summer session. Failure to maintain continuous enrollment in the dissertation course will either invalidate any previous dissertation credit or will result in the student being dropped from the degree program unless granted an official leave of absence by the Dean for medical or other exceptional reasons.

The dissertation course (EDU 8331) will be repeated for a minimum of 9 total credit hours.

Candidates who do not complete the dissertation within 9 hours are required to continue enrollment in a minimum of one dissertation course (EDU 8331) per long (fall, spring) semester, until the dissertation has been successfully defended. See summer extended rule above.

GRADUATION REQUIREMENTS FOR THE DOCTOR OF EDUCATION

To qualify for graduation, a student must have completed successfully all program courses, required related courses, and either the curriculum and instruction or educational leadership concentration courses, and required dissertation research and defense. The student must have earned a 3.2 (on a 4.0 scale) overall grade point average and have no more than two "C" grades. An application for graduation must be filed in the Office of

Student Records no later than the deadline specified in the Graduate Catalog.

All course work applicable to the Ed.D. degree must be no older than ten years.

Emphasis

A Doctor of Education student may choose to complete a 9 hour emphasis within the concentration area in lieu of 9 elective hours. The emphasis must include 9 hours of content coursework (EDU 8341, EDU 8342, EDU 8343) beyond the required core and concentration courses and a submitted paper to a peer-reviewed journal on the topic of emphasis.

The purpose of the emphasis is to gain additional knowledge in an area of educational interest. In order to declare an emphasis, the student must complete an emphasis application and plan of study, and submit the paperwork to the Ed.D. office for the Director and Dean's approval. An emphasis will be granted once coursework is successfully completed and evidence provided of submission of the paper to a peer reviewed journal.

Program Requirements

To successfully complete the program, a student must complete the core courses and the required courses for either the curriculum and instruction or educational leadership concentration. The student may choose to complete all courses (up to a total of 75 credit hours). A student may graduate after completing one concentration and continue in the remaining concentration courses following program completion and have these courses reflected on the official University transcript.

Doctor of Education

Ed.D. CORE CURRICULUM..... 24

Students should review catalog course descriptions for any course prerequisites before registration. Students are not allowed to register for a course unless they satisfy all course prerequisites.

EDU 8301	Introduction to Doctoral Studies, Philosophy and Ethics
EDU 8302	Principles of Educational Research
EDU 8303	Policy and Organizational Change in Education
EDU 8304	Quantitative Design, Statistics and Analysis
EDU 8305	Qualitative Design and Analysis
EDU 8306	Diversity Frameworks
EDU 8307	Statistical Methods of Inquiry
EDU 8308	Technology for the Educational Professional

CONCENTRATION AREA 18

Choose one:

Curriculum and Instruction..... 18

EDU 8312	Curriculum Design
EDU 8313	Emerging Instructional Strategies
EDU 8314	Global Issues in Pedagogy and Educational Policy
EDU 8317	Seminar: Professional Conference
EDU 8318	Current Trends in Curriculum and Instruction
EDU 8319	Evaluation of Educational Programs and Professional Staff Development

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Educational Leadership.....	18
EDU 8314	Global Issues in Pedagogy and Educational Policy
EDU 8320	Perspectives in Leadership
EDU 8321	Education Law and Policy
EDU 8323	Supervision of Personnel and the Instructional Program
EDU 8325	Organizational Improvement and Community Relations
EDU 8326	School Finance and Budgeting

RELATED ELECTIVE COURSES9

Choose 9 hours from the following courses, or similar doctoral level courses, or student/advisor designed courses, or combination, upon approval of Director:

EDU 8609	Culture and Communities Travel Program
EDU 8310	The Professoriate
EDU 8311	Seminar: Current or Historical Theorist or Researcher in Education
EDU 8317	Seminar: Professional Conference
EDU 8341	Emphasis I
EDU 8342	Emphasis II
EDU 8343	Emphasis III

DISSERTATION COURSE 9 minimum

Students must complete 9 hours minimum of dissertation coursework. Continuous enrollment in the dissertation course is required until the course is completed.

EDU 8331	Doctoral Dissertation
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TOTAL HOURS.....60

Professional Certification in Administration

SUPERINTENDENT CERTIFICATE, NON-DEGREE SEEKING STATUS

Texas Wesleyan University offers the Texas Superintendent Certificate coursework for qualified applicants. Students will enroll and successfully complete 15 hours of coursework including an internship (160 clock hours of documented work) mentored by a practicing superintendent or person in similar capacity. Internship placements should be secured primarily by the student. However, Texas Wesleyan University may offer additional support in finding appropriate internship placements.

To be eligible to receive the Texas Standard Superintendent Certificate, one must:

- hold, at a minimum, a master's degree from an accredited institution of higher education;
- hold, at a minimum, a principal certificate or the equivalent issued under Texas or by another state or country;
- successfully complete an approved superintendent educator preparation program and be recommended for certification by that program;
- satisfactorily complete an exam based on the Standards Required for the Superintendent Certificate.

Admission to the Texas Wesleyan University Superintendent Certificate Program occurs during the spring and/or summer semesters. To become admitted, an individual must meet the following admission requirements:

- Must hold at minimum a master's degree from regionally accredited institutions with a GPA of 3.2 or greater on a 4.0 scale;
- Minimum GRE of 150 on verbal reasoning and 141 on quantitative reasoning within the last 5 years (or the equivalent scores on the former scale);
- Minimum GRE score of 4 on analytical writing examination within the last 5 years. If the applicant does not score a 4 or better on the GRE written examination, the Committee will request candidate to complete a writing sample, administered on site, to assess candidate's writing skills;
- Three letters of recommendation showing that the applicant is motivated to achieve, has the capacity to contribute to the learning process and will bring real life experience to the program;
- Interview: The interview does not assess specific content knowledge. Rather, it is designed to assess the use of correct English grammar and language construction, clarity of expression, depth of understanding of educational issues, analytical ability and the ability to communicate as required by the program.

PROGRAM REQUIREMENTS

Superintendent Certificate	15 hours
EDU 8321	Education Law and Policy
EDU 8323	Supervision of Personnel and the Instructional Program
EDU 8324	Planning and Facilities
EDU 8326	School Finance and Budgeting
EDU 8335	The Superintendency and Internship

Course Descriptions

EDUCATION (EDU)

8301. Introduction to Doctoral Studies, Philosophy and Ethics 3 hours

The introductory course will present important information and concepts regarding doctoral studies in education for the first year student, as well as dialogue around topics of philosophy and ethics. Students will develop analytical understanding regarding educational philosophy and ethics standards for educational leaders.

8302. Principles of Educational Research (MFT 8302) 3 hours

The theoretical framework for original quantitative and qualitative research is developed in this course. Each component of the research procedures are developed for each individual's field of study. These will be constructed and defended in both oral and written forms.

8303. Policy and Organizational Change in Education 3 hours

This course will survey some of the more notable literature on organizational change as it relates to the public school context. Students will learn how to involve all stakeholders in the planning and implementation process. They will learn how to measure participant's stages of concern and levels of use and how to move any educational initiative from implementation to institutionalization. Students will learn the importance of identifying the optional leaders of the campus and the predictable patterns associated with the change process. Being a

facilitator of change is essential if new or practicing educational leaders are going to be able to implement their visions for educational excellence.

8304. Quantitative Design, Statistics and Analysis (MFT 8304) 3 hours

Prerequisite: EDU 8301 and 8302 and admission to Doctor of Education Program

The purpose of this course is to acquire the skills for developing an appropriate quantitative research design. Students will learn the correct procedures for selecting participants for research, and preparing for data collection using the following basic methods of research: historical, descriptive, developmental, case and field, correlational, causal-comparative/Ex post Facto, true experimental, quasi experimental and action research.

8305. Qualitative Design and Analysis (MFT 8305) 3 hours

This course is designed to explore qualitative research methods of analysis and interpretation of data for purposes of building grounded research theory. This is a practical and hands-on course that will provide step-by-step guide to qualitative data collection, coding, formation of grounded theory, triangulation methods, criteria for evaluating data, data validity and reliability, and final presentation of research results. The course will present students with the opportunity to use real data and practice with qualitative software such as MAXQDA. Qualitative monographs and studies are read throughout the course for analysis and discussion by students.

8306. Diversity Frameworks 3 hours

This course addresses the historical and educational reforms that impact cultural elements in our society such as education, language, gender, socioeconomics and ethnicity, as evident in current policies, regulations and laws. A literature review of pertinent research is provided for reading, discussion and critical thinking and reflection, as well as for use in developing diversity topics for inclusion of dissertation topics, literature reviews, and research. The course focuses on the application of culturally relevant practices and critical race theory. The format of the class provides opportunities for critical thinking and participation in active learning processes along with developing a literature review to address potential dissertation topics of interest with diversity elements.

8307. Statistical Methods of Inquiry (MFT 8307) 3 hours

Prerequisite: EDU 8301 and 8302 and admission to Doctor of Education Program

An advanced review of inferential statistics is the basis for this course. In-depth study of descriptive, parametric, and non-parametric measures are applied to specific research problems.

8308. Technology for the Educational Professional 3 hours

This course emphasizes how technology is being used to promote, enhance, and support both administrative and instructional activities in education. Focus is on the processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships are covered.

8310. The Professoriate 3 hours

This course is designed to acquaint doctoral level students with interest in teaching in higher education with the responsibilities, roles, and privileges of faculty in American colleges and universities. In addition, it

enables students to understand the principles structures, and systems used by universities in the United States. Finally, students will become acquainted with the principles outlined by the American Association of University Professors.

8311. Seminar: Current or Historical Theorist or Researcher in Education 3 hours

Students, through seminar format, will read, discuss, and analyze in depth the works of one or two current or historical theorists or researchers in education curriculum and instruction. Theorists or researchers to be studied may be John Dewey, Lev Vygotsky, Roberta Marzano, Nel Noddings, and/or other similarly noted contributors to the field of curriculum and instruction and educational leadership. Students will develop analytical understanding regarding applications and understandings of the particular researcher. Thoughtful discussion and analysis is expected.

8312. Curriculum Design 3 hours

The primary focus of this course is to develop an integrated curriculum which meets the needs of P-16 students. Special attention is given to the use of appropriate professional, national, state and/or local standards in this approach.

8313. Emerging Instructional Strategies 3 hours

This course is designed to provide educational leaders with theoretical teaching models that have been linked historically to describe current teaching models and trends in education. Topics include learning theories such as behavioral, social cognitive, constructivism, and information processing, including related models of teaching such as multiple ways of constructing knowledge, learning to think inductively, thinking skills, scientific inquiry and inquiry learning, memorization, advanced organizers, and nondirective teaching. This course also explores current and futuristic models of teaching.

8314. Global Issues in Pedagogy and Educational Policy 3 hours

This course analyzes globalization, policy, and comparative education. It focuses on recent changes in global education specifically as it relates to education policies in the United States and abroad.

8317. Seminar: Professional Conference 3 hours

Students will attend a professional conference and/or present a research paper at the conference. The conference may be local, state, or national in scope, and students will be aided financially in expenditures for attending the conference. Students will meet with professor before and after the conference and will report through writing or orally regarding conference lectures, speeches, and other presentations. Thoughtful discussion and analysis are expected. National conferences in the field of educational leadership, curriculum and instruction, and research are preferred.

8318. Current Trends in Curriculum and Instruction 3 hours

Students will develop thorough understandings of current and future trends in curriculum and instruction through readings, field experience, discussion and analysis of various new practices in educational settings. Learning communities will be explored from early childhood to university to community environments. Particularly, students will analyze and evaluate new trends in technology applications in curriculum and instruction, such as applications that integrate with subject matter, applications for interactive representations, and applications that may increase engagement in learning communities. Time spent in on-site visits of learning communities is expected.

