



GRADUATE CATALOG

2011 – 2012

1201 Wesleyan Street
Fort Worth, Texas 76105-1536

Phone: 817/531-4444
Metro phone: 817/429-8224
Fax: 817/531-4425
www.txwes.edu

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Map of the Historic Campus	inside back cover

University Calendar (Historic Campus)

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 web page on the Texas Wesleyan web site, www.txwes.edu/registrar.

SUMMER 2011 (Dates and times subject to change)

SUMMER EXTENDED SESSION (SUE)

May 14-August 14

May 14-15	Saturday-Sunday	Track A & C classes begin; Official first day of Weekend Program
May 16	Monday	Selected weekday and online classes begin. Students and faculty should check course schedule in RamLink for course meeting dates.
May 21-22	Saturday Sunday	Weekend Track B classes begin

SUMMER I (SU1)

March 14	Monday	Financial Aid Priority Application Date for Fall 2011
March 28-April 1	Monday-Friday	Advising week
April 4-11		Priority online registration for Summer I 2011
April 12- May 29		Open online registration for Summer I 2011
May 5	Thursday	Last day to pay 100% to hold SU1 and SUE 2011 registration
May 30	Monday	Memorial Day; University closed
June 6	Monday	Classes begin; Official first day of classes; Late registration for SU1 2011
June 7	Tuesday	Last day to register or to add a class for Summer I 2011
June 28	Tuesday	Last day to drop a class for Summer I 2011
July 4	Monday	University holiday, offices closed

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July 7 Thursday Last day of classes / Final examinations

SUMMER II (SU2)

March 14 Monday Financial Aid Priority Application Date

March 28-
April 1 Monday-
Friday Advising week

April 4-11 Priority online registration for
Summer II 2011

April 12-July 8 Open online registration for
Summer II 2011

June 3 Friday Last day to pay 100% to hold
Summer II 2011 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 2011

August 2 Tuesday Last day to drop a class for Summer II
and Weekend Program

August 6-7 Saturday-
Sunday Weekend Track A final examinations

August 10 Wednesday Last day of classes / Final examinations
Summer II 2011

August 13-14 Saturday-
Sunday Weekend Track B&C final
examinations

FALL 2011

(Dates and times subject to change)

March 14 Monday Financial Aid Priority Application Date
for Fall 2011

March 28-
April 1 Monday-
Friday Advising week

April 1 Friday Last day to apply for December 2011
graduation

April 4-11 Priority online registration for Fall 2011

April 12-June 15 Open online registration for Fall 2011

June 16-
August 19 Late online registration; Late fee
applies

August 5 Friday Last day to make 25% payment to hold
Fall 2011 Registration

August 17 Wednesday Faculty arrive 9:00 a.m. for fall
semester; Late registration

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August 18	Thursday	Residence Halls open 2 p.m.
August 18-24	Thursday- Wednesday	Late registration in Office of Student Records; Late fee applies
August 20-21	Saturday- Sunday	Track A&C classes begin; Official first day of Weekend Program. Students and faculty should check course schedule in RamLink for course meeting dates.
August 22	Monday	Classes begin 8:00 a.m.; Official first day of Weekday classes
August 23	Tuesday	President's Picnic 4:30 p.m.
August 24	Wednesday	Last day to register or add a class for Fall 2011
August 27-28	Saturday- Sunday	Weekend Program Track B classes begin
August 30	Tuesday	Faculty/Staff Convocation 12:05 p.m. (proposed)
September 5	Monday	Labor Day; University closed— No Weekend classes
September 26	Monday	Last day to remove grade of "I"
October 10	Monday	Fall break; University closed
October 11	Tuesday	Mid-semester grades due noon
October 24-28	Monday- Friday	Advising week for Spring and May Term 2012
October 31- November 7		Priority online registration for Spring and May Term 2012
November 1	Tuesday	Last day to apply for Spring or Summer 2012 graduation
November 8- December 5		Open online registration for Spring and May Term 2012
November 17	Thursday	Last day to drop a class for Fall 2011
November 19-20	Saturday- Sunday	Weekend Program Track A final examinations
November 23	Wednesday	Thanksgiving holiday begins; University closed beginning at 2:00 p.m.
November 24-25	Thursday- Friday	Thanksgiving holiday; University closed
November 26-27	Saturday- Sunday	No Weekend Program classes

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November 28	Monday	Classes resume 8:00 a.m.
November 29	Tuesday	Official last day of classes
November 30	Wednesday	Final examinations for Wednesday evening classes; no day classes (Dead Day)
December 1-6	Thursday – Tuesday	Final examinations
December 3-4	Saturday-Sunday	Weekend Program Tracks B & C final examinations
December 5	Monday	Last day to make 25% payment to hold Spring 2012 Registration
December 6-January 6		Late registration for Spring 2012; late fee applies
December 9	Friday	Robing Ceremony 11:00 a.m.; Law School Commencement Ceremony 2:00 p.m. Office of Student Records closed for graduation preparation.
December 10	Saturday	Graduation Convocation; Fall semester ends
December 19-January 2		Christmas and New Year's holiday; University closed

WINTER TERM 2011

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

SPRING 2012

(Dates and times subject to change)

October 24-28	Monday-Friday	Advising week
October 31-November 7		Priority online registration for Spring 2012
November 8-December 5		Open online registration for Spring 2012
November 14	Monday	Financial Aid Priority Application Date for Spring 2012
December 5	Monday	Last day to make 25% payment to hold Spring 2012 early registration
December 6-January 6		Late online registration for Spring 2012; Late fee applies
January 6	Friday	Faculty arrive 9:00 a.m. for spring semester; Late registration
January 8	Sunday	Residence Halls open 2:00 p.m.
January 11	Wednesday	Classes begin 8:00 a.m.; Official first day of Weekday classes

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January 11-13	Wednesday-Friday	Late registration in Office of Student Records; Late fee applies
January 13	Friday	Last day to register or add a class for Spring 2012
January 16	Monday	Martin Luther King, Jr. Day; University closed
January 17	Tuesday	Faculty/staff information session 12:05 p.m.
January 21-22	Saturday-Sunday	Weekend Program Track A&C classes begin
January 28-29	Saturday-Sunday	Weekend Track B classes begin
February 17	Friday	Last day to remove grade of "I"
March 7	Wednesday	Mid-semester grades due noon
March 12-16	Monday-Friday	Spring Break
March 17-18	Saturday-Sunday	No Weekend Program classes
March 19	Monday	Classes resume 8:00 a.m.
March 26-30	Monday-Friday	Advising weeks
April 2	Monday	Last day to apply for December 2012 graduation
April 2-9		Priority online registration for Fall 2012
April 5-6	Thursday-Friday	Easter vacation begins 8:00 a.m.; University closed
April 7-8	Saturday-Sunday	No weekend classes; Easter holiday
April 9	Monday	Classes resume 8:00 a.m.
April 11-June 15		Open online registration for Fall 2012
April 17	Tuesday	Last day to drop a class
April 28- 29	Saturday-Sunday	Weekend Program Track A final examinations
May 1	Tuesday	Official last day of classes
May 2	Wednesday	Final examinations for Wednesday evening classes; no day classes (Dead Day)
May 3-8	Thursday-Tuesday	Final examinations

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May 5-6	Saturday-Sunday	Weekend Program Track B&C final examinations
May 11	Friday	Robing Ceremony 11:00 a.m.; Law School Commencement Ceremony 2:00 p.m.; Graduation Convocation; Spring semester ends; Office of Student Records closed for graduation preparation
May 12	Saturday	Residence Halls close

MAY TERM 2012 **(Dates and times subject to change)**

October 24-28	Monday-Friday	Advising week
October 31-November 7		Priority online registration for May Term 2012
November 8-January 6		Open online registration for May Term 2012
December 5	Monday	Last day to make 25% payment to hold May Term 2012 early registration
March 26-30	Monday-Friday	Advising week
April 2-9		Priority online registration for May Term 2012
April 10-May 6		Open online registration for May Term 2012
May 4	Friday	Last day to make 100% payment to hold May Term 2012 registration
May 14	Monday	Classes begin; Late registration; Last day to register or add a May Term 2012 class
May 25	Friday	Last day to drop a May Term 2012 class
May 28	Monday	Memorial Day; University closed
June 1	Friday	Final Exam or Project due

THE UNIVERSITY

Mission

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

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.

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 Commission on Colleges of the Southern Association of Colleges and Schools 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. The School of Law is accredited by the American Bar Association.

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Program accreditation includes:

Accreditation Council for Business Schools and Programs
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/Teacher 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 Library Association
American Association of Colleges for Teacher Education
Association of American Collegiate Registrars and Admissions Officers
Association to Advance Collegiate Schools of Business
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
North Texas Commission
Red River 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 semi-annually 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 responsibility for all academic matters and institutional research; the Senior Vice President

for Finance and Administration with responsibility for finance and budget as well as computing, administrative services, and human resources; the Vice President for University Advancement with responsibility for development and alumni affairs; the University resident chaplain; and the Vice President for Enrollment and Student Services with responsibility for admission, specific student service areas, communications, and athletics.

The academic schools and programs reporting to the Provost include the Schools of Arts and Letters, Business Administration and Professional Programs, Education, Law, and Natural and Social Sciences led by the dean of each respective school, and the Graduate Program 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

Texas Wesleyan University was founded by the Methodist Episcopal Church, South, in 1890 on a site east of Fort Worth donated by area pioneers, A. S. Hall, W. D. Hall, and George Tandy. Originally named Polytechnic College, the school held its first classes in September 1891, with a handful of faculty members and 111 students.

In the early 20th century, H.A. Boaz conceived the idea of a new university for Southern Methodism and planned to develop Polytechnic College into that university. When Southern Methodist University was established in Dallas, the Polytechnic campus was designated the Woman's College for Southern Methodism. Texas Woman's College, as it became in 1914, developed into a major force in North Texas. However, faced with dwindling resources during the Depression, trustees voted to close the school in 1931. 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. Since then, Texas Wesleyan has remained a co-educational, liberal arts-based institution with an increasingly comprehensive academic and student life program.

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 University assumed control of the Nurse Anesthesia Program at Harris Methodist Hospital and the program, now known as the Graduate Program in Nurse Anesthesia and 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 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 C.E. Hyde 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 is fully accredited by the American Bar Association.

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 Program in Nurse Anesthesia opened in 2003. A graduate program in counseling was added in 2004. In

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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 Baber 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.

The Campus

Texas Wesleyan University maintains a historic campus in east Fort Worth and a downtown campus that is adjacent to the Fort Worth Convention Center and immediately across from the Water Gardens in Fort Worth. The historic campus includes more than 75 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.

The downtown campus of the University is located at 1515 Commerce Street. The downtown campus houses the School of Law through which the University offers its juris doctor program.

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.

Elizabeth Means Armstrong Hall (1957) is a residence hall for 75 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.

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 C.E. Hyde 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.

The Art Complex contains classrooms, workrooms, and studios. 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.

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, a coffee house called Java Joe's and University offices.

Baker-Martin House (1928, moved to campus in 1996) houses the Office of Advancement. 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.

Louella Baker-Martin Pavilion (2007) is a 3,500 square-foot banquet facility located adjacent to the Baker-Martin House.

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, International Programs, Career Services, 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.

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

Glick House (1925) 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. It now houses a community counseling center.

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 two smaller classrooms.

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 faculty, staff, students, 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. Offices include the Dean of Arts and Letters, the University Chaplain, and faculty.

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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. In the summer of 2000, a portion of the facility was remodeled to house the new allied health center. The building was named in honor of the late Sid W. Richardson of Fort Worth.

Dora Roberts Dining Hall (1957, renovated in 1981) is the campus dining center with facilities for banquets and meetings. It was a gift of Dora Roberts of Big Spring, Texas.

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.

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.

School of Law Building (1996), formerly the Southwestern Bell building and located at 1515 Commerce, is the downtown campus of the University. The University owns the 100,000 square foot facility and three adjacent parking lots. Acquired in 1996 and retrofitted, the building includes classrooms, faculty offices, administrative offices, and the law library. It was renovated and rededicated in 2005.

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.

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, the University counselor, the Office of Master's Programs in Counseling, and the Theatre Department.

Wade Hall (1920, remodeled in 1981) is an apartment building providing housing for students, faculty, and staff.

West Village (2005) is a 250-bed apartment style housing facility located at the corner of Wesleyan St. and Vickery Blvd. The three-story building has a combination of two-bedroom efficiencies and four-bedroom apartments. The Residential Life Department is located at The Clubhouse in the complex.

Eunice and James L. West Library (1988) is an 84,400 square-foot building housing the University library and special collections, classrooms, Media Services, computer classrooms, Center of Excellence in Teaching and Learning, Central Texas United Methodist Archives Depository, and the Academic Success Center, which houses academic advising, new student programs, 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.

ENDOWED PROFESSORSHIPS

The Bebensee University Scholar Professorship was created in 1996 through a bequest from the Leo Robert Bebensee Estate to honor Mr. Bebensee as a life-long educator. The Bebensee University Scholar is an individual with the potential to set a model for good University teaching and research and to foster those attributes in her/his colleagues.

The McCann University Professorship was established in 1996 through a bequest from the Ralph and Sue McCann Trust. The McCann University Professorship is designed to celebrate faculty strength by allowing for enhanced professional development.

ROBING CEREMONY

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 ceremony has made significant contribution to the rich heritage of the University; it is a vital part of the concluding activities of the student's graduate career. Graduate students eligible for graduation and thereby participation in the Robing Ceremony may select a faculty member who has been meaningful to them for vesting of the Robe at the Robing Ceremony preceding the graduation program. Persons to vest the student must be eligible to wear academic regalia. Persons eligible include all faculty, full or part-time, and staff who hold faculty rank.

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GRADUATION CEREMONY—SCHOOL OF LAW

Each academic year, the law school acknowledges its candidates for the juris doctor degree at commencement ceremonies in December and May. During these ceremonies, the law school's dean presents each candidate with an academic hood, the colors of which are representative of the University and the academic discipline: purple for law.

GRADUATION CEREMONY—HISTORIC CAMPUS

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 Baker-Martin 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 and Law) 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 Art 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 ADMISSION

Texas Wesleyan University welcomes students from a variety of educational, ethnic, and religious backgrounds and experiences and 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, and beyond, 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.

Admission 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.

Admission 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 regular admission to Texas Wesleyan University must hold the equivalent of a U.S. baccalaureate degree, be proficient in English, and meet program admission requirements and international student 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 www.international.txwes.edu. Applicants may also contact the Office of International Programs at 817/531-4934.

For admission consideration, international applicants must submit the following:

1. Completed and signed International Student Application;
2. Summary of Educational Experience Form;
3. Official transcripts, marks-sheets, and other official 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 indicate degrees and diplomas awarded. The official records must be original copies certified by the institution attended. 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;
4. Official 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).

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*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 regularly admitted to the academic program and must submit:

1. Declaration of Finances.
2. 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 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 Student

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.

EXPENSES

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

Expenses 2011-2012

GRADUATE TUITION AND COURSE FEES

Business

Admission application fee	\$ 50
M.B.A. tuition, per semester hour	610
General fee, per semester hour	48
Technology fee, per semester hour	25
Auditing courses, per course.....	185

Counseling

Admission application fee	\$ 50
Tuition, per semester hour	610
General fee, per semester hour	48
Technology fee, per semester hour	25
Auditing courses, per course.....	185

Education

Admission application fee	\$ 50
Graduate Tuition, per semester hour.....	420
Doctoral Tuition, per semester hour	610
General fee, per semester hour	48
Technology fee, per semester hour	25
Graduation Scholars in Education fee, per semester hour	10
Auditing courses, per course.....	185
Comprehensive Exam Transcript Fee	50

Nurse Anesthesia

Admission application fee	\$ 50
Graduate Tuition, per semester hour.....	775
Doctoral Tuition, per semester hour	860
General fee, per semester hour	48
Technology fee, per semester hour	25
Clinical Fee, per clinical semester	340
Long Distance fee, per semester hour.....	80
Phase I graduation fee.....	75
Auditing courses, per course.....	185

Miscellaneous Fees

Catalog (printed copy)	5
Checks returned by bank for insufficient funds	30
Conference course, in addition to tuition	
One-Hour course	220
Two-Hour course.....	385
Three-Hour course.....	545
Master's Graduation fee	*100
Doctoral Graduation fee	*250
Law Graduation Fee	150
Graduation Application Late Fee.....	25
Identification card replacement	15
International student insurance (annually)	1200
Student athlete insurance (annually)	260

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Late Registration Fee (per semester)	110
Official Transcript fee	5

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.