8319. Evaluation of Educational Programs and Professional Staff Development **3 hours**

The primary focus of this course is to develop the knowledge and skills necessary to evaluate educational programs. Special attention is given to evaluation design and evaluation tools. Additionally, topics related to adult learners, and selection, management, and evaluation of professional staff development is addressed.

8320. Perspectives in Leadership **3 hours**

This course is designed to provide educational leaders with an essential theoretical understanding of leadership, group dynamics and organizational management. Students will use theoretical constructs to identify, analyze and address complex educational issues and develop the skills necessary to exercise inclusive leadership within the larger social, political and cultural dynamics of group organization. Ethical dimension of leadership such as equity, justice and democracy will be identified and emphasized.

8321. Educational Law and Policy **3 hours**

This course is designed as a seminar in advanced legal analysis focusing on the issues of equity in school funding, the history and current state of the desegregation movement, and the promises and realities of school choice programs. Specific focus is placed on current school law issues facing state and federal court; therefore, part of the curriculum will change over time. This course will require an in-depth research component focusing specifically on contemporary legal issues including.

8323. Supervision of Personnel and the Instructional Program **3 hours**

This course is designed to enhance and develop the skills necessary for effective instructional leadership and the supervision of personnel to improve students' learning. This course will provide practice in researching personnel issues, addressing human resource case problems and refining leadership skills essential for effective personnel management and human resource problem solving. Specific focus is placed on the essential components for effective instructional leadership and the facilitation of professional growth.

8324. Planning and Facilities **3 hours**

This course is a combination of field based experiences, presentations from expert practitioners in the field, and a traditional reading/lecture format designed to prepare future administrators to participate intelligently in the design, construction, and operation of new or renovated educational facilities. Issues explored will include, but are not limited to, the impact of the following: demographic trends on facilities planning, the financing of school construction projects and the nuances of bond elections, the procurement of architectural and engineering services, the role of the architect in the design-build process, the methods of project delivery, the oversight of the construction process, hiring and training faculty, green building technology, trends in design and construction, the impact of school facilities on learning, community involvement and use, and the maintenance of existing facilities.

8325. Organizational Improvement and Community Relations **3 hours**

This course is designed to examine the ways educational administrators utilize organizational theory to improve management decisions and organizational outcomes. It is designed to prepare educational leaders to deal with the complexities and challenges of implementing educational reforms. This involves not only an understanding of the patterns and pitfalls encountered whenever change initiatives are implemented, but

also the need for facilitative leadership which involves all community stakeholders. This course will examine the stages of and methods for conducting program evaluations that are theoretically grounded and practical and the collection and use of appropriate data to drive the decision-making process. This course will also examine the structure and use of professional learning communities and their impact on student achievement.

8326. School Finance and Budgeting 3 hours

This course will examine the fiduciary obligation of leaders in the context of a P-16 educational setting with particular focus on the need to manage organizational resources which includes not just money, but human capital, time and facilities in a way that promotes safe, efficient and effective learning environments. Particular attention is paid to the alignment of scarce resources with campus and district instructional priorities equitably allocated between all diverse stakeholders. Alternative or supplementary funding sources will be explored through the study and application of grant writing procedures and practices. Part of the course will also examine the legal history of school funding disputes in Texas.

8331. Doctoral Dissertation 3 hours

Prerequisite: Admittance to Ed.D. Candidacy Texas Wesleyan University, 9 hours minimum; continuous enrollment required

The dissertation in education is typically comprised of 5 chapters: Chapter 1: Introduction, Chapter 2: Review of Related Literature, Chapter 3: Methods and Procedures, Chapter 4: Results, and Chapter 5: Summary, Discussions and Conclusions. The initial dissertation process phase should result in successful completion of the first three dissertation chapters. Each student, under the guidance of his or her major professor, will select a research topic, review relevant literature, and design a research proposal. Dissertation proposal format and other requirements will be addressed. Successful presentation of the dissertation proposal is required by established deadline dates.

During the data collection and analysis phase of dissertation research (Chapter 4), the candidate independently gathers data as approved. The candidate is guided in utilizing the appropriate data analysis techniques. Upon collection of data and appropriate analysis, the candidate will write chapter four of the dissertation. Format requirements for dissertation and use of APA will be addressed.

During the final phase of the dissertation, the candidate will be guided in writing the final chapter of Dissertation (Chapter 5). The candidate will be guided in presenting final conclusions from data collection and analysis phase and in preparing for final dissertation defense. The final defense is scheduled and approval of dissertation takes place. Electronic submission of final dissertation must be submitted prior to graduation to ProQuest and to West Library Academic Archives.

8335. The Superintendency and Internship 3 hours

Prerequisite: Admission to the Doctorate Program or Professional Certification in Administration, Superintendent Certification Only as specified in the current Graduate Catalog, employment in a central administration role in a public or private EC-12 institution preferred.

The school superintendent is seen as the leader of schools and as a spokesperson bridging schools and the community. This course will examine the basic functions, roles and responsibilities and current problems confronting school superintendents. This course will also introduce candidates to the knowledge and skills a superintendent should know and be able to do in order to promote the academic success of all students and to improve the organization effectiveness. Candidates will

participate in field-based experiences and problem-based learning activities in order to increase their knowledge of the multiple facets of the superintendency and the challenges facing school superintendents in complex and diverse organizations. Particular attention will focus on areas such as: collaborative leadership, politics of education, school-community relationships, building strong superintendent-board relations, managing school reform mandates, facilitating the planning process, responding to and influencing the larger political, social, economic, legal and cultural context, and facilitating the long-range planning process. Consideration is also given to application of concepts in administrative theory and organizational behavior. The Superintendent internship provides superintendent certificate candidates the opportunities for observation of, collaboration and interaction with, and participation in school district operations under the tutelage of a practicing superintendent and other educational leaders. The internship requires 160 contact hours distributed over every central office function where interns will analyze, evaluate and contribute to the solution of real world challenges by applying organizational strategies within the parameters of best practices. The internship is viewed as an active, engaging semester long opportunity for improvement. This requires a self-awareness of areas for personal growth, a strong foundational knowledge of the purpose, function and unique knowledge utilized within each division of labor, a vision for how each division is systemically related to every other part of the system, a deep level of curiosity, the willingness to fail and the responsibility to manage the overall internship.

8341. Emphasis I: Issues and Problems in the Field of Study 3 hours

Prerequisite: full acceptance into the TWU Ed.D. program

The first emphasis course is offered in seminar format, and will develop a thorough understanding through discussion, readings, and extensive writing the prevailing issues and problems in the field of study. One example of a field study is understanding the issues of social justice and equity at the community college level. Offered during one long term per calendar year.

8342. Emphasis II: Current Research, Policy and Law in the Field of Study 3 hours

Prerequisite: full acceptance into the TWU Ed.D. program

The second emphasis course is offered in seminar format, and will develop a thorough understanding of extensive research, policy and law in the field of study. Reading, reporting, and presenting historical and current dissertations, various policies and educational law reports that influence the field of study are expected. One example of a field study is reading and summarizing research studies, policies, laws that demonstrate evidence of social justice and equity at the community college level. Offered during one long term per calendar year.

8343. Emphasis III Synthesis and Publication in the Field of Study 3 hours

Prerequisite: full acceptance into the TWU Ed.D. program

The third emphasis course is offered in seminar format. A synthesis and evaluation of the prevailing issues, problems, historical and current research, policies and laws in the field of study is expected. The student will prepare a scholarly paper for submission to a peer-reviewed journal in the field of study. As an example, a scholarly synthesis and evaluation paper in the field of study Social Justice and Equity at the Community College is required and an appropriate journal for submission is *Education, Citizenship and Social Justice*, a peer-reviewed journal published by Sage. Offered during one long term per calendar year.

8609. Culture and Communities Travel Program 6 hours

The coursework will involve research and travel to a designated site for experience in leadership, culture exchange, and global understanding of education. Students will research and develop analytical understanding regarding various cultural expectations and practice in education.

GRADUATE PROGRAMS OF NURSE ANESTHESIA

Tito Tubog CRNA, DNAP, Interim Director of GPNA
Paul Austin, CRNA, Ph.D., Director of DNAP Curriculum

Degrees and Programs Offered

MHS	Master of Health Science
MSNA	Master of Science in Nurse Anesthesia
DNAP	Doctorate of Nurse Anesthesia Practice

OTHER PROGRAMS

CRNA BS to DNAP Bridge Program*

Certificate for Nurse Anesthesia Educators

*At the time of catalog print, the addition of the BS to DNAP program is pending approval from the COA.

Mission

The mission of the Graduate Programs of Nurse Anesthesia (GPNA) is to teach and contribute to the science and practice of anesthesia at the master's and doctoral level by placing strong emphasis on academics for all students and rigorous clinical training for entry level students. We strive to foster an environment where student learning is encouraged and actively supported. We endeavor to graduate individuals with a strong working knowledge of the health care environment and who are highly qualified anesthesia providers.

Nurse Anesthesia Program

In 1947 a certificate program in nurse anesthesia was founded at Harris Hospital. The Harris Hospital School of Anesthesia affiliated with Texas Wesleyan College in 1982. At that time Texas Wesleyan awarded a Master of Health Science to students completing Phase I in the Harris Hospital Methodist Graduate Program of Nurse Anesthesia.

In 1986, Texas Wesleyan College assumed control of the Nurse Anesthesia Program. Harris Methodist Fort Worth continues to be a primary clinical site. St. Francis Regional Medical Center, Wichita, Kansas, became the second primary clinical site in 1989. Currently there are over 24 primary clinical sites in eleven states.

ACCREDITATION

Graduate Programs of Nurse Anesthesia are accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The Council on Accreditation is located at 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068-4010 and can be reached at 847/692-7050, via fax at 847/692-7137, or at <http://home.coa.us.com>. Date of last review: 10/2011; Date of next review: 10/2021.

The standards and guidelines for accreditation of nurse anesthesia educational programs/schools endorsed by the COA are guidelines for Texas Wesleyan University to follow and in no way constitute a contract between students and any member of the Graduate Programs of Nurse Anesthesia or Texas Wesleyan University, and should not be construed to give rise to any liability of Texas Wesleyan University to any student enrolled in the Graduate Programs of Nurse Anesthesia.

The name of the program, as recognized by the COA, is Texas Wesleyan University, Graduate Programs of Nurse Anesthesia. In recognition of the position that clinical sites hold in the program, Primary Clinical Sites may refer to their affiliation with the program or the University as Texas Wesleyan University / Site Name, Graduate Programs of Nurse Anesthesia, i.e. Texas Wesleyan University / Harris Methodist Fort Worth, Graduate Programs of Nurse Anesthesia. No other name will be recognized or advertised by the program or its affiliates. Any materials published by the affiliating institutions that refer to the program must be approved by the Program Director. The program administration will be responsible for monitoring compliance with this policy.

Program Goals

CERTIFICATE FOR NURSE ANESTHESIA EDUCATORS

The goal of the Certificate Program for Nurse Anesthesia Educators is to provide Nurse Anesthetists with an evidence-based foundation for teaching, learning, curriculum implementation, and critical evaluation of education.

MASTER OF HEALTH SCIENCE

The goal of the Master of Health Science program is to enhance the academic knowledge of baccalaureate prepared practicing nurse anesthetists.

MASTER OF SCIENCE IN NURSE ANESTHESIA

The goal of the Master of Science in Nurse Anesthesia is to prepare the Professional Nurse to become a Certified Registered Nurse Anesthetist who is ready to assume an advanced role on the healthcare team. Graduates are candidates for certification as Registered Nurse Anesthetists.

DOCTORATE OF NURSE ANESTHESIA PRACTICE

The goal of the Doctorate in Nurse Anesthesia Practice program is to provide the master's prepared Certified Registered Nurse Anesthetist with the knowledge to enhance his/her clinical, administrative and/or educational skills at a doctoral level.

Program Philosophy

Academics and rigorous technical education are emphasized as important components of the science and practice of anesthesia. Our graduates must have capabilities beyond mastery of these components. A student environment that encourages understanding more than memorization of facts is constantly promoted. The student is not treated as the object of learning but as a colleague in the learning process. The graduate program

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is a place where new ideas and self-confidence are encouraged so that the student may learn judgment and the importance of responsibility. Intellectual skills and technical expertise are not enough. Our graduates are entrepreneurial, creative, and flexible in applying their profession to a quickly changing health care environment for now and the future.

RIGHTS AND RESPONSIBILITIES

The Applicant has the right to:

- expect honesty from the program and the program's publications;
- expect fair and equal evaluation and consideration when applying for a position in the program

The Student has the right to:

- expect quality, appropriate education;
- be represented in the educational process;
- be regarded as a professional member of the health care community;
- receive fair and objective evaluations; and
- exercise due process of appeal.

In addition, the Student has the responsibility to:

- demonstrate a professional manner at all times;
- adhere to regulations and policies as set forth in the policy manuals of Texas Wesleyan University and affiliating clinical settings; and
- adhere to the Student Handbook for her/his program.

Academic Policies

ACADEMIC INTEGRITY AND CODE OF CONDUCT

Students are required to adhere to all of the following:

- Code of Conduct in the program specific student handbook provided at orientation. The student handbook policies and disciplinary actions will take precedence over other University publications where a conflict exists;
- Academic Integrity policy in the Graduate Catalog;
- Professional Code of Ethics published by the American Association of Nurse Anesthetists and individual state nursing licensure codes;
- Clinical Residents must comply with facility and federal regulations for patient care and professional conduct.

COMPUTER REQUIREMENTS

All students must maintain a working computer, Internet access, and a printer. Course syllabi, notes and examinations will be provided/conducted on-line. Accessing and printing class material is the student's responsibility. Lecture back-up streaming video is available only with high-speed Internet access. Official communications between the program and students will utilize the Texas Wesleyan email address. Computer maintenance is the responsibility of the student, and computer malfunction will not constitute an excused absence from classroom participation or examinations. Technical support for University and learning platform systems is available 24 hours per day, seven days per

week. The Technical Assistance telephone number will be provided to all students and can be located on the Texas Wesleyan website.

The computer should be less than three years old, wireless enabled, use Windows 7 or newer operating system and run newer versions of Microsoft Office. All Texas Wesleyan Nurse Anesthesia classrooms are Wi-Fi enabled. All material is posted in Windows compatible format. MAC computers are permitted; however, users are responsible for their own compatibility issues.

- MSNA students must have a laptop and must have it with them in class at all times during both phases of training;
- In class monitors greater than 10 inches require a privacy screen;
- Radio controlled remote accessories are not permitted in the classroom but Bluetooth accessories are acceptable.

DISABILITY SERVICES

Students who have a physical or mental impairment that substantially limits a major life activity can apply for accommodation according to the policies and procedures for students with disabilities. See “University Policies” in the Graduate Catalog or contact the Director of the Counseling Center for specific information. Academic or physical adjustments will be implemented in accordance with University Policies.

Please Note: Students enrolled in an entry-level nurse anesthesia program, may not be provided an academic adjustment or accommodation that would alter or waive the essential didactic and clinical professional requirements including the intellectual and physical competency standards for Certified Registered Nurse Anesthesia Practice. These competency standards are included in the MSNA program requirements and provided to the students at orientation.

GRADING

Graduate students are required to maintain an overall grade point average of 3.0 on a 4.0 scale. Individual program requirements are detailed in the program’s Student Handbook and as follows:

- Grading criteria for each course will be identified in the course syllabus;
- Degree seeking students may have no more than two “C” grades and no grades below “C”;
- In the MHS, CNAE, and DNAP programs: A grade lower than “B” may be raised by repetition of the course; a re-examination to raise the course grade is not permitted. Any course that is repeated must be retaken from Texas Wesleyan University. A course may be repeated only once;
- Single course repetition is not an option for MSNA students. MSNA students with course grades that do not meet program criteria are subject to program dismissal. Readmission policies are available in the student handbook and from the program Director;
- The student must pay full tuition and fees for all courses retaken to achieve a higher grade;
- MSNA students must have an overall GPA of 3.0 in Phase I to matriculate to Phase II;

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- MSNA Students must earn a course grade of “B” in critical anesthesia content. These courses are identified in the MSNA program requirements;
- Incompletes “I” are issued and resolved according to Texas Wesleyan University policies detailed in the graduate catalog.

GRADUATE ADVISORY COMMITTEE

The Graduate Programs of Nurse Anesthesia Committee recommends policy, hears appeals, evaluates and amends curriculum, reviews applications for admission, and determines acceptance for nurse anesthesia programs. Membership includes:

- Program Director
- Associate Program Director
- Director of DNAP Curriculum
- Assistant Program Director
- Contributing Faculty in the Graduate Programs of Nurse Anesthesia
- Contributing Graduate Faculty from University departments providing academic support where appropriate.
- Provost (ex-officio)
- CRNA and MDA clinical faculty function as admission committee members for the MSNA program.

GRADUATE FACULTY

The graduate faculty is comprised of faculty members whose experience and record of scholarship qualify them to offer graduate instruction. The graduate faculty, through teaching and research, encourage and contribute to the advancement of knowledge. Individuals appointed to the graduate faculty hold the highest degree in their field except in those cases where a person possesses special knowledge or has had unique experiences. The graduate faculty is appointed by the Provost upon recommendation of the Faculty Committee on Graduate Programs and with approval of the Director of the Graduate Programs of Nurse Anesthesia.

Each anesthesiologist/CRNA serving on the staff or employed by an affiliating hospital is considered an adjunct clinical instructor.

INTERNATIONAL STUDENTS

International applicants should refer to the section titled “Admission of International Students” in this catalog and contact the Office of International Programs for an International Student Application Packet. Address: Office of International Programs, Texas Wesleyan University, 1201 Wesleyan Street, Fort Worth 76105-1536, USA. Telephone: 817/531-5868; e-mail: oneworld@txwes.edu.

PROVISIONAL ACCEPTANCE

Qualified applicants may be accepted into programs offered by the Graduate Programs of Nurse Anesthesia on a provisional basis pending the completion of the admission criteria. Any applicant who is admitted on a provisional basis must complete all required items prior to the start of the program. Applicants that fail to complete the requirements by the start of the program will not be admitted into the program and must reapply to be considered for future start dates.

SCHEDULE CHANGES (DROP/ADD/WITHDRAWAL)

Schedule changes, including adding or withdrawing from a class will follow the University's dates and procedures provided in the Graduate Catalog. However, on or after the first class day, any adding or dropping must be done through the Graduate Programs of Nurse Anesthesia office. Request for course schedule changes may be faxed to 817/531-6508 for approval and processing. Email requests may be also submitted for approval and processing.

TIME LIMITATION

MSNA: All Phase I laboratory and course work must be completed with a 3.0 GPA in the 12 months immediately preceding Phase II to be eligible to proceed into Phase II clinical residency. Phase II is completed in a 16 month, full-time clinical anesthesia residency. Students who are not successful in Phase I may apply for readmission. Students with extenuating circumstances in Phase II may apply for a temporary Leave of Absence. Readmission and Leave of Absence Policies are available in the program's Student Handbook and from the Program Director.

DNAP and MHS: Graduate courses expire within seven years from the date of course completion shown on the transcript, no course may be more than seven years old.

CNAE: Certificate Program for Nurse Anesthetist Educators courses expire within five years from the date of course completion shown on the transcript.

In the event that a required course in a completion program is no longer offered, a substitute course of similar content must be taken in its place. Approval to take a substitute course must be obtained from the Director or Associate Director of the Graduate Programs of Nurse Anesthesia.

TRANSFER CREDIT

Candidates for the Doctorate of Nurse Anesthesia Practice (DNAP), the Master of Science in Nurse Anesthesia (MSNA), and the Certificate Program for Nurse Anesthesia Educators (CNAE) must complete all program requirements at Texas Wesleyan University. No course or clinical work will be accepted through transfer of credit from another institution.

Candidates for the Master of Health Science (MHS) may transfer 15 credit hours with approval of the Director, Graduate Programs of Nurse Anesthesia.

TUITION, FEES & FINANCIAL OBLIGATIONS

The tuition and fees are set by Texas Wesleyan University and can be found in the Expenses section of the Graduate Catalog. All tuition and fees are subject to change without written notice. Information regarding charges and payment of accounts is available in the Expenses section of the Graduate Catalog.

Graduate Programs of Nurse Anesthesia have additional fees related to course or clinical requirements. Those fees can be found in the degree requirement section of this document. The student is responsible for all books, supplies, and equipment as required by instructors.

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A student who is withdrawn from classes regardless of reason (academic or due to financial obligations, among others) may not continue a clinical residency, the clinical site will be notified and the student's clinical privileges will be suspended until the financial situation is resolved. Any clinical time missed due to a suspension of privileges will count as missed clinical time and may delay or prevent program completion.

MASTER'S PROGRAMS IN NURSE ANESTHESIA

Faculty

Michele Ardigo
Dion Galbadon
Terri Kane
Debra Maloy
Ricardo Rodriguez
James Schmidt
Tito Tubog, Director

Degrees Offered

MHS	Master of Health Science
MSNA	Master of Science in Nurse Anesthesia

MASTER OF SCIENCE IN NURSE ANESTHESIA (MSNA)

The Master of Science in Nurse Anesthesia program is designed for the Registered Nurse seeking the knowledge and skills necessary for entry into practice as a Certified Registered Nurse Anesthetist (CRNA).

The program is 28 months in length and front-loaded with an academic then clinical phase. Phase I begins in August and provides 12 months of academic and laboratory foundation for practice. Phase II, beginning the following August, is a 16 month full-time clinical anesthesia residency with the addition of one 2 hour advanced anesthesia principles class per semester.

Students awarded this degree are eligible to apply for the National Certification Examination administered by the National Board of Certification and Recertification for Nurse Anesthetists.

MASTER OF HEALTH SCIENCE (MHS)

The Master of Health Science Degree is designed to enhance the academic knowledge of baccalaureate prepared practicing nurse anesthetists who have returned to school to obtain a master's degree. To be awarded this degree, the student must successfully complete the Phase I curriculum. There is not a clinical component associated with this degree.

Baccalaureate prepared CRNAs may complete the program in as little as one year full-time or over seven years part-time. The program may be completed on campus or via distance education.

Admission to the MSNA Program

MASTER OF SCIENCE IN NURSE ANESTHESIA (MSNA)

Admission Criteria

Applicants must demonstrate that they possess the intellectual and professional knowledge and skills for successful completion of the program requirements. Admission criteria are as follows:

- Hold an earned baccalaureate degree from an accredited college or university;*
- Current unrestricted Registered Nursing license that is valid within one of the fifty states or U.S. territories;*
- Complete a minimum of one-year full-time critical care experience** as Registered Nurse by February 1st and within the last 3 years of the year of matriculation;
- Current Advanced Cardiac Life Support Certification;
- Current Pediatric Advanced Life Support Certification;
- GRE scores complete with writing score, reporting code 6828
- GPA: 3.0 (Overall or last 60 hours);
- A college level chemistry course within three years of matriculation;
- Three letters of reference;
- Personal essay in which the applicant demonstrates their professional development as a Registered Nurse in critical care and how they have prepared for an advance practice role as a nurse anesthetist;
- Professional Interview in which the applicant demonstrates their critical care knowledge and professional development.