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, and 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 late registration fee. A payment plan fee will also be assessed if the total balance owed is not paid in full.

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 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 web page on the Texas Wesleyan University website (www.txwes.edu/cashier) or call 817/531-4456.

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 account more than 30 days past due may be withdrawn from classes. The student will remain responsible for all the semester charges. 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 and fees dropped after classes have begun will be credited as follows: 1) Courses dropped within 5% of the class calendar days will be credited at 80%; 2) Courses dropped within 10% of the class calendar days will be credited at 60%; 3) No refund will be credited for any course after 10% of the class calendar days has elapsed. Fees will not be refunded if a student completely withdraws from the University on or after the official first day of class (see below).

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.

WITHDRAWALS

A student wishing to drop from all classes must formally withdraw from the University (see Student Initiated Withdrawal from a Course section).

Fee—General fees, course fees, and technology fees are not refundable. A student withdrawing 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.

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 on the next page.

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

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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. 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. The 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 obtained from Texas Wesleyan University, a high school guidance counselor, other college financial aid offices, or by accessing FAFSA on the web at www.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 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.

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.

GRANT PROGRAMS

Grants are financial aid that you are not required to pay back.

Tuition Equalization Grant (TEG)—This is a state funded grant program for residents of Texas based on established financial need.

WORK STUDY PROGRAM

Federal Work Study Program (FWS)—This is a federal program that provides funding for jobs to students who have established financial need and wish to earn a portion of their educational expenses.

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 prior to receipts of loan proceeds and Loan Exit Counseling when the student is no longer enrolled.

Federal Grad Plus Program – Funding for this student loan is provided through a private lender. This loan program is not based on financial need but the loan is based on credit-worthiness of the student. Some lenders may require an endorser for the loan.

Federal Subsidized Stafford Loan—Funding for this student loan is provided through the federal government. This loan program is based on established financial need.

Federal Unsubsidized Stafford Loan—Funding for this student loan is provided through the federal government. This loan program is not based on financial need.

Hinson-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.

Alternative loan programs are also available to eligible students. Contact the Office of Financial Aid or go to the financial aid web page at www.txwes.edu/financialaid 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 each semester on the Registrar's web page at www.txwes.edu/registrar.

Academic Computer Labs

Computer labs are available on the campuses and Burleson site to provide access to information technology resources to students and employees. The computers in these labs run Windows operating systems, have printing capabilities, and have a variety of software for academic and administrative use and Internet access. Registered students receive a specific allotment of printing for free each semester and are able to purchase additional printing over that allotment.

OPEN USE COMPUTERS

Open use computers are available on the first and second floors of the West Library and in the Law Library. These computers are available to students during the library's operating hours.

DEPARTMENTAL TEACHING LABS

Departmental Teaching Labs are located in various building across the campuses and Burleson site. These labs are for instructional use and are operated by academic departments. Curriculum-based software such as programming languages, tax preparation software, multimedia software, etc. is available in respective locations.

MULTI-MEDIA CENTER

Access to best-in-class multimedia tools and software is available to students and employees in the University Multimedia Center located in the basement of the Eunice and James L. West Library (B-20). The lab is available to students throughout the week.

WIFI

Wireless network access is available to students and employees in all dormitories, common use areas, and educational spaces throughout the institution.

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 Red River Athletic Conference that includes member institutions in Texas, New Mexico, Louisiana and Oklahoma. National and conference membership allows Texas Wesleyan University's intercollegiate programs to compete for titles in men and women's soccer, women's volleyball, men and women's cross country, men and women's basketball, men's baseball, men and women's track and field, men'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, 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

Faculty advisors provide assistance and guidance to students and alumni during their preparation for entry into their chosen career fields. Career Services, located in Brown Lupton, North Wing, offers individual career counseling to determine interests and aptitudes for specific occupations and assistance on résumé preparation, interviewing skills, job placement and conducting career research. Career Services also provides a website for career information at <http://www.txwes.edu/careerservices>.

Current employment and internship opportunities (categorized according to career fields) are available in the center, and current information about hiring trends, as well as company contact information, is available. Online resources for résumé 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.

HANDS-ON FIELD EXPERIENCES

Depending upon the academic program, students may participate in hands-on field experiences. Some programs offer practicums or internships which are coordinated through academic departments and are graded experiences. Information and notices of field experiences are available in academic departments, on-line, or in Career Services. Career Services provides additional services such as networking opportunities, job notices, and company contact information. Opportunities may be obtained from CareerLink –Wesleyan’s official Online Job Board <https://txwes-csm.symplicity.com/students/index.php>.

Glick House Community Counseling Center

The Glick House offers personal counseling without fee and is located at 3001 Ave D (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 Glick House. 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. These additional food venues have 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 or contact the Director of Disability Accommodations Services at 817/531-7565 for specific information.

Eunice and James L. West Library and Law Library

Texas Wesleyan University maintains both the West Library on the historic campus and a Law Library on its downtown campus. Each library is available for use to all students of the University. Information on the collections of each library and the services available is provided at the circulation desks of both the West Library and the Law 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 ability to find information and effectively use information resources and foster an awareness of these. For this mission, the library develops collections that fulfill the learning and teaching objectives of the University, and it organizes 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 call 817/531-4800 or access the West Library web page at <http://ezproxy.txwes.edu> or go to the University homepage <http://www.txwes.edu> and click on Library.

The primary mission of the Texas Wesleyan University Law Library is to provide access to the legal information sources needed for student course work and research. The Law Library, located in downtown Fort Worth, is the largest in Tarrant County with holdings of over 104,442 volumes and 186,129 volume equivalents. In addition to its law book collection, the Law Library subscribes to sources of law published in CD-ROM format and on the web. The Law Library collection may be accessed through the online catalog via the Internet. The Law Library's regular operating schedule, in effect when classes are in session, provides more than 110 hours per week of access. During 85 of these hours, a law librarian is available to provide reference services. It is the role of the law librarians to help educate students in using the resources efficiently. Several law librarians have juris doctor degrees, and all full-time librarians have earned a master's degree in library science. All Texas Wesleyan University students, with valid campus IDs, have circulation privileges for an initial two-week period and renewal.

Health Center

The Health Center is located in the West Village, room 113, and provides for most of the routine health needs of the University community. The Health Center is operated by the Coordinator of Health Services and is staffed 30 hours per week. The Health Center can administer first aid and injections and provides treatment of minor illnesses, counseling regarding personal needs, and educational programming. Referrals can be made to a variety of medical providers based on need. All residential students must have an immunization form on file with the Health Center. 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 admissions, 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 ADMISSIONS

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, etc.

STUDY ABROAD

Students interested in studying abroad on a short-term faculty-lead, 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.

Media Services

Media Services provides audio/visual support services for Texas Wesleyan students, faculty, and staff. Various types of A/V equipment are available, such as VCRs, video cameras, video projectors, and sound systems for use on campus. 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, the Wesleyan graduate programs offer 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.

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 Student Life supervises the housing of all students on campus. Student resident assistants are selected and trained to assist the Resident Director.

The University has three residence halls on its historic campus. Stella Russell Hall and Elizabeth 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 three residence halls provide a vanity with sink and mirror, desks, beds, bookshelves, closets, and drawers. Residence hall policies and procedures are found in the Residence Halls section of the *Student Handbook*.

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 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 is on this floor and 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. Bathrooms are shared by the room on each side.

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

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Open and closing dates and other pertinent housing information can be found in the *Student Handbook* that can be obtained from the Office of Student Life.

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. Obtain and complete a Housing Application form.
2. Return the completed application with a \$225 housing deposit to the Office of Student Life.
3. Once the application and deposit are received, the Director of Residential Life will send the student a letter confirming receipt of the application.
4. Approximately six weeks before classes begin the Resident Director will send the student a room assignment letter informing the new resident of her/his room number, roommate name and contact information, immunization form with instructions, move-in dates and times, and a suggested check-list of things to bring.

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.

BACTERIAL MENINGITIS VACCINATIONS FOR STUDENTS

Texas House Bill 4189 (HB 4189) requires that any incoming new student who lives on-campus must either receive a vaccination against bacterial meningitis or meet certain criteria for declining such a vaccination before they can live on campus.

For the entire text of Texas House Bill 4189, refer to:
<http://www.legis.state.tx.us/tlodocs/81R/billtext/html/HB04189F.htm>

As of January 1, 2010, incoming students who live on campus are required to provide either evidence of vaccination against bacterial meningitis or a signed affidavit declining the vaccination prior to living on campus. Students will not receive a housing assignment until one of these two documents is received by Texas Wesleyan Residence Life Department. Evidence of Vaccination (must have received vaccination at least 10 days prior to living on campus) must be submitted in one of the following three formats:

1. A document bearing the signature or stamp of the physician or his/her designee, or public health personnel (must include the month, day, and year the vaccination was administered).

2. An official immunization record generated from a state or local health authority (must include the month, day and year the vaccination was administered).
3. An official record received from school officials, including a record from another state (must include the month, day, and year the vaccination was administered).

Evidence of declining vaccination must be submitted in one of the following two formats:

1. An affidavit or a certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, in which it is stated that, in the physician's opinion, the vaccination required would be injurious to the health and well-being of the student.
2. An affidavit signed by the student stating that the student declines the vaccination for bacterial meningitis for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services must be used. Secure online "Affidavit Request for Exemption From Immunizations for Reasons of Conscience" can be found at:
<https://webds.dshs.state.tx.us/immco/affidavit.shtm>

All documents can be mailed, faxed, emailed or hand delivered to the Texas Wesleyan Residence Life Department.

Mail: Texas Wesleyan Residence Life Department
1201 Wesleyan St.
Fort Worth, TX 76105

Fax: 817/531-4432

Email: Housing@txwes.edu

Hand Delivery: The Clubhouse located in the West Village
Apartments at Texas Wesleyan University

Reminder-Students will not receive an official housing assignment until appropriate documents have been received by the Texas Wesleyan Residence Life Department.

For general information about bacterial meningitis see:
<http://www.txwes.edu/healthservices/documents/Meningitis.pdf>

If you have any questions, please contact Texas Wesleyan Residence Life Department at 817/413-5000.

Student Employment

In conjunction with the Office of Financial Aid, through which students who qualify for the federal work-study programs are identified, on-campus student employment is coordinated by the Office of Human Resources for both work-study and non-work-study students. All students desiring on-campus employment should contact the Office of Human Resources, where available positions are listed, and all necessary forms are processed. The list of available positions can also be found on the Texas Wesleyan University web

site, <http://www.txwes.edu/hr/empstudent.htm>. The Office of Human Resources is located in the Oneal-Sells Administration Building and can be contacted by calling 817/531-4403.

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

Student Life and 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 also supervises the housing of all students on campus.

The Office of Student Activities 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, and many other services. Students participate in selecting, planning, and producing activities. Additionally, the Student Government Association and the many other campus organizations provide a variety of activities and programs. Admission to most activities is free with the presentation of the student identification card. The Student Organization Advisory Committee (SOAC) helps develop programs and determines how student activity fees are spent. 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 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.

The Texas Wesleyan University *Student Handbook* and the campus website, www.txwes.edu, contain a complete listing and brief description of all recognized student organizations as well as procedures for establishing new organizations. Specific guidelines have also been established for maintaining an active status for organizations. This list can also be found on the Texas Wesleyan University web site, www.txwes.edu/studentlife, under “Student Life.”

Student Publications

Texas Wesleyan University sponsors two publications in which students are involved: *The Rambler*, a weekly newspaper; and *Aries*, a national journal of creative expression publishing poetry, fiction, drama, essays, photography, and art; and the *Wesleyan Graduate Review* which is published by the Graduate Studies in Education.

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.

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 Hearing 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 (detailed in sections C2a-b and 3a-b of the "Disciplinary System (Non-Academic Matters)" section of the Student Handbook and outlined for academic misconduct, below*). 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 are intended to educate the student, change inappropriate behaviors, and assure that the severity of the sanctions

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fit the misconduct. Sanctions for academic misconduct may include one or a combination of the following, at the instructor's discretion:

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 US Dept 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 include name; address; student identification number; information on parents, guardian, and spouse; general information on academic status at the University; previous school data; results of standardized admissions, examinations, 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. 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 Associate Vice President for 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 is required to maintain records for each F-1 student (immigration classification) to whom it has issued Form I-20 A-B. The required information includes: name; date and place of birth; country of citizenship; address; status (full-time or part-time); date of commencement of studies; degree program and field of study; whether the student has been certified for practical training, the address of the places of employment and dates when employed during certified practical training, and the beginning and ending dates of certification; termination date and reason; documents and information related to the student's qualifications for admission to the school as an F-1 student; number of credits completed each semester; and a photocopy of the student's I-20 ID copy. In addition the University is required to maintain records on F-1 students and their dependents: their identity and current (local) address; their nonimmigrant classification; the current academic status (including whether full- or part-time); and disciplinary actions regarding these students as a result of a criminal conviction. These records are maintained by the Office of International Programs.
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 Office of Guidance and Career Development or the Section 504 Coordinator, records of those visits and other relevant records in those offices.

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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, 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:

- 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 Director 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 the Wesleyan Emergency Management System (WEMS) 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 WEMS must be completed in advance to receive notices, and all faculty, staff, and students are urged to register online at their earliest convenience.

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

FOX 4 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).

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 on the following page.) 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.

Ram Mail/Official University Communication

A student's Ram Mail address is the official e-mail address for Texas Wesleyan University. All official university e-mails 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.

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 www.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.

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 biannually by the University and is distributed during registration for the fall and spring semesters. 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.

Students with Disabilities and Non-Discrimination on the Basis of Gender (Policy and Procedures)

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 Accommodations 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. 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

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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 policy listed below.

STUDENT GRIEVANCE PROCEDURES

Definition and Scope:

Note: The following grievance procedure applies to Title IX (athletic) and disability complaints. All other complaints regarding discrimination or harassment must be referred to the Unified Harassment and Discrimination Policy (see page 56). Requests for an informal review will be directed to and conducted by the athletic director. Title IX requirements shall serve as the basis for review.

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, the ADA, and Title IX.
- 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, the ADA, or Title IX, as well as relevant

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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.

COORDINATORS FOR CIVIL RIGHTS COMPLIANCE EFFORTS (Section 504 and Title IX Coordinators)

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

Historic Campus:
Dr. Michael Ellison, Director
The Counseling Center
Dan Waggoner Annex, #109

Law School Campus:
Ms. Patti Gearhart Turner,
Assistant Dean for Student
Affairs

Mailing address:
1201 Wesleyan Street
Fort Worth 76105
817/ 531-7565

Location and mailing address:
1515 Commerce Street
Fort Worth 76102
817/ 212-4020

Unified Harassment and Discrimination Policy

STATEMENT

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, 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.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is unwelcome sexual advances, requests 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 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 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 the appropriate policy. The unified policy and procedures are cross-referenced to appropriate University policy manuals.

COMPLAINT PROCEDURES IN GENERAL

The University recognizes the need for each of the three segments of the University community (faculty, staff and students), with their unique missions and roles, to have their own respective complaint procedures. Although this is a unified policy for the University community, specific complaint procedures are listed for each segment, depending upon which member of the University community is being charged with harassment or discrimination. Complaints against vendors and guests should follow the complaint procedures for charges against staff employees.

Complaints should be delivered in writing to the appropriate person as specified in this policy. However, verbal complaints may be accepted. Complaints must provide the name of the person alleged to have harassed or discriminated against the complainant, specific details of the alleged conduct or act, a list of witnesses (if any), a desired remedy, and any other pertinent details.

WHO MAY USE THE PROCEDURE

The complaint procedure described herein shall be available to any faculty member, staff member, student, vendor or guest who believes that he or she has been harassed or discriminated against by a faculty member, staff member, student, vendor or guest in the context of the accused individual's performance of University-related functions.

LODGING OF COMPLAINT AGAINST A FACULTY MEMBER

Investigation

Any complaint of 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 investigation shall be completed within thirty (30) calendar days of the receipt of the complaint by the Provost, 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 the fifteen (15) calendar day 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 (15) calendar day period, 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 the 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 AGAINST A STAFF EMPLOYEE, GUEST, OR VENDOR

Persons who have complaints alleging 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, a supervisor, the department head, Dean, Divisional Vice President or the Provost. It is recommended, although not required, that the complainant follows 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 complaint shall be assigned by the Associate Vice President 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 (30) calendar days 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 AGAINST A STUDENT

Persons who have complaints alleging harassment or discrimination against students are encouraged to raise them either orally or in writing to the Vice President of Enrollment and 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 (30) calendar days 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.

Written Student Complaint Policy

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. However, 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.

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;
- 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 that are unsigned or are not received in written format (e.g., complaints received by phone or electronically) 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.

ACADEMIC MATTERS

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).

NON-ACADEMIC MATTERS

Written complaints about administrative or other student services should be directed initially to the appropriate office, but may be submitted to 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.

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
J.D.	Juris Doctor
Ed.D	Doctor of Education
D.N.A.P.	Doctorate of Nurse Anesthesia Practice

The information in this catalog pertains to the programs in Business, Counseling, Education, and Nurse Anesthesia. For information about the J.D. program, students should contact the Texas Wesleyan University School of Law.

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 five academic schools: Arts and Letters, Business and Professional Programs, Education, Law, 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 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.

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 four schools (term limit one year, non-voting), 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 his/her 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 intellectual activity at the graduate level, or show progress towards intellectual 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. Exceptions must be approved by the dean of the school.

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 degree 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.

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, the student **may** be dropped from the class roll by the instructor of the class. (See “Faculty Initiated Student Withdrawal from a Course” in the Graduate Catalog.)

Class attendance is critical to a student's success in the **C. E. Hyde Weekend/Evening Program**, since many classes meet 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 determines specific attendance policies.

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. The number of hours a class meets each week is the same as the credit-hour value of the course, with some exceptions, such as laboratory-type courses.

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.

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	*

*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	*
CR	Credit	*
I	Incomplete	*
W	Withdrawal	*
T	Temporary	*

*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. It 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

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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 and certain courses taken abroad.

In some programs, selected courses may be graded on a “P” (pass) or “F” (fail) basis at the option of the Graduate Advisory Committee.

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=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, and late applications will not be accepted after February 28 of the Spring semester in which graduation occurs.

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April 1 is the application deadline for Fall graduates, and late applications will not be accepted after September 30 of the Fall semester in which graduation occurs. If the application deadline falls on a non-business day, applications will be due the next university business day. Any applications submitted after the deadline must be reviewed and approved by 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 may order official transcripts by mailing the request to:

Office of Student Records
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105

Students may also fax the request to 817/531-4464. A transcript request form is available on the Texas Wesleyan University web site, www.txwes.edu/registrar. The request should include the student's name, University ID number or social security number, telephone number, approximate dates of attendance, any address to which the transcript should be sent, and the student's signature. Students may also complete a request form in the Office of Student Records. The transcript fee is \$5 per copy. Allow 3 - 5 business days for processing. Allow additional time for processing if ordering transcripts during registration periods or graduation.

Realizing that emergencies occur, a student may receive expedited processing and mailing. There is an additional fee of \$30 for this service.

WITHDRAWALS/DROPS

Faculty Initiated Student Withdrawal from a Course. When a student has a number of unauthorized absences equal to the number of hours the class meets per week (in a fall or spring semester), the student may be dropped from the class roll by the instructor of the class. A student dropped by the instructor for excessive unauthorized absences 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 for receiving a grade of "DP" as specified in the University catalog. A student may be reinstated in the class with the consent of the instructor and the dean of the school in which the course is offered.

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.

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).

International Programs

The International Programs (IP) Office (817/531-5868) facilitates and promotes the internationalization of Texas Wesleyan University through 1) international admissions, 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 ADMISSIONS

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, etc.

STUDY ABROAD

Students interested in studying abroad on a short-term faculty-lead, 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.

GRADUATE PROGRAMS IN BUSINESS

Hector Quintanilla, Dean
Sameer Vaidya, Associate Dean

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.

The School of Business Administration and Professional Programs is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and a non-accredited member of the Association to Advance Collegiate Schools of Business (AACSB).

Degrees and Programs Offered

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

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 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 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.

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; (2) core courses; and (3) functional, or elective, courses. Foundation courses provide students without business degrees a basic level of business knowledge that will contribute to a student's successful completion of

graduate-level business courses. Foundation course work consists of classes related to business statistics, marketing and management principles, accounting principles, and economics and finance principles.

Students without basic computer skills will be required to complete a fundamental computing course. These hours do not apply toward the M.B.A. degree and are in addition to the 36-hour requirement for the graduate degree. Fundamental course work is determined based on a review of students' transcripts. Graduate-level core courses are required of all graduate students. Core courses are required and provide students with a well-rounded base of business courses giving graduates the business management skills needed to be competitive in today's business job market. The functional (elective) courses are primarily designed to provide students with applied business education in "real-life" business situations.

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 Program 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 staff host an orientation session for the purpose of acquainting new graduate students with the campus, faculty, and administration.

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 of \$50;
- An official transcript from each institution of higher education attended;

- GMAT or GRE test score for the M.B.A.;
- Three letters of recommendation*; and
- Two Essays.

B.B.A./M.B.A. in Accounting students must submit letters of recommendation from at least two full-time accounting faculty members before entry into the M.B.A. portion of the program.

All application for admission materials should be mailed directly to:

Graduate Business Programs
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’s International Programs web site at www.international.txwes.edu.

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.

ADMISSION REQUIREMENTS

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.

Admission requirements for the graduate programs are as follows:

Degree-seeking students

- A baccalaureate degree from a regionally accredited college or university;
- For the M.B.A. or the 5-year dual accounting degree, an 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 Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) score. To calculate the minimum points, use the formula: $\text{GPA (last 60 hours)} \times 200 + \text{GMAT score (or GRE to GMAT conversion score)} \geq 1000^*$;
- 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*;

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- Two essays to document the student's objectives in pursuing a graduate business degree;
- A copy of student's résumé to assess professional and academic preparation for graduate studies;
- An interview with the Dean of the School of Business Administration to ensure the student's goals are consistent with the program.

*B.B.A./M.B.A. in Accounting students must submit letters of recommendation from at least two full-time accounting faculty members indicating academic capability and commitment to the program and an accounting career. Minimum points and scores are subject to change upon revision to graduate admissions tests.

Provisional Admission

Students applying for admission to the M.B.A. or 5-year dual accounting degree program who do not meet the minimum point requirement but show promise through their work experience, interview, and recommendation letters may be considered by the Dean of the School of Business Administration for provisional admittance to the program. After 12 hours, the student will be evaluated by the Graduate Committee to determine their status in the M.B.A. program.

Conditional Admission

Students who wish to start the program prior to taking the GMAT exam may be conditionally admitted for one term only and for no more than 6 semester hours. Students conditionally admitted must provide satisfactory test scores to the Graduate Business Programs Office within two months of the semester start date in which they were admitted (fall, spring, or summer). Students who submit GMAT scores that, combined with GPA, do not meet minimum admission requirements have the remainder of that semester to repeat the exam and present minimally acceptable scores; else, they may be classified as non-degree seeking and will be required to complete 12 hours of foundation coursework with grades of "B" or better in each class before their program status may be reconsidered.

Non-Degree Seeking Students

A non-degree-seeking student is defined as a student holding an undergraduate degree from an accredited institution with an overall GPA of 2.5. The student may enroll for only selected graduate or undergraduate courses at Texas Wesleyan University and is not eligible for financial aid. However, students may still be eligible for an alumni discount as prescribed by the current graduate catalog. A graduate faculty advisor will assist the student in selecting appropriate courses. Up to 12 hours of 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 Dean of the School of Business Administration.

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 Graduate Business Programs. 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.

Academic Policies

TRANSFER CREDIT

There is no automatic transfer of credit from another university. The Dean of the School of Business Administration and Professional Programs and the Graduate Committee must review and recommend approval of transfer of credit. To be eligible for transfer, the course(s) must be a part of the student's chosen program and must have been completed within the seven-year time limitation in which the master's degree is to be completed. To be eligible for transfer, a course grade of "B" or above is required. A maximum of 6 hours of graduate credit may be transferred from an accredited institution.

Acceptance of transfer credit toward business graduate degree program requirements is contingent upon its relevance and appropriateness to the degree being sought and is subject to approval by the Dean of the School of Business Administration and Professional Programs and the Graduate Committee. Transfer hours will receive a grade of "P" and will therefore not be computed in the GPA.

Courses credited toward a previous degree may not be credited toward the Master of Business Administration. Students enrolled in "for credit" special courses, college-sponsored seminars and institutes are expected to obtain grades of "B" or above. To apply these credits (maximum 6 hours) toward a degree, the student must obtain approval from the Graduate Committee and subject to final approval by the Dean of the School of Business Administration and Professional Programs.

TIME LIMITATION

A student must complete the requirements for a graduate degree in the School of Business 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 or Master in Management, 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 Advisory 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. 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.

BACHELOR OF BUSINESS ADMINISTRATION/ MASTER OF BUSINESS ADMINISTRATION IN ACCOUNTING

The student earning the joint B.B.A./M.B.A. degree with a specialty 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 on all graduate work taken at Texas Wesleyan;
- A cumulative GPA of at least a 3.0 on 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 on all courses taken for graduate credit;
- Cumulative GPA of at least a 2.5 on 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; and
- 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.

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 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 or assigned major advisor.

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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 12 graduate credit hours, approved by the Dean of the School of Business Administration, 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 Robing and Graduation (see University Calendar for date, time, and place).

Program Requirements

MAJORS/DEGREES

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 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 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, she/he may choose to remain in her/his 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 CURRICULUM45-46

The General Education Curriculum (GEC) is listed on page 94 of the 2011-2013 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 the 2011-2013 undergraduate catalog.

REQUIRED RELATED COURSES3-12

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 Curriculum..... 33

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.

Foundation Courses.....	24
Accounting.....	6
ACC 2303 Principles of Financial Accounting	
ACC 2304 Principles of Managerial Accounting	
Economics.....	3
ECO 2306 Principles of Economics II (Microeconomics)	
Finance.....	3
FIN 3313 Corporate Finance	
Management.....	6
MGT 3319 Management Theory and Practice	
MGT 3323 Production/Operations Management	
Management Information Systems.....	3
MIS 3305 MIS Analysis and Design	
Marketing.....	3
MKT 3321 Principles of Marketing	
Related Courses.....	9
Business Administration.....	9
BUA 2321 Business Statistics	
BUA 3301 Business Communications	
BUA 3311 Business Law I	
Capstone Course.....	0
Management.....	0
MGT 4337 Business Policy and Decision Making (waived for dual accounting degree students)	
Accounting Concentration.....	27
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	

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- ACC 4307 Accounting Theory (Accounting Research Course)
- ACC 4311 Advanced Accounting
- 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 is governed by the transfer of credit policy. Up to six hours maximum may be considered for the substitution or waiver. Students without a business degree will be required to enroll in foundation courses in addition to the core courses.

Accounting

- ACC 5336 Ethics and Professionalism in Accounting
(If a dual accounting degree 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)

Business Administration

- BUA 6305 Quantitative Methods and Decision Making Strategies
- BUA 6306 Applied Research and Project
- 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 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 CURRICULUM45-46

The General Education Curriculum (GEC) is listed on page 94 of the 2011-2013 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 the 2011-2013 undergraduate catalog.

REQUIRED RELATED COURSES6-15

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*	

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*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 REQUIREMENTS57

Business Core Curriculum 33

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.

Foundation Courses.....	24
Accounting.....	6
ACC 2303 Principles of Financial Accounting	
ACC 2304 Principles of Managerial Accounting	
Economics.....	3
ECO 2306 Principles of Economics II (Microeconomics)	
Finance.....	3
FIN 3313 Corporate Finance	
Management.....	6
MGT 3319 Management Theory and Practice	
MGT 3323 Production/Operations Management	
Management Information Systems.....	3
MIS 3305 MIS Systems Analysis and Design	
Marketing.....	3
MKT 3321 Principles of Marketing	
Related Courses.....	9
Business Administration	9
BUA 2321 Business Statistics	
BUA 3301 Business Communications	
BUA 3311 Business Law I	
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 4311 Advanced Accounting	
ACC 4328 Auditing	
Business Advanced Electives.....	0
requirement fulfilled by M.B.A. courses	

MBA CORE COURSES30

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 is governed by the transfer of credit policy. Up to six hours maximum may be considered for the substitution or waiver. Students without a business degree will be required to enroll in foundation courses in addition to the core courses.

Accounting

ACC 5336 Ethics and Professionalism in Accounting
(If a dual accounting degree 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.)

Business Administration

BUA 6305 Quantitative Methods and Decision Making Strategies
BUA 6306 Applied Research and Project
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 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

Master of Business Administration

FOUNDATION COURSES 0-12

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.

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 Advisory Committee and is governed by the transfer of credit policy. Students without a business degree

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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 COURSES3

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

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

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

5303. Advanced Auditing 3 hours

A detailed look at the practice of professional accounting and auditing. This course examines the differences between internal and external auditing as well as an in-depth study of particular problems in external auditing. Additionally, specific internal auditing topics such as operational audits, audit supervision, and internal audit reporting are included.

5304. Survey of Accounting Systems 3 hours

A critical analysis of commercially available accounting programs including general ledger, fixed assets, and accounts payable and receivable modules. Sufficiency of data security, audit trails, internal control features, and reporting capabilities are emphasized.

5306. Advanced Planning and Control 3 hours

Analysis and development of a comprehensive budgetary program and control of operations. Capital budgeting, performance evaluation, and transfer pricing are covered along with behavioral and organizational issues that impact managerial decision making during budgetary and control processes.

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.

5310. Ethics and Professionalism in Accounting 3 hours

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.

5332. Introduction to Fraud Examination 3 hours

Prerequisite: C or better in ACC 3311, 3312, and 3325 as well as CRJ 3310 (for majors with forensic/fraud emphasis)

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.

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)

6208. 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.

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.

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 Program in Education
Michael Ellison, Director of Master's Programs in Counseling
Aileen Curtin, 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

ESL Certification
Gifted and Talented Certification
Master Reading Teacher Certificate
Principal Certification
Reading Specialist Certification
TESOL Certification

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.

School of Education Graduate Advisory Committee

The School of Education Graduate Advisory Committee recommends policy, approves curriculum changes recommended by the Master of Education, Master in Counseling, and Doctor of Education programs and forwards those recommendations to the Committee on Graduate Programs and the Academic Affairs 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-examinations 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

Graduate courses expire within seven years from the date of course completion shown on the transcript; thus, upon graduation, no course may be more than seven 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 Masters 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.

RESIDENCY REQUIREMENT

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

- Masters of Education: 30 credit hours.
- Master of Arts in Professional Counseling: 36 credit hours.
- Master of Science in School Counseling: 30 credit hours.
- Master of Science in Marriage and Family Therapy: 42 credit hours.
- Doctor of Education: 51 credit hours

MASTER'S PROGRAM IN EDUCATION

Carlos A. Martinez, Dean
Lisa Dryden, Director

Faculty

Bruce Benz
Joe Dryden
Lisa Dryden, Director
Kimberly Tyler
Mary Landers

Carlos A. Martinez, Dean
Twyla Miranda
William Newton
Ricardo Rodriguez
R. J. Wilson

Mission

The Master's Studies in Education program is 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 education 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

ESL Certification
Gifted and Talented Certification
Master Reading Teacher Certificate
Principal Certification
Reading Specialist Certification
TESOL Certification

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

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Reading Specialist
Science Education
Second Language Education and Culture

See M.Ed. core and specific concentration requirements.

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.

Admission to the Fifth Year Option in Education

Available only to Wesleyan undergraduates who are EC-6 Bilingual majors and EC-6 Generalist with ESL Certification, the Fifth Year Option gives outstanding students the opportunity to complete a bachelor's degree (B.A. or B.S.) and a Master of Education (M.Ed.) within five years. To be considered for admission to the Fifth Year Option, students must submit a Fifth Year Option application prior to or during the semester they complete 90 hours of undergraduate level coursework. Only Fifth Year Option applicants demonstrating superior undergraduate academic performance and strong recommendation 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 BACHELOR OF ARTS/MASTER OF EDUCATION (B.A./M.Ed.) BACHELOR OF SCIENCE/MASTER OF EDUCATION (B.S./M.Ed.)

The Fifth Year Option B.A. or B.S./M.Ed. program provides students with an EC-6 Bilingual or EC-6 Generalist with ESL Certification 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. 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 degree requirements for the EC-6 Bilingual or the EC-6 Generalist with ESL Certification programs. 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.

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, his/her degree plan will default to the standard 36-hour M.Ed. program.

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:

- Letter of Formal Acceptance into the Teacher Education Program;
- Completed application for graduate admissions;
- Official transcripts from all college/universities attended;
- All required Letters of Reference (see admissions criteria);
- A copy of student's vita or resume.

The last day to complete applications for one-time fall admission is June 15.