* College or University Criteria

- Competitive standing is based in part on prior academic achievement. Degree requirements are accepted from accredited colleges or universities that assign grades on a 4.0 or similar per credit hour scale. Pass/Fail transcripts are not accepted;
- Clinical rotations in the MSNA program may require multiple state nursing licensure. The nursing degree that qualified the applicant for licensure as a registered nurse must have contained an integrated clinical curriculum to qualify for application.

**** Critical Care Experience** must be obtained in a critical care area within the United States, its territories or a U.S. military hospital. The RN must develop critical decision-making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. RNs in critical care areas manage invasive hemodynamic monitors, cardiac assist devices, mechanical ventilation, vasoactive drips and critical care pharmacology on a routine basis.

Admission to the MSNA program and clinical site assignments are competitive. Well-qualified candidates as determined by Texas Wesleyan University will be offered an interview. Competition for admission changes with each application year, and all qualified candidates may not be offered an interview. Graduate Programs of Nurse Anesthesia reserves the right to deny an interview or admission to any applicant as determined by the Program Director and/or Admissions Committee. All decisions by this committee are final and not subject to appeal.

Selection Criteria

Applicants will be selected on a best-qualified basis as determined by the Program Director and/or the GPNA Admission Committee. The selection process is completed once a year for the next cohort.

Selection will be based upon the following criteria:

- Professional Interview
- Work experience
- GRE/GPA
- References
- Professional Certifications
- Personal Essay

Application Process

The following documentation must be submitted:

- Completed on-line application for Texas Wesleyan University, Graduate Programs of Nurse Anesthesia;
- Application fee, non-refundable;
- Official transcripts from ALL colleges and universities attended;
- GRE exam results officially submitted;
- Three references are required – one each from a physician, supervisor and academic instructor. Applicants who have attended but did not complete another nurse anesthesia program must submit a letter of reference from their prior program director;
- Current ACLS and PALS certifications;
- Personal Essay.

Time Line

Applications, check lists detailing submission requirements, and all forms are available on-line all year. Once an individual begins an application they create a user name and password that allows them to monitor their progress as requirements are received and processed.

Individuals are encouraged to submit their application materials early and monitor their process frequently. It is the individual's responsibility to insure that his/her application is complete if they wish to be considered for selection in the next program cohort.

1. The Master of Science in Nurse Anesthesia entry-level (RN to CRNA) program admits one class or cohort each August. General admission season and cohort selection runs from October to January in the year before matriculation;
2. The priority application deadline is October 15 in the year prior to matriculation. Well-qualified candidates submitting a completed application on or before October 15 will have an opportunity to compete for an early interview and priority clinical site selection;
3. Invitations to interview and appointments will be made by e-mail from October through January. Verification of interview appointment is expected within two weeks of notice;
4. Several clinical facilities participate in the program's interview process to ease the cost of travel for your interview and allow prospective students to meet clinical faculty as well as program

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faculty. Clinical sites that interview on-site are identified on the program application form. Competitive clinical site interviews will be awarded on a best-qualified basis. Invitations to interview and appointments will be made by e-mail from October through November;

5. General admission decisions will be communicated to all students with current applications by e-mail on or before February 15th in the year of matriculation;
6. Early acceptance may be offered to exceptional candidates. All other admission policies continue to apply to candidates accepted early;
7. Accepted candidates must confirm their intention to enroll and acceptance of their assigned clinical site by submitting a nonrefundable \$1000 deposit within 14 days of notification;
8. Completed applications will be evaluated on a space available basis in the year of matriculation.

Application Correspondence

gpna@txwes.edu; 817-531-4406
or
Texas Wesleyan University
Graduate Programs of Nurse Anesthesia
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

Accepted Candidates Complete Credentialing

Accepted candidates who confirm their intention to enroll and acceptance of their assigned clinical site through e-mail and payment of the deposit will be required to complete several additional admission requirements related to credentialing for clinical residency. Accepted candidates will receive communications from the GPNA office with instructions related to the credentialing requirement process and will be able to monitor their progress on Radius Self Service Center as requirements are received and processed.

- Background Check
- Medical Questionnaire
- Malpractice Insurance Form
- Pre-requisite completion

Reapplication

Applicants who are not selected or do not enroll in the MSNA program cohort they were accepted in for any reason must reapply to be considered for another admission cycle. If the reapplication is within three years of the original application the following information must be submitted:

- Letter of intent and summary of your experiences;
- Reference from a supervisor (on our reference form);
- Official transcripts from colleges/universities that you may have attended since applying to our program;
- CCRN certification (if applicable);

It is unlikely for an applicant to be granted a third interview. Applicants who do not attend their interview or orientation, or who do not matriculate without notice will not be considered for reapplication. Texas Wesleyan

does not maintain application materials after a potential student informs the program that they have accepted enrollment in another program.

MASTER OF HEALTH SCIENCE (MHS)

The applicant must be a Certified Registered Nurse Anesthetist who holds current Certification/Re-certification recognition from the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA).

Admission Criteria:

- Possess an earned baccalaureate degree from an accredited college or university;
- Current CRNA Certification/Recertification;
- Current RN license that is valid within one of the fifty states or U.S. territories;
- GPA: 3.0 (Overall or last 60 hours);
- Professional references.

Selection Criteria

Applicants who meet admission criteria are accepted on a space available basis. Prospective students will be contacted and advised by the director of the program or her/his designee to facilitate course enrollment and academic program planning. Enrollment and registration are handled through the Graduate Programs of Nurse Anesthesia office. Applicants will be selected on a best-qualified basis as determined by the Program Director and/or the GPNA Advisory Committee. The decision of the Program Director and/or the GPNA Admissions Committee is final and not subject to appeal.

Application Process

The following documentation must be submitted:

- Completed on-line application for Texas Wesleyan University, Graduate Programs of Nurse Anesthesia;
- Application fee, non-refundable;
- Official transcripts from ALL colleges and universities attended;
- Two references are required: supervising anesthesia provider and a peer.

MSNA Policies and Expenses

BACKGROUND CHECKS & DRUG SCREENS

Patient safety is a primary consideration for Texas Wesleyan and all clinical affiliates. Consequently, background checks and drug screening are required for nurse anesthesia training participation. Students will be given instructions on how to complete a required background check with their admission information after they have accepted a position in the program. The background check must be completed using the system put in place by the program between the date of the acceptance letter and July 1st of the year the student is scheduled to start the program. All students may be required to complete and pass a background check at the completion of Phase I to meet the requirements of clinical training facilities. The cost of the initial background check is the students' responsibility. Clinical Affiliates reserve the right to deny training

applicants whose background check is unacceptable as determined by the Anesthesia Department or Hospital Administration.

Drug screens will be conducted on a random basis throughout the program. Students who refuse or fail a drug screen are not eligible to continue in the program. The Graduate Programs of Nurse Anesthesia follows state board of nursing regulations and the American Association of Nurse Anesthetist guidelines related to substance abuse in professional nursing. Substance abuse policies and education curriculum are available in the student handbook

NURSE ANESTHESIA PROFESSIONAL, INTELLECTUAL, AND CLINICAL COMPETENCIES

Texas Wesleyan University and the Graduate Programs of Nurse Anesthesia comply with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding its students with disabilities. It is the policy of Texas Wesleyan University that no student shall be denied access to or participation in the services, programs, and activities of the University solely on the basis of her or his disability. However, all students must be able to perform all of the didactic and clinical requirements of the curriculum as well as the physical competency standards with or without reasonable accommodations.

Didactic and clinical professional and physical competency standards include:

- **Ability to observe and communicate.** Nurse anesthetists must be able to observe, hear, and understand evidence about a patient's status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others;
- **Physical capabilities and motor skills.** Nurse anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; to be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform proceedings for prolonged periods as necessary;
- **Cognitive skills and intellectual capacities.** Nurse anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behaviors and responses;
- **Decision making skills.** Nurse anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care;
- **Behavioral and social attributes.** Nurse anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other health care providers and the public; to complete work in a timely manner; and to demonstrate commitment to ensuring the quality of and upgrade the practice of nurse anesthesia;

- **Ability to complete above competencies in the work environment.** The operating room environment (including all anesthetizing areas) is loud and often chaotic. A nurse anesthesia provider, both CRNA and student, must be able to block out the confusion and maintain his or her patients' safety. This requires the nurse anesthesia provider to remain focused on the tasks at hand, evaluate and act in a timely fashion and communicate effectively with the other operating room personnel. At times of extreme stress, when the patient requires the full attention of the nurse anesthesia provider, additional time and a quiet environment cannot be given.

DISTANCE LEARNING OPTION

Distance learning is available to students in good academic standing who are assigned to clinical sites that have provided classrooms and clinical coordinator support for Phase I students. Classes are delivered live via two-way interactive video. Distance learning sites must be approved by the COA and SACSCOC.

Option 1: Phase I Spring and Summer semesters available through distance learning at selected Primary Clinical Site. Students who select this option attend the fall semester and one four day weekend in the summer at the Texas Wesleyan campus in Fort Worth. Clinical sites that offer this option are identified in the affiliate section of this document and on the application documents. (Available for spring and summer*)

Option 2: Phase I is available through distance learning at selected Primary Clinical sites. Students must travel to the Fort Worth campus to attend orientation, two full weeks during the fall semester, two weeks during the spring semester, and a four-day extended weekend in the summer. Clinical sites that offer this option are identified in the affiliate section of this document and on the application documents (Available for the full year.)

Distance Learning Policies for MSNA

- A minimum number of 2 distance-learning students are required for live interactive video broadcast to a clinical site;
- A student may take distance education courses at her/his assigned clinical training site only;
- Students must declare their intention to be a distance learner in advance so that laboratory experiences may be scheduled appropriately. Dates for distance learning selection are indicated in admission materials;
- Distance learning orientation is held each semester that includes the distance learning Code of Conduct;
- Phase I distance learners are welcome to return to on-campus attendance at any time if they feel distance learning is not meeting their education needs.

EMPLOYMENT

Although it is not recommended, students may be employed during their enrollment with the Graduate Programs of Nurse Anesthesia as long as there is no conflict in time between employment and program responsibilities. Students may not work the eight hours prior to anesthesia-committed time during Phase II. Under no circumstance may an RRNA be employed to practice anesthesia in either title or function.

EXPENSES AND FEES

The following approximate amounts are in addition to Texas Wesleyan University's tuition/fees listed on pages 33-34 of the Graduate Catalog:

Health insurance.....	variable
Textbooks.....	\$2,500
Prodigy Review Fee	300
Background checks	100
American Association of Nurse Anesthetists Associate membership....	200
NCE (certification exam) (approximate).....	800
Peripheral nerve stimulator	250
Electronic Materials Fee	75
Advanced Nurse Practitioner endorsement.....	75-200
Housing during rotations.....	variable
RN licensure during rotations	variable

Most costs are estimates and are subject to change without written notice.

The student is responsible for all books, supplies, and equipment as required by instructors.

*The graduation fee must be paid even if the graduate does not participate in the commencement ceremony.

The RRNA is provided with operating room attire during clinical instruction.

Most students will be required to rotate to enrichment health care facilities to meet all clinical requirements for graduation. All costs including transportation, licensure, and housing are the student's responsibility. Rotations to enrichment sites may be up to four months in length during Phase II and the student is encouraged to budget accordingly.

STUDENT HEALTH, MEDICAL REQUIREMENTS, & HEALTH INSURANCE

Each student must be in good physical and mental health and may not have any communicable disease when involved in patient care. Clinical facilities require documentation of current vaccinations, a completed medical questionnaire and physician's certificate on file. Medical questionnaires and vaccination information will be provided to students with their acceptance information and in the student handbook.