ADMISSION 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. Admission requirements for the combined B.A. or B.S./M.Ed. graduate program are as follows:

- Be fully admitted into the Teacher Education Program;
- Overall GPA of 3.0 or higher or a GRE score of 900 or greater (Minimum scores are subject to change upon revision to graduate admissions test);
- Two letters of recommendation from educators or employers are 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 that will enhance the overall experience of other graduate students;
- Two additional letters of recommendation from Wesleyan undergraduate education faculty members are required;
- A copy of the student's vita is required;
- An interview with Graduate Admissions faculty committee is required.

FIFTH YEAR OPTION B.A. OR B.S./M.Ed. GRADUATION REQUIREMENTS

- Complete the required 30 semester hours of graduate level coursework from Texas Wesleyan University beyond the undergraduate credit hours required for the undergraduate degree;
- A cumulative GPA of at least a 3.0 on all graduate level coursework;
- A cumulative GPA of at least a 3.0 on all undergraduate and graduate level coursework;
- Continual and consecutive enrollment in the required Fifth Year Option coursework;
- 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; however, this will increase the hours require for graduation to 45 hours.

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.

Admission to the Master's Program in Education

ADMISSION CRITERIA

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. Once admitted and if the student does not meet this prerequisite, the Director of the Master's Program 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. GRE score of 900 or greater (combined score on verbal and one other subtest) or a GPA of 3.0 or greater on a 4.0 scale (last 60 hours or overall).
3. Successful completion of an interview with the Committee on Graduate Admission and a written qualifying exam.
4. Students seeking a Master's degree with a specialization in administration must have a minimum of three years teaching experience before starting the administrative coursework (EDU 6315, EDU 6316, EDU 6317, EDU 6318, EDU 6319, EDU 6362).

There is no probationary admission to the Master's Program in Education. Applicants are admitted based on ONE of the three criteria listed above.

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 must have a minimum TOEFL of 570.

NON-DEGREE SEEKING STUDENTS

Students who are only seeking additional credentials (TESOL, Master Reading Teacher, Principal) are classified as non-degree seeking graduate education students and must meet the admission requirements listed above. Successful completion of 12-18 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.

ADMISSION PROCESS

The following documents must be submitted for consideration:

1. Completed application with payment of \$50 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 that the applicant is motivated to achieve, has the capacity to contribute to the learning process, will bring real life experience to the program, and that 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. Personal Essay: The typed essay should be approximately 1000 words in length and should describe the applicant's strengths, teaching philosophy, and purpose for pursuing a master's degree.

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Additional Admission Criteria for Master of Education with Administration or Principal Certificate.

1. Teacher service record showing three years' experience minimum.
2. Evidence of strong teaching ability and leadership potential; e.g. PDAS scores, grants, research, projects in schools.

All degree-seeking students must attend the Graduate orientation before their first semester of enrollment.

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).

ADMISSION PROCESS TIMELINE

Admission Deadlines:

- Fall June 15
- Spring October 15
- Summer April 15

Admissions 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.

Financial Aid

Financial Aid is available through the Texas Wesleyan University Graduate Financial Aid Office, 817/531-6521.

Scholarships may be available for students in Science Education. Contact Dr. R.J. Wilson, 817/531-4852, Dr. Bruce Benz, 817/531-4895, or Dr. Ric Rodriguez, 817/531-4864 for more information.

GSE funding may be available for scholarly activity or attending conferences. For additional information, please visit www.txwes.edu/me/index.htm, or 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 visit www.txwes.edu/me/index.htm, or call the Office of Graduate Studies in Education at 817/531-4974.

Academic Policies for Graduate Studies in Education

GRADING

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 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 Program in Education

To qualify for graduation, students must complete an approved program with a minimum of 36 hours of coursework with an earned 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 degree 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.

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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 Program 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 Graduate 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 Program 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 Program 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."
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.

Degree Requirements for Graduate Programs in Education

Master of Education

EDUCATIONAL FOUNDATIONS CORE COURSES.....12

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 REQUIREMENTS..... 24-48

Students should select one or more of the concentration areas listed below.

TOTAL HOURS 36-60

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 3 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 18

Education

- EDU 6315 Instructional Leadership in Public Schools
- EDU 6316 School Law Administration
- EDU 6317 Administration of EC-12th Grade Curriculum

EDU 6318	Supervision and Professional Development at School Level
EDU 6319	Principal Internship
EDU 6362	The Principleship

Electives.....6
any 6 graduate hours chosen with approval of the program advisor

Total Hours Concentration24

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 3 years of teaching experience.
2. Hold a Master 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 150 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 and field based experiences are 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. In addition, candidates in this concentration area will design and conduct an action research project to submit for publication in an educational journal or text.

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.....15
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

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- EDU 6333 Differentiating Instruction of Gifted Learners
- EDU 6334 Curriculum Development for the Gifted and Talented

Electives 9
any 9 graduate hours chosen with approval of the program advisor

Total Hours Concentration 24

Math Education

Concentration Area15
any 15 hours in graduate math courses with advisor's approval

Electives9
any 9 graduate hours chosen with approval of the program advisor

Total Hours Concentration24

Reading

Concentration Area18

English

- ENG 6302 Teaching Literature to Adolescents

Reading

- RDG 6319 Foundations of Reading
- RDG 6320 Diagnosis and Remediation of Reading Difficulties
- 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

- EDU 6360 Language Acquisition and Development

Electives6
any 6 graduate hours with approval of the program advisor

Total Hours Concentration24

Reading Specialist

Concentration Area21

- EDU 6360 Language Acquisition and Development
- ENG 6302 Teaching Literature 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

Elective 3
 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..... 15
 any 15 hours in graduate science courses with advisor's
 approval

Electives..... 9
 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, and have some education, experience and/or
 mastery in a second language other than English. 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..... 18
 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

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Electives6
any 6 graduate hours with approval of the program
advisor

Total Hours Concentration24

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).

**EC-6 Bilingual
Bachelor of Arts/Master of Education**

GENERAL EDUCATION CURRICULUM45-46

The General Education Curriculum (GEC) is listed on page 94 of the 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 100 this catalog.

REQUIRED RELATED COURSES18-31

English 3

ENG 3310 Advanced Writing

Math 0-6

MAT 1304 Mathematics for the Liberal Arts*

MAT 1305 Advanced Foundations of Mathematics for Teachers *

Natural Science0-4

NSC 1406 Contemporary Biology*

Psychology3

PSY 3303 Infant and Child Development

Spanish 12

SPN 1341, 1342, 2313, and 2314 or test equivalent
(see page 181 of the undergraduate catalog)

Speech 0-3

SPC 1301 Fundamentals of Speech*

UNDERGRADUATE MAJOR REQUIREMENTS72

Professional Development9

EDU 2300 Foundations of Education

EDU 3308 Teaching the Exceptional Child

EDU 3338 Computers as a Classroom Tool

Education25

EDU 3318 Introduction to Early Childhood

EDU 3319 Math for Elementary Teachers

EDU 3320 Science for Elementary Teachers

EDU 3431 Instruction, Assessment and Classroom

Management in the Elementary School

EDU 4331 Differentiating Instruction in Mixed-Ability
K-12 Classrooms

EDU 4348 Social Studies Methods

EDU 4610 Environmental Processes and Assessments

Bilingual Education.....	15
EDU 3324 Language Acquisition	
EDU 3363 Foundations of Bilingual Education	
EDU 4317 ESL Methodology	
EDU 4329 Content Methodology in the Bilingual	
EDU 4362 Reading and Language Arts in the Bilingual Classroom	
Reading	11
RDG 3328 Bilingual Children's Literature	
RDG 4401 Beginning Literacy	
RDG 4402 Intermediate Literacy	
Student Teaching.....	6
EDU 4357 Bilingual Student Teaching I &	
EDU 4358 Bilingual Student Teaching II	
or	
EDU 4613 Bilingual Student Teaching	
Spanish.....	6
SPN 3340 Advanced Writing in Spanish	
SPN 4369 Hispanic American Literature	
M.Ed. MAJOR REQUIREMENTS.....	30
EDU 6301 Introduction to Graduate Studies and Research	
EDU 6302 Philosophical Foundations	
EDU 6305 Psychosocial Dimensions	
EDU 6307 Emerging Issues in Education	
EDU 6328 Concentration Area Practicum (practicum with specialist in concentration field)	
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	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.....	165-179

EC-6 Generalist with ESL Certification Bachelor of Science/Master of Education

GENERAL EDUCATION CURRICULUM45-46
The General Education Curriculum (GEC) is listed on page 94 of the 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 100 of this catalog.

REQUIRED RELATED COURSES.....6-19

English	3
ENG 3310 Advanced Writing	
Math.....	0-6
MAT 1304 Mathematics for the Liberal Arts*	
MAT 1305 Advanced Foundations of Mathematics for Teachers*	
Natural Science.....	0-4
NSC 1406 Contemporary Biology*	
Psychology.....	3
PSY 3303 Infant and Child Development	
Speech.....	0-3
SPC 1301 Fundamentals of Speech*	

UNDERGRADUATE MAJOR REQUIREMENTS63

Professional Development	12
EDU 2300 Foundations of Education	
EDU 3308 Teaching the Exceptional Child	
EDU 3310 Studies in Multicultural Education	
EDU 3338 Computers as a Classroom Tool	
Education	25
EDU 3318 Introduction to Early Childhood	
EDU 3319 Math for Elementary Teachers	
EDU 3320 Science for Elementary Teachers	
EDU 3431 Instruction, Assessment and Classroom	
Management in the Elementary School	
EDU 4331 Differentiating Instruction in Mixed-Ability	
K-12 Classrooms	
EDU 4348 Social Studies Methods	
EDU 4610 Environmental Processes and Assessments	
Reading	14
RDG 3322 Children’s Literature	
RDG 4323 ESL Literacy	
RDG 4401 Beginning Literacy	
RDG 4402 Intermediate Literacy	
ESL	6
EDU 3324 Language Acquisition and Development	
EDU 4317 ESL Methodology	
Student Teaching.....	6
EDU 4608 Student Teaching - Elementary	

UNDERGRADUATE ELECTIVES 0-10

M.Ed. MAJOR REQUIREMENTS..... 30

EDU 6301 Introduction to Graduate Studies and Research

EDU 6302 Philosophical Foundations

EDU 6305 Psychosocial Dimensions

EDU 6307 Emerging Issues in Education

EDU 6328 Concentration Area Practicum (practicum with specialist in concentration field)

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 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..... 154-158

Timeline for students who are considering the 5th Year Option:

1. Apply for admission after completing 90 hours.
2. Meet admission requirements, one-time fall admission
3. Acceptance letter received
4. Senior year schedule of undergraduate program:
 - Fall first semester:
 - Complete final six hours undergraduate student teaching coursework
 - One three hours required graduate course (EDU 6301)
 - Other three hours undergraduate coursework 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

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5. Enroll in 5th year schedule:
Fall fifth semester:
Two graduate courses (EDU 6307, one concentration area course)
Spring sixth semester:
Three graduate course hours

Endorsements

Students who have successfully completed a post-baccalaureate program in bilingual certification may apply the following two courses to a Master of Education in English as a Second Language, Reading, Reading Specialist, or Science Education:

EDU 6312 Reading and Language Arts in Bilingual Education
EDU 6311 Foundations of Bilingual Education

Students who have successfully completed a post-baccalaureate program in bilingual education may apply the following course to a Master of Education in Administration:

EDU 6312 Reading and Language Arts in Bilingual Education

Certifications

ESL Certification

Upon successful completion of all the courses in the Second Language Education and Culture (SLEC) concentration, a candidate may request a barcode to take the Texas ESL State Examination. ESL certification may be acquired by successfully completing all courses in the SLEC concentration and passing the Texas ESL State Examination.

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

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 6324 Reading Clinic

- RDG 6345 Reading in the Content Area—
Elementary
- or
- RDG 6346 Reading in the Content Area—
Secondary
- RDG 6322 Research Practicum in Reading

**Professional Certification in Administration
(Principal Certification)**

To become certified through Texas Wesleyan University as an all-level principal, an individual must have a Master's degree, have a valid teaching certificate, at least 3 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 6318	Supervision and Professional Development at School Level
EDU 6619	Principal Internship

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 his/her particular subject matter beyond that required for provisional certification.

English.....	3
ENG 6302	Teaching Literature to Adolescents
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
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

Total Hours..... 21

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.

- Application for recommendation completed and returned to the Certification Officer in the School of Education.

TESOL Certification

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. A total of 100 clock hours are required for internship experiences. Candidates for TESOL certificates may complete the program in two summer sessions.

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 for Graduate Programs in Education

Courses numbered 5000 may be taken by graduate students to fulfill certification requirements and are cross-listed with 4000 level courses that may be taken by undergraduate seniors. Courses numbered 6000 and above fulfill master's degree requirements and are taken by students who have been formally admitted to graduate school.

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 Public Schools 3 hours

Designed to prepare students for the role and responsibility of Principal in EC-12th 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

This course is designed to prepare students for the role of instructional leader. The EC-12th grade curriculum TEKS and TAKS objectives will be examined as well as the principal's role in regards to state standardized testing public accountability ratings. Best instructional practice at all levels will be discussed and internalized.

6318. Supervision and Professional Development at School Level 3 hours

This course is designed to prepare students for the supervisory roles of principal in a school setting. Students will understand effective professional development and clinical supervision. The state mandated ILD (instructional leadership development) training will occur during this course. ILD certification is a prerequisite for the state PDAS training. Students should plan to do the state PDAS training at the region service centers once the ILD certificate is completed. PDAS training is not required by Texas Wesleyan, but such training is highly recommended.

6319. Principal Internship 3 hours

This course requires 150 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 happens during internship from the Region Education Service Center.)

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.

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. (Online, Fall)

6331. Assessment and Measurement of Gifted Learners 3 hours

Coursework includes appropriate assessment tools and practice in identifying gifted learners, as well as measurement tools. (Online, Spring)

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. (Spring)

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. (Online, Summer I and II)

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. (Summer II)

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

Capstone course that synthesizes ESL/EFL understandings. The course will result in the development of a project consisting of both 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.

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 Principleship 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

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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

ENGLISH (ENG)

6302. Teaching Literature to Adolescents **3 hours**
A study of numerous literary works suitable for classroom use with young adults. Recommended for students being certified in secondary education and required for those seeking a reading specialization. This course includes fundamental pedagogical methods for future teachers.

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.

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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.

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

MASTER'S PROGRAMS IN COUNSELING

Carlos A. Martinez, Dean
Michael Ellison, Director

Faculty

Jon Crook
Michael Ellison, Director
Michele Greer
Linda Metcalf
Edita Ruzgyte
Misty Sparks
Sean Stokes

Mission Statement

Master's Programs in Counseling at Texas Wesleyan University provide the counseling student with opportunities to examine various theoretical models and perfect his or her 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.

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

The Master of Arts in Professional Counseling degree consists of 48 credit hours of coursework and a minimum of 300 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 39 semester credit hours of course work and a minimum of 150 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.

The Master of Science in Marriage and Family Therapy degree consists of 52 hours of course work and a minimum of 450 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.

Admission Committee for Master's Programs in Counseling

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

Admission to the Master's Programs in Counseling

ADMISSIONS CRITERIA

- Applicants must have a baccalaureate degree from a regionally accredited college or university with at least 18 hours in psychology, counseling, or related coursework. This coursework must include at least one statistics course and one human a development course (child, adolescent, adulthood, or life span).
- GRE score of 900 or greater (combined score on verbal and one other subtest) or a GPA of 3.25 or greater on a 4.0 scale on last 60 hours attempted, or an overall 3.00 GPA or greater on a 4.0 scale. Minimum scores are subject to change upon revision to graduate admissions tests.
- Applicants who do not meet the GPA or GRE admissions requirements, may submit an application for consideration by the Admission Committee. If conditionally admitted, student must have a minimum GPA of 3.00 in at least six hours in order to be officially admitted the following semester (see below for more information).
- Interview with Admissions Committee. The interview is designed to give evidence, in the judgment of the faculty, as to whether or not the applicant possesses the intellectual, professional, emotional, and social qualities necessary for successful completion of the degree requirements.
- **Master of Science in School Counseling: Additional Admissions Criteria**
 - Hold a Valid Texas Teaching Certificate
 - Two years of teaching experience

ENGLISH PROFICIENCY

To assure reasonable success, all students applying to the graduate program must demonstrate proficiency in the English language. Applicants must meet the criteria described on page 24 of this catalog. Students who cannot meet this criteria or cannot show evidence of English proficiency based on this criteria must have:

- A minimum overall band IELTS score of 7.5 and minimum speaking band score of 8.0 on the Academic Version. Test scores must be less than 2 years old.

ADMISSIONS PROCESS

- Completed application with payment of \$50 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 as appropriate: Minimum scores are subject to change upon revision to graduate admissions tests.

- 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.

If the applicant meets the admission requirements an interview will be scheduled.

After all required documents have been received by the Office of Graduate Admission and evaluated, and the required interview has been conducted, the Admissions Committee will make a decision regarding admission to the program. The committee may recommend unconditional, conditional, or delayed admission. The committee also reserves the right to deny admission.

All degree-seeking students must attend the Graduate orientation before their first semester of enrollment.

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).

ADMISSION PROCESS TIMELINE

Admission Deadlines:

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

Admissions 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 application 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 will be granted to applicants who show potential for successful graduate work but have low scholastic standing. The conditional student classification may be given to applicants having specified subject matter deficiencies or at least one item required for admission is not available. Notice of conditional acceptance may be given to highly qualified applicants prior to receipt of the degree they are presently pursuing or prior to receipt of satisfactory GRE scores. Scores and transcripts must be received during the first semester of enrollment.

Delayed - Delayed admission will be recommended only in those cases where the undergraduate coursework in psychology does not fully meet the stated requirements for admission. Undergraduate coursework must be completed within 1 year of the delayed decision. Applicant must submit transcripts upon completing the undergraduate psychology coursework and begin the program the next available semester.

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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 and instructed as to their next step or options for appeal should unconditional admission not be offered.

All applicants must submit a completed background check report. The counseling department requires applicants to submit a background check along with other admission documents in order to inform applicant of any potential or existing issues in the applicant's record which may affect the applicant being awarded certification/licensure by the state.

Academic Policies for the Master's Programs in Counseling

MANDATORY LIBRARY ORIENTATION

Attend a library orientation within the first two semesters of the graduate counseling program. Failure to attend a library orientation will prohibit a student from registering for classes until the library orientation is complete. Students will receive a certificate of completion during the library orientation that must be turned into the student's academic advisor.

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

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.

Code of Ethics

LPC

The Graduate Counseling Program accepts and adopts the American Counseling Associations' Code of Ethics 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.

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.

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 48 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 39 hours of coursework and earned a 3.0 GPA (on a 4.0 scale).

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A student earning the Master of Science in Marriage and Family Therapy degree must have successfully completed a minimum of 52 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’s Comprehensive Exam is required before the 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.

Application for graduation must be filed in the Office of Student Records no later than the semester before the student expects to complete the requirements for the master’s degree.

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 LIMITATIONS

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 95).

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.

Sequence of Events for the Master's Programs in Counseling

1. Be admitted to the graduate program (see admission requirements and procedures).
2. Attend the new graduate student orientation.
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. Attend a library orientation within the first two semesters of the program. Failure to attend a library orientation will prohibit a student from registering for classes until the library orientation is complete. Students will receive a certificate of completion during the library orientation that must be turned into the student's academic advisor.
6. Register for graduate work. Each semester obtain class schedule form and scheduling advice from major academic advisor. Faculty advisor card must be signed by the major academic advisor before enrolling in classes.
7. For LPC and LMFT students only: Apply for Master's Comprehensive Exam while register in Pre-Practicum (COU 6314)
8. For School Counseling students only: Complete School Counselor final project (see graduation requirements).
9. File application for graduation with the Office of Student Records the semester before graduation.
10. Complete exit interview with academic advisor.
11. Complete any remaining coursework and remove all grades of "I" (incomplete).
12. Attend Robing and Graduation (see University Calendar for date, time, and place).

Degree Requirements for the Master's Programs in Counseling

Master of Arts in Professional Counseling

REQUIRED COURSES.....	48
Counseling	48
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

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- 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

TOTAL HOURS48

Master of Science in School Counseling

REQUIRED COURSES39

- Counseling39
 - 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 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 6317 Introduction to School Counseling
 - COU 6318 School Counseling Programs
 - COU 6319 Practicum in School Counseling

TOTAL HOURS39

Master of Science in Marriage and Family Therapy

REQUIRED COURSES52

- Counseling36
 - 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 6309 Ethical and Professional Conduct for Counselors
 - COU 6310 Advanced Psychopathology
 - COU 6311 Marriage and Family 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
- Marriage and Family Therapy16
 - COU 6320 Principles for Marital Therapy
 - COU 6321 Strategies for Interventions in Family Therapy
 - COU 6322 Family Systems
 - COU 6323 Family of Origin
 - COU 6424 Family Therapy Practicum

TOTAL HOURS52*

**subject to change in state licensure requirements*

Course Descriptions for Master's Programs in Counseling

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, 6302, and 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.

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6310. Advanced Psychopathology 3 hours

Prerequisites: COU 6301 and 6302

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

6311. Marriage & Family Counseling 3 hours

Prerequisites: COU 6302

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, 6302, and 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 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, 6302, 6303, 6305, 6306, 6308, 6310, 6311, and 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.*

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, 6302, 6303, 6304, 6307, 6308, 6310, 6311, 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.

6424. Family Therapy Practicum **4 hours***Prerequisites: COU 6302, 6303, 6305, 6306, 6310, 6311, 6313, 6314, 6415 and 6416; COU 6320, 6321, 6322, and 6323*

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

6325. Introduction to Play Therapy **3 hours***Prerequisites: COU 6301, 6302, 6311, and 6313*

This course is a fundamental introduction to play therapy interventions. Special emphasis will be placed on child-centered play therapy, Adlerian play therapy, and family systems dynamics.

**6326. Advanced Play Therapy for Family
Therapists** **3 hours***Prerequisites: COU 6301, 6302, 6311, 6313, 6314, and 6325*

This course will involve the integration and synthesis of core play therapy principles with constructs from the major family therapy models in order to fully incorporate the therapeutic and developmental needs of all members of the family system.

6327. Filial Therapy **3 hours***Prerequisites: COU 6301, 6302, 6311, 6313, and 6325*

This course involves an in-depth discovery of the assumptions and interventions in filial therapy, including play therapy skills and family systems dynamics. This is a practical course in which students will put filial therapy training skills into practice with groups of clients.

6315. Mental Health Clinical Practicum I **3 hours***Prerequisites: COU 6301, 6302, 6303, 6305, 6306, 6308, 6310, 6311, 6313, and 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, 6302, 6303, 6305, 6306, 6308, 6310, 6311, 6313, and 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.*

DOCTORAL PROGRAM IN EDUCATION

Carlos A. Martinez, Dean, School of Education
Aileen Curtin, Director

Faculty

Ellen "Aileen" M. Curtin, Director
Joe Dryden
Twyla Miranda
William Newton
Patsy Robles-Goodwin

Mission

The Doctoral Program in Education builds upon the best practice and leadership knowledge and skills that the candidate gained during his/her master's degree in education or related fields and from his/her professional practice and experience developed as a leader in a learning community. The successful candidate 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 Ed.D. Program will continue to work as leaders and specialists in urban school districts, community colleges, public and private learning communities, and/or in universities.

Degrees and Programs Offered

Ed.D. Doctor of Education

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, 21 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 candidates to successfully complete the 63 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.

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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 Doctoral Program in Education is designed to provide students the opportunity to complete the 63 credit hour program on a part-time basis in four years. The program is offered on the historical campus. The program will be 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. Professors will use various methods of delivery including lectures, discussion, examinations, on-line technology, chat rooms, and collaborative assignments.

Admissions Committee for the Doctoral Program in Education

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 Doctoral Program in Education

ADMISSIONS CRITERIA

- Must hold at minimum a bachelor's degree and a master's degree from regionally accredited institutions.
- GPA of 3.25 or greater on a 4.0 scale on the master's degree.
- Minimum GRE of 450 on verbal reasoning and 450 on quantitative reasoning within the last 5 years. Minimum scores are subject to change upon revision to graduate admissions tests.
- Minimum GRE score of 4 on analytical writing examination within the last 5 years.
- 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.

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, the ones deemed most highly qualified will be interviewed by the Ed.D. program faculty.

ADMISSION PROCESS TIMELINE

Admission Deadlines:

- Fall Admittance: June 1
- Interviews held: June
- Fall term cohort selection: notified by July 1 for fall term matriculation

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

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Students will be notified of the admission decision by mail.

The Doctoral Program in Education reserves the right to deny admission to any applicant as determined by the Ed.D. program faculty. All decisions by this committee are final and not subject to appeal.

REGISTRATION FOR THE DOCTORAL PROGRAM IN EDUCATION

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.

Academic Policies for the Doctoral Program in Education

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 Doctoral Program in Education.

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 Examinations 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 Graduate Advisory Committee. The Research and Statistics Examination must be passed before the student is eligible to take the Written Qualifying Exam. Students also have the option of taking the Research and Statistics Exam with the Written Qualifying Examinations. The student must indicate this option on the application for the Written Qualifying Examination.

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 and all core, concentration and related field courses. The qualifying examinations are held in order to qualify students for dissertation candidacy. Approval of the student's doctoral advisory committee is required before the examinations may be scheduled. These examinations cover the core, concentration, and related fields 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 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 Graduate Advisory Committee.

A student may be asked to elaborate orally on any of his/her written examination answers in order to further clarify answers. The oral clarification will take place in the presence of at least three faculty members from his/her committee or other graduate faculty. 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 reached at 817/531-4945 or 4962.

Prior to registration, the Director of the Doctor of Education program will be available for advising and guidance for prospective students.

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 an 3.2 overall GPA. To be admitted to candidacy, students 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

Dissertation Design and Proposal (EDU 8328): Candidates who successfully complete the Qualifying Examinations must enroll in EDU 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.

Completing the Dissertation (EDU 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

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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 Defense (EDU 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 Education degree. Publication of dissertation work is expected. Please contact the Director of the Doctoral Program in Education for more information.

Graduation Requirements for the Doctor of Education

To qualify for graduation, a student must have completed successfully all program courses and either the curriculum and instruction or educational leadership focus 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 doctoral degree must be no older than ten years.

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 focus. The student may choose to complete all courses (a total of 63 credit hours). A student may graduate after completing one focus and continue in the remaining focus courses following program completion and have these courses reflected on their 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 AREA21

Choose one:

Curriculum and Instruction 21

EDU 8312	Curriculum Design
EDU 8313	Emerging Instructional Strategies
EDU 8314	Global Issues in Pedagogy and Educational Policy
EDU 8315	Professional and Staff Development
EDU 8316	Program Evaluation, Data Analysis and School Improvement

EDU 8317	Seminar: Professional Conference	
EDU 8318	Current Trends in Curriculum and Instruction	
Educational Leadership		21
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 8324	Planning and Facilities	
EDU 8325	Organizational Improvement and Community Relations	
EDU 8326	School Finance and Budgeting	

RELATED ELECTIVE COURSES 9

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	

DISSERTATION COURSES 9

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

TOTAL HOURS..... 63

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 candidate, as well as dialogue around topics of philosophy and ethics. Candidates will develop analytical understanding regarding educational philosophy and ethics standards for educational leaders.

8302. Principles of Educational Research 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 **3 hours**

Prerequisite: EDU 8301 and 8302 and admission to Ed.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 **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.

8306. Diversity Frameworks **3 hours**

This course addresses the attitudes, knowledge, and skills necessary for working with culturally, linguistically, and ability diverse students and their families, especially as it relates to the role of the classroom teacher and administrator in providing appropriate cultural experiences, environments, and curriculum for students. The course is based on the application of culturally relevant practices. The format of the class will provide opportunities for critical reflection and participation in active learning processes such as role playing, small group discussion, and problem solving with culturally, linguistically, and ability diverse family situations and instructional dilemmas.

8307. Statistical Methods of Inquiry **3 hours**

Prerequisite: EDU 8301 and 8302 and admission to Ed.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.

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.

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. Candidates will research and develop analytical understanding regarding various cultural expectations and practice in education.

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

Candidates, 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. Candidates will develop analytical understanding regarding applications and understandings of the particular researcher. Thoughtful discussion and analysis will be expected.

8312. Curriculum Design 3 hours

The primary focus of this course is to develop an integrated curriculum which meets the needs of district and its students. Special attention is given to the use of state and 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 including M Systems, web casting, iPod casting, and distance learning.

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.

8315. Professional and Staff Development 3 hours

This course includes topics related to adult learning and professional development, designing instructional systems appropriate to adult learners, media and methods used in training, and the organization and management of professional development resources.

8316. Program Evaluation, Data Analysis and School Improvement 3 hours

The primary focus of this course is to develop the knowledge and skills necessary to evaluate school curriculum. Special attention will be given to resource materials, technology, and staffing. Included in this course will be both single content and interdisciplinary assessments.

8317. Seminar: Professional Conference 3 hours

Candidates 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. Candidates 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 will be 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

Candidates 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, candidates 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 will be expected.

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 will be 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, but not limited to, NCLB, IDEA, the limits of student speech and privacy, steroid testing, the secularization of the public schools, school violence, employment disputes, and the impact of technology.

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 will be placed on the essential components for effective instructional leadership and the facilitation of professional growth.

8324. Planning and Facilities 3 hours

This course will be 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 K-12 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 will be 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.

8328. 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 I: 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. 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 I: 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 analysis will write chapter 4 of dissertation.

8330. 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 I: 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).

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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.

GRADUATE PROGRAMS IN NURSE ANESTHESIA

John E. Martin, CRNA, MSN, MSNA, Director
Ricardo E. Rodriguez, Ph.D., Associate Director
Debra Maloy, C.R.N.A., M.H.S., Assistant Director
Paul Austin, Ph.D., Coordinator of Nurse Anesthesia Curriculum

Degrees and Programs Offered

M.H.S.	Master of Health Science
M.S.N.A.	Master of Science in Nurse Anesthesia
D.N.A.P.	Doctorate of Nurse Anesthesia Practice

Mission

The mission of the Graduate Programs of Nurse Anesthesia is to teach and contribute to the science and art 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.

Program Goals

The goal of the Master of Science in Nurse Anesthesia is to prepare the Registered Professional Nurse on a graduate level to take the examination of the Council on Certification of Nurse Anesthetists to become a Certified Registered Nurse Anesthetist who is ready to assume an advanced role on the healthcare team.

The goal of the Master of Health Science program is to enhance the academic knowledge of baccalaureate prepared practicing nurse anesthetists.

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.

MASTER'S PROGRAMS IN NURSE ANESTHESIA

John E. Martin, CRNA, MSN, MSNA, Director
Debra Maloy, C.R.N.A., M.H.S., Assistant Director

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 30 primary clinical sites in eleven states.

ACCREDITATION

Texas Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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. The School of Law is accredited by the American Bar Association.

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 or via fax at 847/692-7137.

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 any member of the Graduate Programs of Nurse Anesthesia of 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 PHILOSOPHY

Academics and rigorous technical education are emphasized as important components of the science and art 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 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 quick-changing health care environment for now and the future.

Degrees Offered

M.H.S. Master of Health Science
M.S.N.A. Master of Science in Nurse Anesthesia

DEGREE DESCRIPTION

Master of Health Science (M.H.S.)

The Master of Health Science Degree is awarded to:

- Certified Registered 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.
- The Master of Health Science degree is also awarded to students who were admitted to the Master of Science in Nurse Anesthesia degree program who are successful in completing the Phase I curriculum but who are unsuccessful in completing the Phase II curriculum.

Master of Science in Nurse Anesthesia (M.S.N.A.)

The Master of Science in Nurse Anesthesia degree path is designed for the Registered Nurse seeking preparation for and eligibility to take the examination to become a Certified Registered Nurse Anesthetist (C.R.N.A.). It is awarded to students who successfully complete both Phase I and Phase II of the curriculum. Students awarded this degree are eligible to take the National Certification Examination to become a C.R.N.A.

Program Length/Structure

Graduate Programs of Nurse Anesthesia will maintain a program that either meets or exceeds the minimum length required by the Council on Accreditation of Nurse Anesthesia Educational Programs. Currently, the program is 28 months in length and is divided into two phases.

Phase I is 12 months in length and consists entirely of classroom and laboratory instruction. An exception to this is that some distance education students obtain hands-on clinical experience at their clinical site during the summer semesters of Phase I in place of the on-campus laboratory experiences. Phase II is 16 months in length and is primarily clinical instruction with one didactic course taught each semester.

Program extension for students with academic or clinical deficiencies is reviewed under the Readmitted Students and Clinical Probation sections.

Admission

MASTER OF HEALTH SCIENCE (M.H.S.)

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.