During Phase II, students must provide their own health insurance. Proof of coverage will be required. Failure to provide proof of health insurance will result in the removal of the student from the clinical area until proof is provided.

The student is not an employee of the University or the hospital where the clinical training is provided. The student is not covered by Texas Wesleyan's Workman's Compensation insurance (except where mandated by state law) and must use her/his individual health insurance to cover training related injuries (e.g. needle sticks, lifting injuries, etc.).

Graduation Requirements

MASTER OF SCIENCE IN NURSE ANESTHESIA

To qualify for graduation a student must demonstrate satisfactory completion of:

- All course requirements, comprehensive program examination, and senior project with a cumulative grade point average of 3.0 on a 4.0 scale;
- All nurse anesthesia residency requirements and graduate outcomes;
- All financial obligations to the program including the graduation fee;
- All published program requirements.

Graduate Outcomes

- Demonstrate professional conduct suitable to the role of Certified Registered Nurse Anesthetist;
- Demonstrate the ability to administer individualized safe anesthesia based on pathophysiologic principles, recognize changing conditions of the patient, and correctly alter the anesthesia management;
- Obtain and document pre-anesthesia interviews (include history, physical, and assessment) and informed consent (include risks, complications, and anesthesia alternatives). Suggest/order preoperative tests and medications. Develop an appropriate anesthetic care plan based on patient history and proposed surgical procedure;
- Select, assemble, and maintain proper equipment, anesthetic agents, and accessories while preparing for an anesthetic — general, regional, MAC;
- Conduct a physiologically sound anesthetic during induction, including positioning of the patient to assure optimal physiologic function and safety, and appropriate management of the patient's airway;
- Administer physiologically sound anesthesia maintenance within the confines of the operative, diagnostic, and therapeutic situation and the pathological condition of the patient;
- Manage a physiologically sound anesthetic emergence within the confines of the operative, diagnostic, and therapeutic situation and the pathological condition of the patient;
- Evaluate post-anesthetic recovery of the patient in terms of recognizing complications arising from the anesthetic management and recommend/take a course of action for correcting such complications within medically established guidelines. Provide a safe transport for the patient and effectively communicate the condition of the patient to the recovery personnel;
- Demonstrate responsibility for own actions and for continuing personal and professional growth;
- Exhibit expected role responsibilities, maintaining integrity, and legal/ethical standards;
- Function within appropriate legal requirements as licensed professional, accepting responsibility and accountability for own practice. Perform clinically in ways that reflect specialized knowledge, attitudes, skills, motivations, and self-perceptions;
- Adhere to all OSHA and HIPPA/HITECH guidelines.

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MASTER OF HEALTH SCIENCE

To qualify for graduation a student must demonstrate satisfactory completion of:

- All course requirements with a cumulative grade point average of 3.0 on a 4.0 scale;
- All financial obligations to the program, including the graduation fee*; and
- All published program requirements.

*The graduation fee must be paid even if the graduate does not participate in the commencement ceremony.

Affiliations

REQUIRED (PRIMARY) SITES AND CLINICAL COORDINATORS

Texas Wesleyan contracts with hospitals around the nation to provide clinical training to its nurse anesthesia students. A clinical coordinator at each hospital facilitates all aspects of clinical and clinical didactic education for the nurse anesthesia residents. Enrichment sites are assigned to provide the resident with a broad range of clinical anesthesia experiences. Clinical sites that provide a classroom for optional Phase I distance education are marked if available for the full year ** or spring and summer *.

The primary sites are:

Alabama:
Mobile Infirmary Medical Center, Mobile**

Arkansas:
Baptist Medical Center, Little Rock*
St Bernard's Regional Medical Center, Jonesboro*

California:
Arrowhead Regional Medical Center, Colton**

Colorado:
Denver Health Medical Center, Denver **
University of Colorado Hospital, Aurora **

Kansas:
Wesley Medical Center, Wichita*
Stormont-Vail HealthCare, Topeka**

Kentucky:
Saint Elizabeth Medical Center, Edgewood**

Louisiana:
Christus St. Frances Cabrini Hospital, Alexandria*
LSU Medical Center, Shreveport**

North Dakota:
St. Alexius Medical Center, Bismarck**

Ohio:

Good Samaritan Hospital, Cincinnati

Bethesda North Hospital, Cincinnati

Jewish Hospital, Cincinnati

Miami Valley Hospital, Dayton**

Texas:

Baylor-All Saints Health System, Fort Worth

Texas Health, Harris Methodist Fort Worth, Fort Worth

John Peter Smith Hospital, Fort Worth

Plaza Medical Center, Fort Worth

Valley Baptist Medical Center, Harlingen

V.A. Medical Center, Dallas

Baylor University Medical Center, Dallas

Texas Tech University Health Science Center, Lubbock

UT Southwestern Medical Center, Dallas

All Clinical Affiliates reserve the right to deny admission to any applicant as determined by the Anesthesia Department or Hospital Administration.

Clinical sites are subject to changes in caseloads and training positions. If the selected applicant's assigned clinical training site is not available, she or he will be reassigned to another clinical training site that has training positions open.

Program Requirements

Master of Science in Nurse Anesthesia and Master of Health Science (Phase I only)

Phase I

PHASE I MULTI-TERM.....	1
ANE 6101 Human Patient Simulation*	
FALL SEMESTER	16
ANE 6201 Professional Aspects of Anesthesia	
ANE 6411 Applied Chemistry for the Nurse Anesthetist	
ANE 6421 Advanced Pharmacology	
ANE 6641 Advanced Anatomy, Physiology, and Pathophysiology I	
SPRING SEMESTER	14
ANE 6231 Research Methods in Nurse Anesthesia	
ANE 6414 Advanced Physical and Health Assessment*	
ANE 6422 Advanced Anesthesia Pharmacology*	
ANE 6442 Advanced Anatomy, Physiology, and Pathophysiology II*	
FIRST SUMMER SESSION.....	6
ANE 6603 Principles of Anesthesia Practice I*	
SECOND SUMMER SESSION.....	6
ANE 6605 Principles of Anesthesia Practice II*	
TOTAL HOURS PHASE I	43

PHASE II

FALL SEMESTER.....	6
ANE 6481 Clinical Practicum A	
ANE 6285 Clinical Didactics A*	
SPRING SEMESTER	6
ANE 6482 Clinical Practicum B	
ANE 6286 Clinical Didactics B*	
SUMMER SESSION.....	5
ANE 6383 Clinical Practicum C	
ANE 6287 Clinical Didactics C*	
FALL SEMESTER.....	6
ANE 6484 Clinical Practicum D	
ANE 6289 Clinical Didactics D*	
TOTAL HOURS PHASE II	23
TOTAL PROGRAM HOURS	66

All Phase I academic and laboratory course work must be completed with a 3.0 GPA in the 12 months immediately preceding Phase II to be eligible to proceed into clinical nurse anesthesia residency.

MSNA Students must earn a course grade of “B” in critical anesthesia content, the classes are identified with an asterisk (*).

MHS classes may be taken out of order.

Course Descriptions

ANESTHESIA (ANE)

6101. Human Patient Simulation **1 hour**
Human patient simulation promotes the transfer of knowledge from the academic to clinical environment. Simulation experiences are designed to enhance critical thinking, problem solving, and skill development appropriate for the registered nurse entering a clinical anesthesia residency.

6201. Professional Aspects of Anesthesia **2 hours**
An introduction to Professional Nurse Anesthesia Practice to include, medical ethics, health and wellness, professional responsibilities, and collaboration with the health care team.

6231. Research Methods in Nurse Anesthesia **2 hours**
Comprehensive overview of research process including methodology, design and interpretation of findings, emphasizes acquiring knowledge and skills essential for critical evaluation of research reports.

6285. Clinical Didactics A **2 hours**
A study of the advanced anesthesia principles throughout the life cycle Part 1. (Fall)

6286. Clinical Didactics B **2 hours**
A study of the advanced anesthesia principles throughout the life cycle Part 2. (Spring)

6287. Clinical Didactics C

2 hours

A study of the advanced anesthesia principles throughout the life cycle Part 3. (Summer)

6289. Clinical Didactics D

2 hours

A study of the advanced anesthesia principles throughout the life cycle Part 4. (Fall)

6411. Applied Chemistry for the Nurse Anesthetist

4 hours

Applied Chemistry for Anesthetist 6411 is a four-credit graduate level Chemistry course which is an overview of general chemistry principles, gas laws, organic functional groups and biomolecules as it pertains to anesthetics. The student will be introduced to atomic theory and structure, bonding, gases, acids and bases, pH, organic structure, carbohydrates, lipids, proteins, enzymes, metabolism and nucleic acids.

6414. Advanced Physical and Health Assessment

4 hours

This course prepares the RN to preform comprehensive health and physical assessments across the life span with an emphasis on the peri-anesthetic patient. Content builds on the knowledge and skills acquired as a registered nurse and the advanced scientific foundation acquired during nurse anesthesia training.

6421. Advanced Pharmacology

4 hours

Prepares the Registered Nurse (RN) and enhances the Certified Registered Nurse Anesthetist (CRNA) in their respective roles on the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology.

6422. Advanced Anesthesia Pharmacology

4 hours

Prepares the RN for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.

6442. Advanced Anatomy, Physiology, and Pathophysiology II

4 hours

Study of structure and function in health and disease of human cardiovascular and respiratory systems.

6481. Clinical Practicum A

4 hours

The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Fall)

6482. Clinical Practicum B

4 hours

The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Spring)

6383. Clinical Practicum C

3 hours

The application of the principles of anesthesia care performed under the supervision of clinical instructors. (First Summer)

6484. Clinical Practicum D

4 hours

The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Fall)

6603. Principles of Anesthesia Practice I

6 hours

Prepares the RN for a role on the anesthesia patient care team and in the administration of anesthesia by teaching a basic level of expertise in

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understanding and using anesthesia equipment in a competent and safe manner.

6605. Principles of Anesthesia Practice II

6 hours

Prepares the RN for a role on the anesthesia patient care team and in the administration of anesthesia by teaching a basic level of cognitive, affective, and psychomotor expertise for the preoperative, perioperative, and postoperative anesthesia periods.

6641. Advanced Anatomy, Physiology, and Pathophysiology I

6 hours

Study of structure and function in health and disease of human nervous, endocrine, and excretory systems.

OTHER PROGRAMS

Programs Offered

CRNA BS TO DNAP BRIDGE PROGRAM**

The BS to DNAP program provides baccalaureate prepared practicing nurse anesthetists who desire to pursue a doctorate degree in nurse anesthesia practice the advanced academic foundation to transition into doctoral education and recognizes the competencies of current practitioners. Admission to the DNAP program follows completion of the master's bridge curriculum with a minimum 3.0 GPA. Candidates will be eligible for the following DNAP general admission cycle. Upon successful completion of the DNAP program, graduates will be awarded the Doctorate of Nurse Anesthesia Practice degree.

CERTIFICATE PROGRAM

Certificate for Nurse Anesthetist Educators

The Certificate Program for Nurse Anesthetist Educators provides Master's and Doctoral prepared Nurse Anesthetists with advances studies leading to a graduate certificate. The 100% online program is designed to provide didactic training in instruction, curriculum, and evaluation to Certified Registered Nurse Anesthetists (CRNA) who are currently or wish to become educators. The program provides an evidence-based foundation in the theories and best practices of adult learning, curriculum implementation, and evaluation. The program is designed to provide students the opportunity to complete the 9 credit hour requirements on a part-time basis in one year.