Applicants meeting the following criteria will be evaluated for admission to the program:

- A baccalaureate degree from a fully accredited college or university;
- Official transcripts from ALL colleges and universities;
- To be considered consideration for acceptance, an applicant must meet two of the following four criteria:
 - Combined total GRE score in verbal and quantitative sections of 1000 or greater. Applicants are required to complete the Analytical Writing section of the GRE. Minimum scores are subject to change upon revision to graduate admissions tests;
 - A overall GPA of 3.0 or greater (all college/university coursework);
 - A GPA of 3.0 or greater for the last 60 hours of university/college coursework;
 - A GPA of 3.0 or greater for all science coursework (a minimum science GPA of 2.5 is required for consideration regardless of the other GPAs or GRE scores);
- Licensure as a registered professional nurse (R.N.) in one of the fifty states; License must be unrestricted, free from probation, suspension, or stipulations.

MASTER OF SCIENCE IN NURSE ANESTHESIA (M.S.N.A.)

Applicants meeting the following criteria will be evaluated for admission to Graduate Programs of Nurse Anesthesia.:

- A baccalaureate degree from a fully accredited college or university;
- An official copy of the GRE (the University's institution code is 6828) and official copies of all university/college transcripts;
- Current licensure as a Registered Professional Nurse (R.N.) in one of the fifty states. *Appropriate state licensure is also required for Phase II clinical site assignments.* Applicants that are in drug rehabilitation programs, have an R.N. license that is restricted, probated, or encumbered in any way will not be considered for admission until all programs/issues have been completed or totally resolved;
- A minimum of one calendar year of full-time current experience as an R.N. in an intensive care patient setting (within 3 years of the program start date). The minimum one-year experience must be complete by February 1st of the year the student wishes to enter the program;
 - Preferably adult ICU;
 - Pediatric ICU also meets requirements;

Master's Program in Nurse Anesthesia 153

- Two or more years are strongly recommended;
- Emergency Room and PACU experience do not meet the work experience requirement;
- Documentation of experience may be required.
- Current Advanced Cardiac Life Support Certification;
- Current Pediatric Advanced Life Support Certification;
- To be considered consideration for acceptance, an applicant must meet two of the following four criteria:
 - Combined total GRE score in verbal and quantitative sections of 1000 or greater. Applicants are required to complete the Analytical Writing section of the GRE. Minimum scores are subject to change upon revision to graduate admissions tests;
 - A overall GPA of 3.0 or greater (all college/university coursework);
 - A GPA of 3.0 or greater for the last 60 hours of university/college coursework;
 - A GPA of 3.0 or greater for all science coursework (a minimum science GPA of 2.5 is required for consideration regardless of the other GPAs or GRE scores).
- CCRN recognition is encouraged for first time applicants and required for reapplication;
- All applicants who have previously attended and did not complete another nurse anesthesia program must submit a letter of reference from their prior program director on program/university letterhead;
- College level Chemistry course within 3 years of admission;
- A background check will be required before beginning the program.

GRE testing is scheduled to change effective August 2011 after the publication of this graduate catalog. Therefore, GRE requirements are subject to change after that date. Please check the GPNA web page at www.txwes.edu/nurseanesthesia for changes in the GRE requirements. Applicants that have taken the GRE prior to the implementation date of the new GRE testing AND who apply for the classes starting August 2011, 2012, and 2013 will be able to use their GRE scores under the current system. Applicants that take the GRE after the implementation of the new system will be evaluated using the new scoring system. All applicants applying for the starting class in 2014 will be evaluated on the new GRE testing system. This change will be in place for the MSNA and MHS applicants.

REQUIRED DOCUMENTATION/FEE/MATERIALS

- Texas Wesleyan University, Graduate Programs of Nurse Anesthesia application for admission form with a \$50 non-refundable application fee payable to Texas Wesleyan University;
- Official copy of the GRE. The University's institution code is 6828. Combined total GRE score in verbal and quantitative sections of 1000 or greater. All sections of the GRE must be completed and submitted to the GPNA as part of the application;
- An official transcript from each college/university attended. Transcripts must be sent directly to Graduate Programs of Nurse Anesthesia from the college/university in order to be considered official;
- References: one each from a physician, supervisor, and academic instructor;
- Verification of a current RN license;
- A copy of the ACLS, PALS, and, if applicable, CCRN certifications.

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Applicants are encouraged to submit their application materials beginning June 1st of the year preceding admission. Complete applications must be received in the GPNA office no later than November 15th of the year prior to planned enrollment to be eligible for consideration for fall admission.

Texas Wesleyan University
Graduate Programs of Nurse Anesthesia
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 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: 1world@txwes.edu.

It is the individual applicant's responsibility to insure that his/her application, including all required documentation, has been received by the Graduate Programs of Nurse Anesthesia prior to the application deadline. No application will be processed without valid nursing licensure.

Applications that are incomplete at the application deadline date will not be considered.

INTERVIEWS

Interviews are conducted either on campus in Fort Worth or at select primary clinical training sites. Some of the primary clinical sites wish to participate in the interviews of the students who will train at their facility. Therefore, the applicant may need to participate in more than one interview during the selection process. Clinical sites that wish to interview their own applicants are identified on the program application form.

SELECTION CRITERIA

Total enrollment in the nurse anesthesia programs is limited. Therefore, all applicants who meet minimum requirements for admission may not be selected for an interview or to the program for the particular year in which the applicant wishes to enter. 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* in which the applicant demonstrates critical care knowledge, skills, and abilities;
- Work experience;
- Grade point average;
- GRE score;
- References that rate professional performance as excellent or above average;
- Medical questionnaire/certification form demonstrating applicant's good mental and physical health;
- Completed application form;
- ACLS and PALS;
- CCRN certification (if not previously submitted).

* All positions are filled on a competitive basis. Therefore, all applicants that meet minimum admission requirements may not be granted an interview.

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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.

Outstanding candidates may qualify for early acceptance.

The Graduate Program does not work on a "waiting list" system. If you are not selected for the year that you originally applied, you must submit the following to reapply for the next year:

1. Letter of intent and summary of your experiences;
2. Reference from a supervisor (on our reference form);
3. Official transcripts from colleges/universities that you may have attended since applying to our program;
4. CCRN certification (if applicable).

You do not have to complete a new application or submit an additional application fee.

It is unusual for applicants to be granted a third interview.

BACKGROUND CHECKS

After acceptance into the M.S.N.A. program, all students will be given instructions on how to complete a required background check. 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 background checks is the students' responsibility. Students who do not pass a background check may be denied entry into the program or entry into Phase II of the program which will result in dismissal from the program.

TRANSFER CREDITS

Candidates for the Master of Science in Nurse Anesthesia (M.S.N.A.) must complete all Texas Wesleyan University Graduate Programs of Nurse Anesthesia courses. No courses may be transferred into the University. Candidates for the Master of Health Science may transfer 15 credit hours with approval of the Director, Graduate Programs of Nurse Anesthesia.

Rights of Applicants

1. The applicant has the right to expect honesty from the program and the program's publications.
2. The applicant has the right to expect fair and equal evaluation and consideration when applying for a position in the program.

Environmental Exposure

The evidence that trace anesthetic gases are harmful is at present suggestive rather than conclusive. A cause and effect relationship between occupational exposure and the adverse reproductive outcomes, such as spontaneous abortions, has not been firmly established.

Source: *Understanding Anesthesia Equipment*, Dorsch and Dorsch, 2008.

MEDICAL REQUIREMENT

Upon entering Phase I and immediately prior to Phase II, a physical examination is required to include a TB test or chest x-ray. Additional documentation of various immunizations or titers prior to starting clinical training will be required prior to starting Phase II including:

- Tetanus/Diphtheria (one dose within 10 years of starting the program)
- TB test or Chest X-ray (within one year of starting the program and during the summer immediately prior to starting Phase II)
- MMR (x2) – Mumps/Measles/Rubella
- Varicella titer
- Poliomyelitis
- Hepatitis A and Hepatitis B (A complete series or proof of immunity is encouraged prior to beginning direct patient care)
- TDaP – Tetanus, Diphtheria and Pertussis inoculations are required for all students training at Wesley Medical Center in Wichita, Kansas and Arrowhead Regional Medical Center in Colton, California.
- Bacterial Meningitis – students who plan on living in the dormitory on campus must obtain this vaccination a least 10 days prior to moving on campus. This applies to distance education students planning on staying on campus during their two-week stay.

For more information, see the amended Sections 2.09 and 2.09a of the Texas Education code and the Texas Board of Health rules including the revisions adopted July 20, 1991, or call the Texas Department of Health, Immunization Division, 800/252-9152.

NON-DISCRIMINATION

Texas Wesleyan University and Graduate Programs of Nurse Anesthesia will not discriminate against any employee, applicant for employment, student, or registrant in the course of study because of race, color, religion, sex, age, national origin, or disability. Students will be assessed on an individual basis in relation to their ability to meet the didactic and clinical requirements of the curriculum.

STUDENTS WITH DISABILITIES

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 his or her 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:

1. **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.

2. **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.
3. **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.
4. **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.
5. **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.
6. **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.

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 or contact the Director of Counseling for specific information. Academic or physical adjustments will be implemented in accordance with University Policies.

Academic Accommodation

Students who have a physical or mental impairment that substantially limits a major life activity can apply for academic adjustments according to the policies and procedures for students with disabilities. See "Students with Disabilities and Non-Discrimination on the Basis of Gender Policy and Procedures" in the Graduate Catalog or contact the Director of Counseling for specific information. Academic adjustments will be implemented in accordance with these University policies. However, please note that for students enrolled in the Graduate Programs of Nurse Anesthesia, the University will not provide an academic adjustment or accommodation that would alter or waive the essential didactic and clinical professional requirements and/or physical competency standards stated above during any phase of the required training.

Tuition and Fees

The tuition and fees for a full-time graduate student are set by Texas Wesleyan University and can be found in the Expenses section of this catalog.

A non-refundable deposit of \$500.00 is required 21 days from receipt of the official acceptance letter for admission. This deposit will be used to cover the cost of background checks and drug screening; the remainder will be applied to the first semester tuition.

The following approximate amounts are in addition to Texas Wesleyan University's tuition/fees:

Health insurance.....	variable
Textbooks.....	\$2,500
Laptop Computer	1,500
Program application fee	50
SEE Exam fee	125
Review Course (Optional).....	675-1100
Background checks	100
Drug Screen.....	100
Graduation fee.....	*100
Pre-cordial monitoring stethoscope.....	20
Custom molded earpiece	75
American Association of Nurse Anesthetists Associate membership.....	100
Initial certification fee (approximate).....	800
Peripheral nerve stimulator	150
Name tag	10
Stethoscope	75
Advanced Nurse Practitioner endorsement	75-200
Housing 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. Rotations may be local to or distant from the student's primary site. If a student rotates to a distant site, all costs including transportation, licensure, and housing may be the student's responsibility. Rotations to enrichment sites may be up to four months in length (total time) during Phase II and the student is encouraged to budget accordingly.

Computer Requirements

All students must maintain a working laptop computer and will be required to bring their computer to all classes. **Computer maintenance is the responsibility of the student and computer malfunction will not constitute an excused absence from classroom participation or examinations.** Course syllabi, notes and examinations will be provided/conducted on-line. Accessing and printing class material is the

students' responsibility. Lecture back-up streaming video is available only with high-speed Internet access.

The computer should be less than three years old, wireless enabled, use Windows XP or newer operating system and run newer versions of Microsoft Office. In class monitors 13 inches or greater require a privacy screen. Radio controlled remote accessories are not permitted, but Bluetooth accessories are acceptable. 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.

Academic Policies

RRNA

The term RRNA (Resident Registered Nurse Anesthetist) refers to a student enrolled in the Texas Wesleyan University's Master of Science in Nurse Anesthesia program. RRNA appears to be a more acceptable term than "student" when in a patient care setting. Due to individual hospital or anesthesia group policies, a student may need to be identified as a SRNA (Student Registered Nurse Anesthetist) while performing clinical training at these facilities.

ASSOCIATE MEMBERSHIP

Associate membership is required in the American Association of Nurse Anesthetists (AANA). Attendance at locally held meetings may also be required. Each student is required to attend a minimum of one local, state, or national meeting sponsored by the AANA or a state association.

RIGHTS AND RESPONSIBILITIES

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 RRNA has the responsibility to:

- demonstrate a professional manner at all times; and
- adhere to regulations and policies as set forth in the policy manuals and *Student Handbook* of Texas Wesleyan University and affiliating clinical settings.

PROFESSIONAL OBJECTIVES

Professionalism includes, but is not necessarily limited to, the following. The RRNA demonstrates:

1. Courtesy;
2. Honesty;
3. Punctuality;
4. Enthusiasm;
5. Appropriate language/communication skills;

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6. Positive attitude;
7. Personal cleanliness/grooming;
8. Analytical/evaluation skills;
9. Willingness to follow instructions;
10. Willingness to learn/work hard;
11. Proper wearing of operating room attire;
12. Vigilance/awareness;
13. Organization/neatness of anesthesia area.
14. Preparedness.

Failure to meet professionalism objectives may result in termination from the program.

TIME COMMITMENT

The student's time commitment during Phase I is approximately 60 - 70 hours during a seven-day week. This may vary from week-to-week depending upon the student and the testing cycle. The student's time commitment during Phase II should **average** between 55 – 64 hours per week and may vary from clinical site-to-clinical site. Each student will be assigned shifts other than day shifts. These shifts may include rotating call shifts, evenings, nights, weekends and holidays. This time commitment includes study time. One hour of classroom time generates three hours or more of study time. The clinical day, on average, involves 10 to 12 hours in the hospital.

MINIMUM CASE AND COURSE REQUIREMENTS

Graduate Programs of Nurse Anesthesia meet or exceed the general requirements as set forth by the Council on Accreditation as stated in the Standards and Guidelines for Accreditation of Nurse Anesthesia Educational Programs/Schools. Each RRNA is required to complete a 16 month full time clinical residency including a minimum of 650 diverse cases and all specific case requirements. The RRNA's level of preparation is a factor in determining case assignments.

GRADING

The graduate program at Texas Wesleyan University requires a minimum overall GPA of 3.0 for graduation.

A course grade of "B" is required in the following courses:

HSC 6603	Principles of Anesthesia Practice I
HSC 6605	Principles of Anesthesia Practice II
HSC 6422	Advanced Anesthesia Pharmacology
HSC 6642	Anatomy, Physiology, and Pathophysiology II
All Clinical Didactics Courses during Phase II	

A course grade of less than "B" in the above courses will result in dismissal from the program.

A course grade of less than "C" in any course will result in dismissal from the program.

No more than a total of two course grades of "C" will be acceptable.

A grade of no less than "B" will be accepted in a course that is repeated.

A grade is assigned for each Phase II Clinical Practicum.

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Grade	Description	Grade Points
P	Pass	0.0*
F	Fail	0.0

*Not counted in calculating grade point average (GPA).

READMITTED STUDENTS

It is the intent and hope of the administration of the Graduate Programs of Nurse Anesthesia that all students are successful in their attempt to complete the program. However, history tells us that this is not the case and that on average, approximately 12% - 15% of students are unsuccessful during Phase I of the program. Students who are unsuccessful on their first attempt at completing Phase I are eligible to request readmission to the program. Those selected for readmission are given the opportunity to repeat the entire first year. To start the process, the unsuccessful student must submit a written request for readmission to and receive approval to re-interview from the Program Director. If the student's failure to complete Phase I is due to academic performance, the student must also obtain approval from the instructor(s) in which grades less than "B" were made. Once approval for the re-interview has been granted, the student will be assigned a date and time to re-interview with the program's Admissions Committee. The decision to readmit a student is that of the Admissions Committee. All committee decisions are final and not subject to appeal.

Once a student has been readmitted, he/she will take all of the Phase I courses with the exception of the fall semester Professional Aspects course, and, the spring semester Research course – providing that the student had previously passed these courses. The student must attend all program courses. For all courses that the student received the grade of "B" or higher, the student must agree to maintain the same course average or better. For all courses in which the student did not receive the grade of "B" or higher, the student must obtain a course grade of at least a "B". The readmitted student agreeing to the grade statements will sign a contract that identifies the requirements that the student must meet to successfully complete the program. The student will be assessed the current tuition and fees for each course that is being repeated if the student failed to achieve a grade of "B" or higher during the first attempt. The student will be assessed the current audit fees and the additional university fees for each repeated course in which the student achieved a grade of "B" or higher during the first attempt. The success rate for repeating students is high.

Readmitted students are not guaranteed a specific clinical training location. Clinical assignments will be made based upon clinical site availability and will be made no earlier than the end of the spring semester.

All students readmitted into Phase I must agree to the terms and conditions identified in the Readmitted Students Policy stated above.

Students dismissed from the program during Phase II will not be considered for readmission. Readmitted students who are unsuccessful will not be offered another opportunity for readmission.

**GRADUATE STUDENT OF NURSE ANESTHESIA
CODE OF CONDUCT**

Graduate Programs of Nurse Anesthesia at Texas Wesleyan University is a community of faculty, clinical instructors, support staff, and students involved in teaching, clinical training, and learning. Students are members of this community for the period of their registration in the program and as such assume the responsibilities that such registration entails. This program is dedicated to providing a quality comprehensive academic and technical education and considers the students as colleagues in the learning process. Nurse Anesthesia students are adults who are responsible for their own actions and who should be free to pursue their educational objectives in an environment that promotes learning and protects the integrity of academic process. The standards are designed to foster that environment.

The Code of Conduct defines standards of student behavior during their enrollment in Graduate Programs of Nurse Anesthesia and should be seen as a supplement to the Academic Integrity Policy in the Texas Wesleyan University *Graduate Catalog* and the Code of Student Conduct in the Texas Wesleyan University *Student Handbook*. Disciplinary procedures are detailed in the *Student Handbook*. Clinical students will also be held to the standards of professional conduct defined by their licensure and clinical facility.

Standards of Conduct:

Academic conduct will reflect the highest level of honesty and integrity both in the classroom and clinical area. Academic dishonesty in any form will not be tolerated. Harsh penalties up to and including dismissal, will be imposed for failure to comply with these standards. Academic Dishonesty includes but is not limited to:

- Unauthorized assistance in taking quizzes, tests or exams.
- Use of unauthorized material in carrying out assignments.
- Acquisition without permission of tests or other academic material belonging to a faculty or staff member.
- Illegal possession of questions or unauthorized notes or obtaining information from another student during an exam.
- Forgery or Plagiarism
- Lying
- Assisting others in committing academic dishonesty.
- Removing or reproducing test questions during or after the exam.
- Falsifying academic or clinical records.

The student is expected to:

1. Demonstrate civil, courteous and respectful treatment of all of the members of the University Community. Faculty and staff are responsible for class requirements, content and classroom behavior. The students do not have the right to interfere with the freedom of the faculty to teach or the other students to learn. Violations include:
 - a. Disruptive behavior in the classroom, office or clinical site.
 - b. Disrespectful verbal, written or electronic communications with faculty, staff or other students.

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2. Demonstrate respect for personal, academic and physical property of all members of the University Community.
 - a. All Blackboard material, both lecture notes and video recordings, are the property of the instructor and intended for use only by those enrolled in the course.
 - b. Streaming video lectures are to be viewed live from Blackboard, downloading or copying is strictly prohibited. Violators will be dismissed from the program.
 - c. Unauthorized copying or distributing of these materials is strictly prohibited and subject to disciplinary and/or legal action.
 - d. Provision of unauthorized materials to underclassmen is considered a violation of this code.
3. Demonstrate group behavior that promotes respect and equality.
4. Demonstrate strict adherence to the Graduate Programs of Nurse Anesthesia's substance abuse policy.
5. Demonstrate compliance with the Code of Ethics for the Certified Registered Nurse Anesthetist as published by the American Association of Nurse Anesthetists. The AANA Code of Ethics is required reference material and can be purchased from the AANA.

The Director of the Graduate Programs of Nurse Anesthesia retains the right to dismiss a student from the program for grave offenses to the Code of Conduct.

Violations of the student Code of Conduct will be handled according to the policies defined in the TWU Student Handbook and Graduate Catalog. The following is a brief outline of the process:

1. Preliminary faculty – student meeting
2. Report Form for Allegation of Academic Dishonesty submitted to the Dean. (Obtained from the office of the Provost)
3. Appeal process if appropriate
 - a. Academic Judicial Board
 - b. University Judicial Board
 - c. The University Provost

Graduate students are responsible for becoming familiar with the information included in the Texas Wesleyan Graduate Catalog, the Graduate Programs of Nurse Anesthesia Handbook of Didactic and Clinical Practice and Procedures, and the Texas Wesleyan University Student Handbook. These references will be issued during orientation with the Student Code of Conduct and receipt will be verified by student signature. Should conflict arise from the reference material, The Graduate Programs of Nurse Anesthesia Handbook of Didactic and Clinical Practice and Procedures shall take precedence.

PROBATION

The Program Director may place a student on probation for failure to comply with any Professionalism Objectives. The terms and length of the probation is at the discretion of the Program Director.

An RRNA may be placed on probation during Phase II if the student's performance is judged by the hospital Anesthesia clinical faculty to be unsatisfactory. Probationary status is the decision of the Clinical Evaluation

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Committee (CEC), which will determine the specific objectives a student must meet in order to successfully complete the probationary period. The length of the probationary period is at the discretion of the CEC. Students who are unable to achieve probation objectives within the time allowed by the CEC are subject to dismissal from the program.

AN RRNA IS SUBJECT TO DISCIPLINARY PROBATION IF AT ANY TIME THE STUDENT'S CONDUCT IS DOCUMENTED AS "UNBECOMING TO A PROFESSIONAL." However, a student is not entitled to a probationary period prior to dismissal if the University's program director determines that immediate dismissal is warranted based on the nature of the student's conduct. The Professionalism Objectives are outlined in the Texas Wesleyan University Graduate Programs of Nurse Anesthesia *Handbook of Didactic and Clinical Practice and Procedures*.

DISMISSAL

An RRNA is subject to immediate dismissal from Graduate Programs of Nurse Anesthesia if at any time the student's conduct is documented as "unbecoming to a professional."

An RRNA may be dismissed from Graduate Programs of Nurse Anesthesia for failure to:

- Satisfactorily complete Phase I within the allotted time frame as outlined in the program's curriculum;
- Meet minimum grade requirements;
- Meet any Phase I or Phase II probation objectives;
- Meet professionalism objectives;
- Comply with hospital policies and procedures;
- Fulfill clinical expectations;
- Provide for patient safety.

Patient safety is a primary consideration for continuation in the program. Therefore, an RRNA may be dismissed from the program following a single documented incident where patient safety is severely compromised. Based on the circumstances of the incident, the hospital Anesthesia clinical faculty may bypass the probationary process. When such an event occurs, dismissal from the clinical training site is at the discretion of the hospital Anesthesia Director of the Anesthesia Department or designee. Dismissal from the program is at the discretion of the University's program director or designee.

RRNA's shall adhere to affiliated hospital or clinic rules, regulations, policies, and procedures at all times during the period of instruction. The hospital or clinic may terminate an RRNA for flagrant or repeated violations of rules, regulations, policies, or procedures. The hospital reserves the right to take immediate action to remove an RRNA from the clinical setting when necessary to maintain the operation of its facilities free from interruption and/or to insure patient safety. The hospital and/or the hospital Anesthesia Department reserves the right to refuse to provide training to any RRNA.

If an RRNA is terminated from a hospital or clinical site for any reason, the student is subject to dismissal from the program. Texas Wesleyan University is not responsible for placing the student at an alternative clinical site once dismissed from the program.

Students dismissed from the program will be informed in writing.

Additional grounds for probation or dismissal from the program may be included in the Texas Wesleyan University Graduate Programs of Nurse Anesthesia *Handbook of Didactic and Clinical Practice and Procedures*. Texas Wesleyan University contracts with each clinical facility to provide clinical training to the students. Additional avenues for student dismissal may be included in the individual contracts. Where discrepancies exist between this manual and the contract, the contract has precedence.

APPEAL

Appeal of academic or performance probation or dismissal will be managed according to the program's policies and guidelines. All other student related matters are governed by the University's Student Handbook and the Graduate Catalog in effect at the time the student entered the program. Any student wishing to use the appeals process regarding an academic or performance issue, including hospital or clinical probation or other CEC sanctions, must notify the University's Director of the Graduate Programs of Nurse Anesthesia in writing *within 30 days of official notification of the action in question*. All decisions of the program director related to clinical probation, CEC determinations, or a student's dismissal from the program are final and may not be appealed.

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.

LEAVE OF ABSENCE

Students must notify the Director of the Graduate Programs of Nurse Anesthesia in writing if a leave of absence becomes necessary. Documentation for the need of the leave of absence may be required for approval. Granting of the leave of absence is at the discretion of the Director. Regardless of the length of the leave of absence, the student must submit a written request for reinstatement to the Director. Documentation supporting the student's request for reinstatement may be required for approval. Reinstatement is at the discretion of the Director.

During Phase I, the student must conform to policies set by Texas Wesleyan University (see Class Attendance in this catalog). During Phase II, a request for leave of absence is subject to approval by the Director. If the student is on probation or otherwise not in good standing in the program at the time the leave of absence is requested, the leave of absence may be denied. The Director will set the conditions required for reinstatement into training. At the discretions of the Director, these conditions may include requiring the reinstated student to review, retake, or audit selected didactic courses.

Return to Phase II clinical training is contingent upon willingness of a clinical site to accept the reinstated student. A leave of absence in excess of the student's allowed vacation time may result in an extension of clinical training for the student to meet program completion requirements. Reinstatement into the program following a leave of absence in excess of six months may require the student to repeat all of Phase II training. Reinstatement into the program following a leave of absence in excess of one year may require the student to repeat some or all of Phase I coursework. All students required to repeat Phase I of the program upon reinstatement do so as a readmitted student and are subject to the Readmitted Student policy as published in this catalog. Regardless of the length of absence, the student must demonstrate the clinical and academic proficiency expected of a graduate nurse anesthesia student, as determined by the program and clinical staff, before the student will be

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allowed to officially complete the program and become eligible to take the National Board on Certification and Recertification of Nurse Anesthetists' Certification Examination to become a Certified Registered Nurse Anesthetist. Students will have their leave of absence revoked and will be terminated from the program when their leave of absence extends to 18 months.

SICK LEAVE

Texas Wesleyan class attendance policy states that regular and punctual attendance at all scheduled classes is expected of all students.

University regulations authorize necessary absences with the instructor's prior approval. Unauthorized absences may be excused when caused by illness or other emergencies and should be reported as soon as possible to the instructor and school office. At the discretion of the Director or Assistant Director, any student taking an unauthorized sick day may be required to provide a physician's excuse. The student is responsible for all class assignments missed because of absences.

During Phase I, when a student has a number of unauthorized absences equal to the number of hours the class meets per week, the instructor of the class may drop the student from the class roll. A student dropped by the instructor for excessive unauthorized absences will receive the grade of "DP" (dropped). A student may be reinstated in the class with the consent of the instructor and the Director of the Graduate Programs of Nurse Anesthesia.

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.

Each RRNA is allowed 16 "absent days" during Phase II. From this 16-day allotment the RRNA subtracts her/his sick and vacation days. Absence from a clinical class will be counted as a sick/vacation day. If 16 days are exceeded, then the RRNA may be held past graduation on a day-for-day payback basis. Individual cases involving unusual circumstances may be taken under consideration by the Program Director.

HOLIDAYS

Phase I All University holiday and semester break periods to include are given the student. These include: Labor Day, Fall Break, Thanksgiving, Christmas/New Year, Easter, Independence Day, and Martin Luther King Day. Texas Wesleyan University will set the academic calendar with the exception of the summer I and II semester breaks. The summer calendar is shifted to allow students time to relocate to their primary clinical sites. These dates will be provided to students during orientation.

Phase II The student will be granted hospital honored holidays which may include: Labor Day, Thanksgiving, Christmas/New Year, Memorial Day, and Independence Day. These may not be given on the actual holiday.

VACATION

During Phase I, there are appropriate semester/summer session breaks that are recognized as vacation time. For Phase II, please refer to the section concerning "Sick Leave" above.

TRANSPORTATION

Transportation to and from the hospital/University is to be provided at the student's own expense.

IMMUNIZATIONS AND STUDENT HEALTH

Each student must be in good physical and mental health, may not have any communicable disease when involved in patient care, and must have a medical questionnaire and physician's certificate on file at the University with proof of tuberculin testing and immunization against diphtheria, tetanus, poliomyelitis, and rubella and all items listed in the Medical Requirement section of this catalog.

If any student contracts a communicable disease, the student shall notify the Director or Assistant Director of the program as soon as possible after learning of same and shall be suspended immediately and indefinitely from the program until such time as the student is no longer infected with any communicable disease.

HEALTH CARE INSURANCE

During Phase I, students are advised to purchase their own health insurance as the University provides only minimal health care. 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 Workman's Compensation insurance and must use her/his individual health insurance to cover training related injuries (e.g. needle sticks, lifting injuries, etc.).

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. RRNA's may not work the shift prior to anesthesia-committed time during Phase II. **Under no circumstance may an RRNA be employed to practice anesthesia in either title or function.**

Program Requirements

Master of Science in Nurse Anesthesia

Phase I

FALL SEMESTER 16
Health Science
HSC 6201 Professional Aspects of Anesthesia I
HSC 6411 Applied Chemistry for the Nurse Anesthetist
HSC 6421 Advanced Pharmacology
HSC 6641 Anatomy, Physiology, and Pathophysiology I

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SPRING SEMESTER14
Health Science
HSC 6231 Research Methods in Nurse Anesthesia
HSC 6271 Selected Topics of Anatomy, Physiology, and Pathophysiology
HSC 6422 Advanced Anesthesia Pharmacology
HSC 6642 Anatomy, Physiology, and Pathophysiology II

FIRST SUMMER SESSION6
Health Science
HSC 6603 Principles of Anesthesia Practice I

SECOND SUMMER SESSION.....6
Health Science
HSC 6605 Principles of Anesthesia Practice II

TOTAL HOURS PHASE I.....42

PHASE II

FALL SEMESTER6
Health Science
HSC 6481 Clinical Practicum A
HSC 6285 Clinical Didactics A

SPRING SEMESTER.....6
Health Science
HSC 6482 Clinical Practicum B
HSC 6286 Clinical Didactics B

SUMMER SESSION5
Health Science
HSC 6383 Clinical Practicum C
HSC 6287 Clinical Didactics C

FALL SEMESTER6
Health Science
HSC 6484 Clinical Practicum D
HSC 6288 Clinical Didactics D

TOTAL HOURS PHASE II.....23
These academic courses are accepted for Continuing Education by the Board of Nurse Examiners for the State of Texas as Type I credit. (If audited, contact Program Director for instructions.)

TOTAL PROGRAM HOURS65

**Master of Health Science
Requirements for Non-Traditional Students**

FALL SEMESTER16
Health Science
HSC 6201* Professional Aspects of Anesthesia I
HSC 6411 Applied Chemistry for the Nurse Anesthetist
HSC 6421 Advanced Pharmacology
HSC 6641 Anatomy, Physiology, and Pathophysiology I

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SPRING SEMESTER	14
Health Science	
HSC 6231* Research Methods in Nurse Anesthesia	
HSC 6271 Selected Topics of Anatomy, Physiology, and Pathophysiology	
HSC 6422 Advanced Anesthesia Pharmacology	
HSC 6642 Anatomy, Physiology, and Pathophysiology II	
FIRST SUMMER SESSION	6
HSC 6603* Principles of Anesthesia Practice I**	
SECOND SUMMER SESSION	6
HSC 6605* Principles of Anesthesia Practice II**	
TOTAL HOURS***	42

*Approved elective may be substituted for those students pursuing the Master of Health Science degree but not enrolled in the Graduate Programs of Nurse Anesthesia.

**C.R.N.A.'s may elect to test out of this course with permission of the Program Director.

***Must be completed in five years.

PHASE I: DIDACTIC CURRICULUM AND GRADUATION CRITERIA

Phase I begins each fall at Texas Wesleyan University and is completed the following August. During this period, students earn 42 graduate credit hours. In order to begin Phase II of the program, students must complete Phase I within 12 months of the beginning of their course work. A student must have completed a minimum of 42 semester hours of work (Phase I) with a 3.0 (on a 4.0 scale) overall grade point average.

Long Distance Option

The Graduate Programs of Nurse Anesthesia offers two different, Council of Accreditation (COA) approved, long distance education options.

Option 1:

Students assigned to Primary Clinical Sites outside of the Fort Worth-Dallas metropolitan area may have the option to take Phase I Spring and Summer courses at assigned Primary Clinical Site. This option requires permission of the Program Director and the Primary Clinical Site Clinical Coordinator (not all clinical sites offer this option). Classes that are held at Texas Wesleyan are broadcast over video teleconferencing equipment. The broadcast is interactive (2-way audio and video). Arrangements are made to proctor tests at the distant site. A minimum number of 2-3 students per site must choose this option in order for it to be implemented at a particular clinical site. A Long Distance Fee of \$80 per credit hour is charged (subject to change without notice). All students that choose this option are required to take Fall Semester courses on the Wesleyan campus in Fort Worth. If you are interested in this option, contact the Program Director or Admissions Coordinator.