**At the time of catalog print, the addition of the BS to DNAP program is pending approval from the COA.

Admission to the BS to DNAP Bridge Program

Admission to the BS to DNAP Bridge Program is offered to practicing CRNAs who possess a bachelors' degree and is contingent upon submission of the following items/documentation:

ADMISSION CRITERIA

- Possess an earned bachelor's degree from an accredited college or university;
- Possess an earned degree or certificate of completion from a Council on Accreditation of Nurse Anesthesia Education accredited nurse anesthesia program;
- Current CRNA Certification/Recertification;
- GPA of 3.0 on a 4.0 scale (Overall or last 60 hours);
- Personal interview.

SELECTION CRITERIA

- Personal interview;
- Nurse anesthesia experience;
- Academic achievement;
- Professional references.

Applicants who meet admission criteria are accepted on a space available basis. Prospective students will be contacted and advised by the director of the program or her/his designee to facilitate course enrollment and academic program planning. Enrollment and registration are handled through the Graduate Programs of Nurse Anesthesia office. Applicants will be selected on a best-qualified basis as determined by the Program Director and/or the GPNA Advisory Committee. The decision of the Program Director and/or the GPNA Admissions Committee is final and not subject to appeal. Admission to the DNAP program follows completion of the master's bridge curriculum with a 3.0 GPA; candidates will be eligible for the following general admission following standard DNAP guidelines.

APPLICATION PROCESS

The following documentation must be submitted:

- Completed online application for admission to the BS-DNAP bridge program;
- Application fee, non-refundable;
- Official transcripts from all colleges or universities attended including bachelors' degree and nurse anesthesia program completion verification;
- Current certification from the National Board of Certification & Recertification for Nurse Anesthetists;
- Three professional references:
 - One from an educator that can attest to the applicant's academic ability and aptitude for advance learning;
 - One from a clinical supervisor/colleague that can attest to the applicant's clinical skills;
 - And a personal reference from a non-relative that can attest to the applicant's integrity.

TIME LINE

Applications and forms are available on-line at any time. Applicants will create a user name and password as part of the application process. On-line tracking allows applicants to monitor their progress as documents are received and processed. Individuals are encouraged to submit their application materials early and monitor their submission process weekly. It is the individual's responsibility to insure that his/her application is complete by the deadline if they wish to be considered for the next cohort's selection. Class sizes are limited. Incomplete applications will not be processed.

- Online applications are available year round;
- Priority application and document submission deadline is November 1st prior to a January or spring semester matriculation;
- Applicants chosen for an interview will be contacted by the GPNA office to arrange an interview. Interviews are conducted via phone or video call with two GPNA faculty;
- Students will be notified of the admission decision via telephone or email and an official follow-up letter;
- Graduate students will be assigned a faculty advisor to facilitate course enrollment and academic program planning;
- Orientation information will be e-mailed to each student the week before their first semester;
- The master's bridge program begins in the spring semester;

Other Programs in Nurse Anesthesia 207

- DNAP classes begin in May. Exact semester start dates are determined by the Texas Wesleyan University Calendar.

APPLICATION CORRESPONDANCE

gpna@txwes.edu; 817-531-4406
or
Graduate Programs of Nurse Anesthesia
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

REAPPLICATION

Applicants who are not selected or do not to enroll in the BS-DNAP program in the semester they were accepted in for any reason must reapply to be considered for another admission cycle. If the reapplication is within three years of the original application the following information must be submitted:

- Letter of Intent
- Updated curriculum vitae
- Official transcripts from colleges/universities that you may have attended since applying to our program
- Updated certification (if applicable)

Admission to the Certificate Program

ADMISSION CRITERIA

- Possess an earned master's or doctoral degree from an accredited college or university;
- Current CRNA Certification/Recertification;
- Current RN license that is valid within one of the fifty states or U.S. territories;
- GPA: 3.0 (Overall or last 60 hours);
- Personal essay: A typed essay describing the applicant's interest, qualifications, and career plans relevant to the pursuit of the certificate.

SELECTION CRITERIA

Admission of each class will be based upon the "best qualified" as determined by the Admission Committee. Class size is limited to facilitate participation. Selection will be based upon the following criteria:

- Professional experience;
- Personal essay;
- Academic achievement.

APPLICATION PROCESS

The following documentation must be submitted:

- Completed on-line application for Texas Wesleyan University, Graduate Programs of Nurse Anesthesia;
- Application fee, non-refundable;
- Official transcripts from ALL colleges and universities attended;

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- Degree verification;
- Personal essay: A typed essay describing the applicant's interest, qualifications, and career plans relevant to the pursuit of the certificate.

TIME LINE

Applications, essay assignments, and forms are available on-line at any time. Applicants will create a user name and password as part of the application process. On-line tracking allows applicants to monitor their progress as documents are received and processed. Individuals are encouraged to submit their application materials early and monitor their submission process weekly. It is the individual's responsibility to insure that his/her application is complete if they wish to be considered for the next cohort's selection.

1. Application and document submission is open year round. Applicants are encouraged to complete their submission the spring before fall admission.
2. The admissions committee reviews completed applications monthly and students will be notified of the decision by email or telephone then with an official follow-up letter.
3. Formal acceptance of admission by e-mail or letter and a non-refundable deposit of \$500.00 is required 21 days after notification of acceptance. The deposit will be applied to the first semester tuition.
4. Graduate students are advised by the director of the program or her/his designee to facilitate course enrollment and academic program planning. Prospective students should contact the director for an appointment by phone, first class mail, or by email. Official enrollment and registration is handled through the Graduate Programs of Nurse Anesthesia office.
5. Orientation information will be e-mailed to each student prior to registration. The e-mail includes general orientation information, orientation to Blackboard, orientation to Library Resources, a copy of the Graduate Catalog, and the Texas Wesleyan Student Handbook. Additional orientation information can be found on Texas Wesleyan's website at:
<https://txwes.edu/academics/gpna/>.
6. Classes begin with the fall semester and are designed to be completed in one year with a fall, winter, and spring semester.

APPLICATION CORRESPONDENCE

gpna@txwes.edu; 817-531-4406
or
Texas Wesleyan University
Graduate Programs of Nurse Anesthesia
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

Program Requirements

CRNA BS to DNAP Bridge Program**

Credit for the following courses will be awarded by transfer and examination with the following required documentation:

Other Programs in Nurse Anesthesia 209

1. Documentation of graduation from a COA accredited entry-level nurse anesthesia program by official transcript;
2. Documentation of successful completion of the Nurse Anesthesia National Certifying Examination; and
3. Documentation of current nurse anesthesia certification.

Transfer and Examination Eligible Coursework 27

- ANE 6603 Principles of Anesthesia Practice I
- ANE 6605 Principles of Anesthesia Practice II
- ANE 6481, 6482, 6383, and 6484 representing a completed clinical nurse anesthesia residency

The Bachelor degree-prepared CRNA will take the following courses at Texas Wesleyan University. Upon successful completion of the master's bridge curriculum with a 3.0 GPA, the practicing CRNA will be admitted into the DNAP program.

Bridge Coursework..... 14

- ANE 6421 Advanced Pharmacology (fall)
- ANE 6442 Advanced Anatomy, Physiology, and Pathophysiology II (spring)
- ANE 6414 Advanced Physical and Health Assessment (spring)
- ANE 6231 Research Methods in Nurse Anesthesia (summer)

BRIDGE TOTAL HOURS..... 41

Bridge classes are available once a year. Part time students starting in the spring semester would complete the bridge the following spring and enter the DNAP program with the standard summer cohort. Students enter an unabridged DNAP program guided by the graduate catalog in effect at the time of DNAP program entry.

UNABRIDGED DNAP PROGRAM HOURS 32-38

Complete DNAP program requirements can be found on page 215.

PROGRAM TOTAL HOURS 73-79

**At the time of catalog print, the addition of the BS to DNAP program is pending approval from the COA.

Certificate Program for Nurse Anesthetist Educators

To successfully complete the program, a student must complete the three courses listed below for a total of 9 credit hours. The program will use an asynchronous online delivery method. Online classes will use various methods of delivery including video lectures and more traditional Internet based delivery. Computer and technical requirements are listed in the Graduate Programs of Nurse Anesthesia Academic Policy section of this document. The courses must be completed in order.

Nurse Anesthetist Educators Certificate 9

- ANE 6301 Adult Learning Theories and Best Practices for the Nurse Anesthesia Educator
- ANE 6302 Curriculum Implementation and Evaluation for the Nurse Anesthesia Educator
- ANE 6303 Evaluation Theories and Best Practices for the Nurse Anesthesia Educator

TOTAL HOURS 9

CERTIFICATE COMPLETION REQUIREMENTS

To qualify for the certificate a student must demonstrate satisfactory completion of:

- All course requirements with a cumulative grade point average of 3.0 on a 4.0 scale;
- All financial obligations to the program; and
- All published program requirements.

Course Descriptions

Students in the CRNA BS to DNAP Bridge Program take designated master's courses that may be found starting on page 202 of the catalog.

ANESTHESIA (ANE)

6301. Adult Learning Theories and Best Practices for the Nurse Anesthesia Educator 3 hours

This course prepares nurse anesthetists to create an environment in the clinical or classroom setting that improves student learning. Adult learning theories and best practices for teaching and instruction are discussed to facilitate the achievement of learning outcomes in the cognitive, psychomotor and affective domains.

6302. Curriculum Implementation and Evaluation for the Nurse Anesthesia Educator 3 hours

This course prepares the nurse anesthetist to assist in the implementation and evaluation of a didactic anesthesia curriculum. Revisions to curricula based on program objectives, regulatory standards and outcome data will also be addressed.

6303. Evaluation Theories and Best Practices for the Nurse Anesthesia Educator 3 hours

This course prepares nurse anesthetist with the theory and skills to create, implement and modify an effective evaluation plan for the assessment of student learning. Best practices for the evaluation of both clinical and didactic instruction will be considered.

DOCTORAL PROGRAM IN NURSE ANESTHESIA

Faculty

Paul Austin, Director
Dion Gabaldon
Debra Maloy
Lorraine Silvestro

Degree and Programs

DNAP Doctorate of Nurse Anesthesia Practice

DOCTORATE OF NURSE ANESTHESIA PRACTICE (DNAP)

The Doctorate of Nurse Anesthesia Practice Program provides Master's level prepared Nurse Anesthetists with advanced studies that leads to a practice doctorate. The program is designed to provide enhancement of the Certified Registered Nurse Anesthetist's (CRNA) current scientific knowledge and to develop skills in both management and/or nurse anesthesia education. The program provides advanced studies in the interrelationships of pathophysiology, biochemistry and pharmacology, study of management theory, educational administration and scholarly work.

The program builds upon the scientific and leadership knowledge and skills that the student gained during her/his Master's Degree nurse anesthesia education as well as from her/his professional practice experience gained as a nurse anesthetist. The successful student will develop advanced, in-depth scientific knowledge concerning the disease processes and treatment modalities and strengthen the leadership, administrative and management skills beyond that gained at the Master's level.

Two foci are offered in the program, and students may choose to complete one or both:

Education

The education courses will provide the knowledge not offered in most Master's level CRNA curriculums. With the development of clinical doctoral programs for advanced practices nurses, both in anesthesia and other advanced nursing specialties, the need for doctoral prepared program administrators is great. The goal of the education specialty focus is to prepare the CRNA to be a faculty member or an administrator of a nurse anesthesia program.

Management

The management focus courses will provide the knowledge necessary to advance into administrative roles in the anesthesia department/group or other areas in the clinical facility as well as the entrepreneurial skills and knowledge to create and operate an anesthesia group. These skills will include budget management and the contract and legal issues associated with the creation of a business.

Admission to the DNAP Program

Admission to the Doctorate of Nurse Anesthesia Practice Program is offered only to CRNAs who possess a master's degree and is contingent upon submission of the following items/documentation:

ADMISSION CRITERIA

- Possess an earned master's degree from an accredited college or university;
- Must be a practicing Certified Registered Nurse Anesthetist;
- Graduate GPA of 3.0 on a 4.0 scale (Overall or last 60 hours)
- A graduate level research course with an earned grade of "B" or better;
- Personal interview in which the applicant demonstrates that in the future he/she will engage in a position or activities that will positively influence nurse anesthesia education/practice.

SELECTION CRITERIA

Total enrollment in the DNAP program is limited. The admission of each class will be based upon the "best qualified" as determined by the Admissions Committee. Selection will be based upon the following criteria:

- Personal interview;
- Nurse anesthesia experience in clinical practice, education, leadership, and management;
- Academic achievement;
- Professional references.

All positions are filled on a competitive basis. Therefore, all applicants that meet admission requirements may not be granted an interview. The Graduate Programs of Nurse Anesthesia reserves the right to deny admission to any applicant as determined by the Admissions Committee. All decisions by this committee are final and not subject to appeal.

APPLICATION PROCESS

The following documentation must be submitted:

- Completed online application for admission to the Doctorate of Nurse Anesthesia Program;
- Application fee, non-refundable;
- Official transcripts from all colleges or universities attended including master's degree verification;
- Three professional references:
 - One from an educator that can attest to the applicant's academic ability and aptitude for advance learning;
 - One from a clinical supervisor/colleague that can attest to the applicant's clinical skills;
 - And a personal reference from a non-relative that can attest to the applicant's integrity.

TIME LINE

Applications and forms are available on-line at any time. Applicants will create a user name and password as part of the application process. On-line tracking allows applicants to monitor their progress as documents are received and processed. Individuals are encouraged to submit their application materials early and monitor their submission process weekly. It is the individual's responsibility to insure that his/her application is complete by the deadline if they wish to be considered for the next cohort's selection. Class sizes are limited. Incomplete applications will not be processed.

- Priority application and document submission deadline is October 15th prior to the year of matriculation;
- Applicants chosen for an interview will be contacted by the DNAP office to arrange an interview. Interviews are conducted via phone or video call with DNAP program faculty;
- Students will be notified of the admission decision via email and an official follow-up letter;
- Students have 14 days to respond accepting or declining admission. Acceptance requires a non-refundable deposit of \$1500.00. This may be paid online. The deposit will be applied to the first semester's tuition;
- Graduate students are advised by the Associate Director or her/his designee to facilitate course enrollment and academic program planning. Prospective students should make an appointment with the DNAP office prior to enrollment by phone, first class mail, or by email. Official enrollment and registration is handled through the Graduate Programs of Nurse Anesthesia office;
- Orientation information will be e-mailed to each student prior to registration;
- Classes begin in May. Exact dates are determined by the Texas Wesleyan University Calendar;
- Completed applications will be evaluated on a space available basis in the year of matriculation.

APPLICATION CORRESPONDENCE

dnap@txwes.edu; 817-531-4406
or
Doctorate of Nurse Anesthesia Practice
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

REAPPLICATION

Applicants who are not selected or do not to enroll in the DNAP program cohort they were accepted in for any reason must reapply to be considered for another admission cycle. If the reapplication is within three years of the original application the following information must be submitted:

- Letter of Intent;
- Updated curriculum vitae;
- Official transcripts from colleges/universities that you may have attended since applying to our program;
- Updated certification (if applicable).

ACCESS TO FACULTY AND DIRECTOR

The Associate Director of the Doctorate of Nurse Anesthesia Practice and the Director of DNAP Curriculum can be reached via email and a toll-free telephone number. Students wishing to meet with either of these individuals in person will need to make an appointment. These individuals can be reached at 817/531-4406.

Access to each student's academic advisor will be provided to the student upon registration. Prior to registration, the Associate Director of the Doctorate of Nurse Anesthesia Practice will be available for advising and guidance for prospective students.

Graduation Requirements for the DNAP

To qualify for graduation a student must demonstrate satisfactory completion of:

- All core course requirements and either the management or educational administration focus courses and scholarly work within seven years;
- Earn a minimum cumulative grade point average of 3.0 on a 4.0 scale;
- An application for graduation must be filed in the Office of Student Records no later than the deadline specified in the Graduate Catalog;
- The graduation fee must be paid even if the graduate does not participate in the commencement ceremony;
- All financial obligations to the program; and
- All published program requirements.

SCHOLARLY WORK

The student is required to complete a scholarly work. The scholarly work is completed in conjunction with the following courses:

ANE 8113	Scholarly Work Completion
ANE 8211	Evidence-Based Practice I
ANE 8314	Evidence-Based Practice II

The requirements for the scholarly work are described in the syllabi for the above courses.

The student is required to maintain continuous enrollment in ANE 8113 until the scholarly work has been completed and accepted by the Director of DNAP Curriculum and/or the Associate Program Director. Extension of ANE 8113 over a maximum of 3 total credit hours requires approval from the GPNA Advisory Committee.

Program Requirements

To successfully complete the program, a student must complete the core courses and the required courses for either the educational administration or management focus. The student may choose to complete all courses (a total of 38 credit hours). A student may graduate after completing one specialty emphasis and continue in the remaining specialty emphasis courses following program completion and have these courses reflected on their official University transcript.

Doctorate of Nurse Anesthesia Practice

DNAP CORE CURRICULUM	26
ANE 8113	Scholarly Work Completion
ANE 8211	Evidence-Based Practice I
ANE 8214	Learning Technologies and Informatics
ANE 8216	Public Health Policy & Health Care Organizations
ANE 8310	Health Law and Ethics
ANE 8312	Applied Biomedical Statistics
ANE 8314	Evidence-Based Practice II
ANE 8401	Pathophysiology, Biochemistry, Pharmacology I
ANE 8402	Pathophysiology, Biochemistry, Pharmacology II
MGT 8208	Leadership and Managing Change
FOCUS COURSES	6
Choose one or both:	
Educational Administration	6
ANE 8317	Curriculum Planning, Teaching Strategies, and Evaluation for Nurse Anesthesia Program Faculty
ANE 8320	Administration of a Nurse Anesthesia Program
Management.....	6
ACC 8212	Using Activity Based Management for Improvement
ANE 8412	Nurse Anesthesia Practice Management and Finance
TOTAL HOURS	32-38*

A Sample Course Sequence

Doctorate of Nurse Anesthesia Practice
Educational Administration Focus

Year I	
SUMMER SEMESTER	5
ANE 8050	Introduction to the DNAP Program
ANE 8214	Learning Technologies and Informatics
ANE 8310	Health Law and Ethics
FALL SEMESTER	6
ANE 8401	Pathophysiology, Biochemistry and Pharmacology I
MGT 8208	Leadership and Managing Change
SPRING SEMESTER.....	6
ANE 8402	Pathophysiology, Biochemistry and Pharmacology II
ANE 8216	Public Health Policy & Health Care Organizations
SUMMER SEMESTER	3
ANE 8312	Applied Biomedical Statistics
Year II	
FALL SEMESTER	5
ANE 8211	Evidence-Based Practice I
ANE 8317	Curriculum Planning, Teaching Strategies, and Evaluation for Nurse Anesthesia Program Faculty
SPRING SEMESTER.....	6
ANE 8314	Evidence-Based Practice II
ANE 8320	Administration of a Nurse Anesthesia Program

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SUMMER SEMESTER	1
ANE 8113 Scholarly Work Completion	
TOTAL PROGRAM HOURS	32*

**Doctorate of Nurse Anesthesia Practice
Management Focus**

Year I	
EXTENDED SUMMER SEMESTER	5
ANE 8050 Introduction to the DNAP Program	
ANE 8214 Learning Technologies and Informatics	
ANE 8310 Health Law and Ethics	
FALL SEMESTER	6
ANE 8401 Pathophysiology, Biochemistry and Pharmacology I	
MGT 8208 Leadership and Managing Change	
SPRING SEMESTER	6
ANE 8402 Pathophysiology, Biochemistry and Pharmacology II	
ANE 8216 Public Health Policy & Health Care Organizations	
SUMMER SEMESTER	3
ANE 8312 Applied Biomedical Statistics	
Year II	
FALL SEMESTER	6
ANE 8211 Evidence-Based Practice I	
ANE 8412 Nurse Anesthesia Practice Management and Finance	
SPRING SEMESTER	5
ANE 8314 Evidence-Based Practice II	
ACC 8212 Using Activity Based Management for Improvement	
SUMMER SEMESTER	1
ANE 8113 Scholarly Work Completion	
TOTAL PROGRAM HOURS	32*

Course Descriptions

ACCOUNTING (ACC)

8212. Using Activity Based Management for Improvement 2 hours
This course is designed to provide students techniques in how to streamline, improve, and measure productivity of business processes. The principle technique used for this analysis is Activity Based Management (ABM) which is considered a best practice technique in most major corporations.

ANESTHESIA (ANE)

8050. Orientation/Introduction to the DNAP Program 0 hour
This course introduces students to the methods and strategies necessary to incorporate existing research and information into an evidence-based practice. Students will be expected to find and evaluate information using a variety of information retrieval tools.

8113. Scholarly Work

1 hour

Prerequisite: ANE 8314

The student will complete the required scholarly work. Methods of dissemination will be reviewed such as journal articles and podium and poster presentations.

8211. Evidence-Based Practice I

2 hours

Prerequisite: ANE 8312

The course introduces the fundamentals of evidence-based practice. The student will work with the course director to identify a problem from the clinical, business or education area that will serve as a basis for the integrative review.

8214. Learning Technologies and Informatics

2 hours

This course introduces students to the methods and strategies necessary to incorporate existing research into an evidence-based practice. Students will be expected to find and evaluate information using a variety of information retrieval tools.

8216. Public Policy & Health Care Organizations

2 hours

The course is designed to provide a framework for understanding state and federal policy and regulatory development process. Students will analyze health financing legislation, as well as regulatory implications of Affordable Care Act, Medicare, and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on advocating policy change to improve anesthesia delivery and advancing the nurse anesthesia profession.

8310. Health Law and Ethics

3 hours

This course focuses on key concepts in health law such as the structure of health care organizations, health care liability, confidentiality of medical information, access to health care, taxation, antitrust, state and federal regulations of health care, financing mechanism of health care, including private health insurance, Medicare and Medicaid, and emerging bioethical issues in health care.

8312. Applied Biomedical Statistics

3 hours

Statistics is the science and art of identifying, organizing, summarizing and analyzing data from the world around us in order to draw conclusions or make predictions. This course provides a survey of the principles and methods of descriptive and inferential statistics with emphasis on reasoning skill development, appropriate application of concepts and methods, and critical analysis and evaluation; computational skill is secondary. Topics include: defining, measuring, and describing data; research design; hypothesis testing; correlation and regression; analysis of variance; Chi Square; and power analysis.

8314. Evidence-Based Practice II

3 hours

Prerequisite: ANE 8211

This course prepares the student to engage in knowledge application including the translation of research into practice, the evaluation of practice and improvement of nurse anesthesia practice and outcomes. Skills are presented supporting the integrative review.

**8317. Curriculum Planning, Teaching Strategies, and
Evaluation for Nurse Anesthesia Program Faculty**

3 hours

This course will focus on curriculum development and implementation, teaching and learning strategies and didactic and clinical evaluation for nurse anesthesia educators.

8320. Administration of a Nurse Anesthesia Program 3 hours

This course will focus on the administration of a nursing program including accreditation, development and administration of faculty and staff, program recruiting, clinical site development and management.

8401. Pathophysiology, Biochemistry and, Pharmacology I 4 hours

This course covers the treatment of human diseases with pharmacological mediators. It integrates the pathophysiology of various disease states with underlying biochemical mediators, and available drug treatments. This course includes pharmacokinetics, pharmacodynamics, absorption, distribution, metabolism and excretion, pharmacogenetics, new drug discovery, neurotransmission, the CNS system, mediators of pain and inflammation, and renal and cardiovascular agents.

8402. Pathophysiology, Biochemistry, and Pharmacology II 4 hours

This course covers the treatment of human diseases with pharmacological mediators. It integrates the pathophysiology of various disease states with underlying biochemical mediators, and available drug treatments. This course includes GI function, chemotherapeutics of microbial disease, neoplastic diseases, immunomodulators, blood and blood forming organs, hormones and antagonists, and toxicology.

8412. Nurse Anesthesia Practice Management & Finance 4 hours

The course is designed to provide a framework for starting a business and for managing business and personal financial affairs. Course content will include entrepreneurial basics, preparation of a business plan, personal financial planning, legal considerations, and tax considerations. Course content will include understanding the business of anesthesia and responding to a Request for Proposal (RFP) by developing an anesthesia portfolio.

MANAGEMENT (MGT)

8208. Leadership and Managing Change 2 hours

Advanced study of the use of power, influence, and leadership in organizations. Detailed coverage of sources of power in organizations, resource dependency, multidirectional influence tactics, trait theories of leadership, behavioral theories of leadership, contingency approaches to leadership, and charismatic leadership. Special consideration is given to the ethical use of power and leadership.

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Steve Trachier, Athletic Director
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Kay VanToorn, University Registrar
Aaron Whaley, Director of the Morton Fitness Center
Darren White, Director of Marketing and Communications
DeAwna Wood, Director of Alumni Relations

Appointed Graduate Faculty

First date indicates year of original appointment to the University.

- ELSA ANDERSON, Associate Professor of Education, 2011; B.A., Mercer University, 1979; M.Ed., University of North Texas, 1996; Ph.D., University of North Texas, 2009.
- TRISHA ANDERSON, Assistant Professor of Management, 2009. B.S., Marist College, 1992; M.B.A., Marist College, 2004; Ph.D., University of Massachusetts Amherst, 2009.
- MICHELE ARDIGO, Assistant Professor of Nurse Anesthesia, 2015. B.S., California Polytechnic State University 1989, BSN, Johns Hopkins University 1991, MS, St. Mary's University 1997, DNP, Maryville University, 2015.
- PAUL N. AUSTIN, Professor of Nurse Anesthesia, Director of DNAP Curriculum, 2008. B.S.N., State University of New York: College of Technology, 1980; B.S., US Navy Nurse Corps/ The George Washington University Nurse Anesthesia Program, 1985; M.S.N., State University of New York at Buffalo, 1990; Ph.D., University of Cincinnati College of Nursing, 2001.
- THOMAS J. BELL III, Professor of Business Administration, 1995. B.S., Prairie View A&M, 1984; M.S., Amber University, 1993; Ph.D., University of North Texas, 1999.
- JON CROOK, Associate Professor of Counseling, 2005. B.A., St. John's University, 1969; M.A., Miami University, 1971; Ph.D., Case Western Reserve University, 1978.
- ELLEN (AILEEN) M. CURTIN, Professor of Education, 2000; B.Ed., Mary Immaculate College, Ireland, 1983; M.Ed. Texas Wesleyan University, 1996; Ph.D.; University of North Texas, 2002.
- JOE DRYDEN, Associate Professor of Education, 2007. B.A., Texas Tech University, 1987; J.D., California Western School of Law, 1990; M.Ed., Texas Christian University, 1993; Ed.D, University of North Texas, 2010.
- LISA DRYDEN, Professor of Education and Director of Master's Programs in Education, 1992. B.S., Louisiana State University, 1983; M.Ed., Louisiana State University, 1987; Ph.D., Florida State University, 1991.
- MICHAEL G. ELLISON, Professor of Counseling, 1996, and Director of Master's Programs in Counseling, 2004. B.S., Oklahoma State University, 1972; M.S., California Coast University, 1986; Ph.D., California Coast University, 1987.
- RODNEY ERAKOVICH, Associate Professor of Public Administration and Management, 2008. B.S., Professional Aeronautics, Embry Riddle Aeronautical University, 1984; M.B.A., Embry Riddle Aeronautical University, 1986; Ph.D., University of Texas at Arlington, 2005.
- DION A. GABALDON, Assistant Professor of Nurse Anesthesia, 2012. B.S.N., Westminster College, 1995; M.S., Nurse Anesthesia, Saint Mary's University, 1998; D.H.A., University of Phoenix, 2012.
- KEN HELVEY, Assistant Professor of Education, 2014. B.S., Tarleton State University, 1983; M.Ed., Texas A & M Commerce, 1994; Ed.D., University of North Texas, 2006.
- SUA JEON, Assistant Professor of Marketing, 2015. M.S., University of North Texas, 2006; Ph.D., University of North Texas, 2015.
- TERRI D. KANE, Assistant Professor of Nurse Anesthesia, 2012. B.S.N., University of Arkansas, 1985; M.S.N., University of Arkansas, 1993; M.H.S., Texas Wesleyan University, 1999; DNAP, Texas Wesleyan University, 2015.
- DEBRA MALOY, Associate Professor of Nurse Anesthesia, 2003. A.D., State University of New York, 1977; B.S.N., University of Texas at

- Arlington, 1989; M.H.S., Texas Wesleyan University, 1992; Ed.D., University of North Texas, 2015.
- RONNIE McMANUS, Professor of Religion and Psychology, 1979. B.S., Texas Wesleyan College, 1970; M.Th., Southern Methodist University, 1973; D.M., Texas Christian University, 1975; Ph.D., Texas Woman's University, 1982.
- LINDA SUSAN METCALF, Professor of Counseling, 2006. B.A., Baylor University, 1973; M.Ed., Texas Christian University, 1986; Ph.D., Texas Woman's University, 1993.
- TWYLA MIRANDA, Professor of Education, 1990. B.S., Abilene Christian University, 1972; M.Ed., Central State University, 1976; Ph.D., University of North Texas, 1990.
- THOMAS W. NICHOLS, Associate Professor of Management, 2007. B.S., Texas Wesleyan University, 1994; M.B.A., Texas Wesleyan University, 2002; Ph.D., University of North Texas, 2008.
- GOKCEN OGRUK, Assistant Professor of Economics, 2013. B.A., Bogazici University, 2004; M.A., Bogazici University, 2007; Ph.D., University of Houston, 2013.
- BONNIE QUILLIN, Assistant Professor of Accounting, 2015. B.B.A., Tarleton State University, 1989; M.B.A., Syracuse University, 2001.
- HECTOR A. QUINTANILLA, Professor of Accounting, 1995, Dean of the School of Business Administration and Professional Programs, 2006. B.S., North Texas State University, 1983; M.S., 1983; Ph.D., University of Texas at Arlington, 1996.
- SARAH ROCHE, Assistant Professor of Marketing, 2015. B.B.A., St. Mary's University, 2010; Ph.D., University of Texas San Antonio, 2015.
- RICARDO ESCOBEDO RODRIGUEZ, Professor of Chemistry and McCann Professor, 1990, Dean of the School of Natural and Social Sciences, 2016. B.S., Baylor University, 1982; Ph.D., Texas Christian University, 1987.
- JAMES ROBERT SCHMIDT, Associate Professor of Anatomy, Physiology, and Pathophysiology, 2009. B.S., University of Wisconsin- Milwaukee, 2002; Ph.D., Medical College of Wisconsin, 2008.
- CELIA SCOTT, Associate Professor of Education and Director of Doctoral Programs in Education, 2011. B.S., University of Southern Mississippi, 1997; M.Ed., University of Southern Mississippi, 1999; Ph.D., University of North Texas, 2010.
- LORAIN SILVESTRO, Professor of Pharmacology, 2004. B.A., State University of New York at Buffalo, 1985; M.S., 2010, University of North Texas; Ph.D., University of Pennsylvania, 2000.
- MISTY LINNEA SPARKS, Associate Professor of Counseling, 2009. B.A., University of North Texas, 1999; M.S., Texas Woman's University, 2004; Ph.D., Texas Woman's University, 2008.
- THOMAS D. TOLLESON, Professor of Accounting, 1996. B.S., Mississippi College, 1971; M.B.A., Augusta College, 1987; Ph.D., University of North Texas, 1996.
- TITO D. TUBOG, Assistant Director of Nurse Anesthesia, 2012. B.S.N., Atheneo de Zamboanga University, 1990; M.S.N.A., Texas Wesleyan University, 2006; D.N.A.P., Texas Wesleyan University, 2011.
- SAMEER VAIDYA, Professor of Management, 2004. B.Com., University of Poona, 1991, M.B.A., University of Texas Pan American, 1994, Ph.D., University of Texas Pan American, 2000.
- KIMBERLY J. WEBB, Associate Professor of Accounting, 2002; B.S., Cumberland College, 1992; M.S., University of Texas at Arlington, 1996; Ph.D., University of Texas at Arlington, 2014.
- SHENGXIONG WU, Associate Professor of Finance, 2011. M.A., Kent State University, 2006; Ph.D., Kent State University, 2012.

SINAN YILDIRIM, Associate Professor of Management, 2008. B.A., University of Bogazici, 1999; M.B.A., University of Bogazici, 2000; Ph.D., University of Texas at San Antonio, 2007.

*Faculty Emeritus status

Contributing Graduate Faculty

First date indicates year of original appointment to the University.

RUSSELL BARTEE, Visiting Professor of Graduate Counseling, 2015. B.S., Oklahoma Christian University, 1976; M.Ed., University of North Texas, 1988; Ph.D., Texas Woman's University, 2011.

MARCEL SATSKY KERR, Professor of Psychology, 2000. B.S., Texas A & M University, 1994; M.A. Texas Tech University, 1996; M.Ed., University of Texas at Brownsville, 2004; Ph.D., Texas Tech University, 1999.

MARY LANDERS, Instructor of Mathematics and TQ Math, 2002; B.A., Texas Christian University, 1963; M.S., New Mexico State University, 1968; Ed.D., Texas A&M University Commerce, 1996.

CARLOS MARTINEZ, Professor of Bilingual Education and Dean of the School of Education, 1991. B.A. University of Puerto Rico, 1986; M.Ed., Stephen F. Austin University, 1990; Ph.D., Texas A&M University, 2000.

WILLIAM NEWTON, Assistant Professor of Education, 2010. B.S., Texas A&M University at College Station, 1974; M.Ed., University of North Texas, 1978; Ed.D., University of North Texas, 2001.

PATSY ROBLES-GOODWIN, Associate Professor of Education & Director of ESL/Bilingual Programs, 2006. B.S., Texas Tech University, 1985; M.L.A., Southern Methodist University, 1988; Ed.D., Texas Woman's University, 2001.

KIMBERLY M. TYLER, Associate Professor of Education, 2006. B.S., Louisiana State University, 1992; M.S., University of Southern Mississippi, 1995; Ph.D., The College of William and Mary, 2006.

JULIE VOWELL, Associate Professor of Education, 2011. B.A., Baylor University, 1995; M.Ed., University of Houston, 2001; Ed.D., University of Houston, 2008.

ROBERT JOSEPH WILSON, Professor of Education, 1986. B.S., Quincy College, 1974; M.S.Ed., Southern Illinois University, 1978; Ph.D., 1985.

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Alma Mater

Hail to thee dear Texas Wesleyan,
from the heart I give my praise.
In the paths of high endeavor,
fame and fortune crown your days.

Streaming forth a line of splendor,
stalwart sons and daughters fair,
Living testimony render,
to the worthy name you bear.

~J.C. Denney