Option 2:

As of June 15, 2004, the Graduate Programs of Nurse Anesthesia was approved by the COA to offer the entire didactic curriculum via the interactive video system to select primary training facilities at sites distant to the Fort Worth area. To participate in this option, the site chosen must be on

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the list of sites selected by the Program Director to offer this option. A minimum number of 2-3 students per site must choose this option in order for it to be implemented at a particular clinical site. A Long Distance Fee of \$80 per credit hour is charged (subject to change without notice). Students selected to participate in this option must attend classes on campus in Fort Worth for the first two weeks of the fall semester and two weeks during the spring semesters. If you are interested in this option, contact the Program Director or Admissions Coordinator.

Students not assigned to a Primary Training Site that offers the Long Distance Option will not be allowed to take the Long Distance Option at another Primary Training Site that offers this option.

Readmitted students must take all fall and spring classes on campus at Texas Wesleyan University. The option to take summer course at the student's newly assigned clinical site will be determined at the end of the spring semester by the Program Director.

Students who are completing their Phase I coursework on campus may request to visit a Primary Training Site and participate in the long distance education for a short period of time. Permission must be obtained from the Program Director or Associate Director and the Clinical Coordinator at the Primary Training Site.

PHASE II: CLINICAL CURRICULUM AND GRADUATION CRITERIA

Upon completion of Phase I, students must immediately enter Phase II. This phase of the program provides clinical training to the student, lasts 16 months, and is built upon the material covered during the first phase of the program. The student must attend one two-hour clinically related course each semester during Phase II.

Phase II consists of the actual administration of general and regional anesthesia with qualified clinical instructors (anesthesiologists and/or C.R.N.A.'s). Clinical Didactic courses are taught each semester during Phase II and cover topics related to advanced anesthesia practice. A grade of "B" must be achieved in each Clinical Didactic class. A single grade of "C" in a Clinical Didactics course may be retaken with instructor approval which will result in the extension of the student past the student's scheduled program completion date. A single grade of "less than C" or the second grade of "C" in a Clinical Didactics course will result in the dismissal of the student from the program.

Hospital specific classroom sessions are provided the student at their clinical site and consist of clinical conferences; journal club; and seminars dealing with current topics including, but not necessarily limited to, respiratory, cardiovascular, thoracic, neuro, regional, obstetrical, pediatric, and special areas of anesthesia. Various special projects and competency examinations are administered throughout this phase.

Upon successful completion of Phase II, the graduate is awarded a Master of Science in Nurse Anesthesia, receives a certificate in anesthesia, and becomes eligible to take the National Certification Examination for Nurse Anesthetists given by the National Board on Certification and Recertification of Nurse Anesthetists. A graduate successfully completing this exam is awarded the title of Certified Registered Nurse Anesthetist (C.R.N.A.).

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Requirements for graduation with a Master of Science in Nurse Anesthesia and an anesthesia certificate from Phase II include satisfactory completion of:

1. All case and course requirements;
2. A professional paper;
3. All written and oral examinations;
4. All financial obligations to the program; and
5. All published program requirements.

OUTCOME-BASED NURSE ANESTHESIA EDUCATION

The responsibility of the Graduate Programs of Nurse Anesthesia is to provide for each resident those learning opportunities that stimulate critical thinking, communication, valuing, aesthetics, professional development, independent judgment, and clinical skills.

We accept the concept that learning produces a change in behavior and is a continuous process of relating new knowledge and skills to previous and concurrent experiences. It is the gradual internalization of book knowledge and the correlation of principles to clinical experience. Learning goes beyond knowing — to being able to do what one knows.

We strive for the professional nurse anesthetist to be prepared to think critically and creatively, to exercise discriminative judgment in the application of principles they have learned, and to establish good interpersonal relationships for continued personal and professional growth.

Overall program and professional outcomes:

- Implement a philosophy of nursing based on the intrinsic worth of each human being (patient, resident, and faculty);
- Provide clinical learning that must be integrative and experiential, active and interactive, developmental and transferable;
- Promote clinical abilities that foster communication, analytic capability, problem solving and valuing in decision-making. This is a reflective, transferable process that involves the ongoing integration and application of specialized knowledge, attitudes, and skills;
- Develop knowledge and skills in each resident that are necessary for promoting leadership, acting as a change agent, and interdisciplinary collaborator for the improvement of health care.

Graduate outcomes:

- 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;

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- 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.

Rights of Patients:

1. The patient has the right to know that a nurse anesthesia resident is participating in their anesthesia care;
2. The patient has a right to expect that the nurse anesthesia resident is supervised by a qualified, credentialed anesthesia provider;
3. The patient has a right to expect safe, quality anesthesia care anytime a nurse anesthesia resident is involved with their care;
4. The patient has a right to expect the nurse anesthesia resident maintain patient confidentiality.

Anesthesia Care Plans:

- Each RRNA will complete anesthesia care plans for her/his patients. Forms are provided.

Pre-Anesthetic Visit:

- Each patient assigned to an RRNA will be visited pre-operatively by the RRNA;
- A reasonable attempt should be made to see the patient the day prior to scheduled surgery.

Post-Anesthetic Visit:

- Each patient anesthetized by an RRNA will be visited post-operatively by the RRNA;
- A reasonable attempt should be made to see the patient the day after the surgery. If approved by the clinical site, telephone calls are an acceptable alternative for outpatients;
- This visit is an evaluation in the immediate recovery phase and again in the post-recovery phase within 24 hours. It allows the student to evaluate her/his anesthetic technique and management. A post-operative visit promotes a positive relationship between the student and the patient. It provides a means for the patient to express his or her fears of surgery and obtain answers to any post-operative questions. It also enables the student to emphasize the guidelines

introduced during the pre-operative visit for a smooth recovery. The Council on Accreditation of Nurse Anesthesia Educational Programs requires that a student nurse anesthetist conduct a post-anesthesia assessment on each patient that the student anesthetizes, except ambulatory care patients and early discharges (01.15.02).

Clinical Evaluations:

- The RRNA will actively seek evaluations from the clinical instructors at all times;
- Case evaluation forms are available in the anesthesia department or from the clinical coordinator. These forms are to be utilized and shared with the RRNA. The completed forms are returned to the Clinical Coordinator;
- Evaluation forms, stored in the anesthesia department, are available to all clinical instructors. Each clinical instructor is asked to regularly complete these forms and return them to the Clinical Coordinator;
- Each RRNA is required to make an appointment with the Clinical Coordinator at least every three months for purposes of evaluation and counseling. Appointments may be made more frequently as necessary.

SEE EXAM

All Phase II students are required to take the SEE exam during the summer or early fall semester of their last year. Information concerning the SEE exam will be provided the student well in advance of the actual testing date. The fee for the SEE exam is the responsibility of the student.

REVIEW COURSES

All Phase II students are encouraged to take a board review course in the spring of their last year. This is not a requirement but is strongly encouraged. All costs and fees associated with the taking of the review course are the responsibility of the student. Each student will be given a travel day on each side of the review course if the course attended is not local to the training site. Authorized travel days are not counted as "absent days" and do not have to be made up.

Affiliations

In response to the Department of Health and Human Services' Study of Nurse Anesthetist Manpower Need (Feb. 1990), Texas Wesleyan University has been able to increase the number of students who are able to enroll in our program by developing a number of primary clinical affiliations offering Phase II.

The Council on Accreditation of Nurse Anesthesia Educational Programs defines a required (primary) clinical site as "an institution where students receive 50% or more of their total clinical experience."

REQUIRED (PRIMARY) SITES AND CLINICAL COORDINATORS

A clinical coordinator facilitates clinical education in the hospital setting. Each coordinator is responsible for all aspects of clinical and clinical didactic education for the nurse anesthesia residents. Clinical sites and contact personnel/information are subject to change without notice. The primary sites and clinical coordinators are:

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Alabama:

Melissa Kellam 251/751-4915
Mobile Infirmary Medical Center
Mobile, Alabama

Arkansas:

Morel Belk, CRNA 501/280-6540
Baptist Medical Center (pager)
Little Rock, Arkansas

Northeast Arkansas Anesthesiologists

Michael Young, MD 870/932-4211
Rusty Counce, CRNA 870/926-7762
St Bernard's Regional Medical Center
Jonesboro, Arkansas

California:

Rich Reise, CRNA 909/580-2440
Arrowhead Regional Medical Center
Colton, California

Colorado:

Steve Ebeling, CRNA 720/290-9024
Denver Health Medical Center
Denver, Colorado

Stephanie May, CRNA 303/322-6200
University of Colorado Hospital
Denver, Colorado

Florida:

Deborah Hellings, CRNA 850/657-4119
Tallahassee Memorial Hospital
Tallahassee, Florida

Greg Antonoplos, CRNA 850/322-0606
Capital Regional Medical Center
Tallahassee, Florida

Kansas:

Amy St. John, CRNA 316/686-7327
Wesley Medical Center
Wichita, Kansas

Eric Evert, CRNA, MSNA 785/357-2429
Stormont-Vail HealthCare
Topeka, Kansas

Kentucky:

Jeff Arlinghaus, CRNA 859/620-7404
Saint Elizabeth Medical Center
Edgewood, Kentucky

Linda Shaw, CRNA 502/718-1603
George Sivert, CRNA 502/836-7756
Norton Suburban Hospital
Louisville, Kentucky

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Louisiana:

Angela Dall-Parrish, CRNA 318/448-6790
Christus St. Frances Cabrini Hospital
Alexandria, Louisiana

Jason Alexander, CRNA 318/675-5801
Jason Jarrett, CRNA
LSU Medical Center
Shreveport, Louisiana

Hailey Allen, CRNA 318/212-4420
Willis-Knighton Medical Center
Shreveport, Louisiana

Dusty Daigle, CRNA 318/805-6551
Glenwood Regional Medical Center
West Monroe, Louisiana

North Dakota:

Laura Filler, CRNA 701/258-9049
St. Alexius Medical Center
Bismarck, North Dakota

Ohio:

Maureen Parrot, CRNA 513/519-0402
Good Samaritan Hospital
Cincinnati, Ohio 45220

Ryan Rivard, CRNA 513/257-4895
Bethesda North Hospital
Cincinnati, Ohio

Jim Osler, CRNA 513/336-0312
Jewish Hospital
Cincinnati, Ohio

Cindy Snyder, CRNA 937/208-6173
Miami Valley Hospital
Dayton, Ohio)

Texas:

Dru Riddle, CRNA, M.S.N.A. 817/922-2232
Baylor-All Saints Health System
Fort Worth, Texas

Dianne Pearson, CRNA, 817/637-3330
Harris Methodist Fort Worth
Fort Worth, Texas

Henry Mitchell, CRNA 915/670-2000
Hendrick Medical Center
Abilene, Texas

Ron Wyatt, CRNA 817/927-1417
John Peter Smith Hospital
Fort Worth, Texas

Thomas Flores, CRNA 817/819-1741
Plaza Medical Center
Fort Worth, Texas

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Delores Padgett, CRNA 956/389-1866
Valley Baptist Medical Center
Harlingen Anesthesia Associates
Harlingen, Texas
Lee McClelland, CRNA 214/759-1715
V.A. Medical Center
Dallas, Texas

Margaret McGarry, CRNA mmcgarry@pinnaclepartnersmed.com
Baylor University Medical Center
Dallas, Texas

Bryan Chappuis, CRNA 903/220-2459
Longview Regional Medical Center
Longview, Texas

NON-PRIMARY SITES

Clinical sites and contact personnel/information are subject to change without notice.

Alabama:

1. Mobile Infirmary West Hospital, Mobile
2. Dauphin West Surgery Center, Mobile
3. University of South Alabama Children's and Women's Hospital, Mobile
4. Thomas Hospital, Fairhope

Arkansas:

1. Arkansas Children's Hospital, Little Rock
2. The Outpatient Surgery Center of Jonesboro, Jonesboro

California:

1. Kaiser Permanente Riverside, Riverside
2. Loma Linda University Medical Center, Loma Linda
3. Naval Hospital San Diego, San Diego

Colorado:

1. Heart of the Rockies Regional Medical Center, Salida

Kansas:

1. ExcellENT Surgery Center, Topeka
2. Surgery Center of Kansas, Wichita

Kentucky

1. Kosair Children's Hospital, Louisville
2. Norton Audubon Hospital, Louisville
3. University of Louisville Hospital, Louisville
4. St. Elizabeth SurgiCenter, Edgewood
5. St. Elizabeth SurgiCenter Crestview Hills, Crestview Hills
6. St. Elizabeth Ft. Thomas, Fort Thomas
7. St. Elizabeth Florence, Florence

Louisiana:

1. LSU Medical Center, E.A. Conway, Monroe
2. Central Louisiana Ambulatory Surgical Hospital, Alexandria
3. Cabrini Day Surgery, Alexandria

North Dakota:

1. St. Joseph's Hospital and Health Center, Dickinson
2. Mid-Dakota Clinic, Bismarck

Ohio:

1. Children's Hospital Medical Center, Cincinnati

Texas:

1. Baylor Heart and Vascular Hospital, Dallas
2. Brownsville Medical Center, Brownsville
3. Capitol Anesthesia Associates, Seton Healthcare Network
4. Cook Children's Medical Center, Fort Worth
5. Hermann Memorial Southwest Hospital, Houston
6. North Cypress Medical Center, Cypress
7. Parkland Hospital, Dallas
8. Texas Midwest Surgery Center, Abilene
9. University of Texas Southwestern Medical Center, Dallas (pending COA approval)
10. Valley Baptist Ambulatory Surgery Center, Harlingen
11. Waxahachie Surgery Pavilion, Waxahachie, Texas

FACULTY APPOINTMENT

Each anesthesiologist/C.R.N.A. serving on the staff or employed by an affiliating hospital is considered an adjunct clinical instructor. Nurse anesthetists who have recently completed an accredited program of nurse anesthesia but have not yet had the opportunity to take the national certification examination are also considered clinical instructors.

Phase I Course Descriptions

HEALTH SCIENCE (HSC)

6201. Professional Aspects of Anesthesia I **2 hours**
A study of medical ethics with emphasis on its relevancy to anesthesia.

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.

6271. Selected Topics in Anatomy, Physiology, and Pathophysiology **2 hours**
An investigation into special areas of anatomy and physiology that are not discussed in 6641 and 6642. Course may be repeated if the topics are different.

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.

6421. Advanced Pharmacology **4 hours**
Prepares the Registered Nurse (R.N.) and enhances the Certified Registered Nurse Anesthetist (C.R.N.A.) 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 R.N. 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.

6603. Principles of Anesthesia Practice I **6 hours with laboratory**
Prepares the R.N. for a role on the anesthesia patient care team and in the administration of anesthesia by teaching a basic level of expertise in understanding and using anesthesia equipment in a competent and safe manner.

6605. Principles of Anesthesia Practice II **6 hours with laboratory**
Prepares the R.N. 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. Anatomy, Physiology, and Pathophysiology I **6 hours**
Study of structure and function in health and disease of human nervous, endocrine, and excretory systems.

6642. Anatomy, Physiology, and Pathophysiology II **6 hours**
Study of structure and function in health and disease of human cardiovascular and respiratory systems.

Phase II Course Descriptions

HEALTH SCIENCE (HSC)

6481. Clinical Practicum A **4 hours**
The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Fall)

6285. Clinical Didactics A **2 hours**
A study of the advanced anesthesia principles throughout the life cycle Part 1. (Fall)

6482. Clinical Practicum B **4 hours**
The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Spring)

6286. Clinical Didactics B **2 hours**
A study of the advanced anesthesia principles throughout the life cycle Part 2. (Spring)

6383. Clinical Practicum C **3 hours**
The application of the principles of anesthesia care performed under the supervision of clinical instructors. (First Summer)

6287. Clinical Didactics C **2 hours**
A study of the advanced anesthesia principles throughout the life cycle Part 3 (Summer)

6484. Clinical Practicum D **4 hours**
The application of the principles of anesthesia care performed under the supervision of clinical instructors. (Fall)

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6288. Clinical Didactics D

2 hours

A study of the Professional Aspects of the nurse anesthesia profession to include, but not limited to, practice settings, malpractice insurance, legal concepts, cultural diversity, billing and reimbursement. (Fall)

DOCTORAL PROGRAM IN NURSE ANESTHESIA

John E. Martin, CRNA, MSN, MSNA, Director
Ricardo E. Rodriguez, Ph.D., Associate Director
Paul Austin, Ph.D., Coordinator of Nurse Anesthesia Curriculum

Degree and Programs

D.N.A.P. Doctorate of Nurse Anesthesia Practice

Accreditation

The program is approved by the Council on Accreditation (COA) of Nurse Anesthesia Education programs, a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

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 Doctoral Degree. The program is designed to provide scientific enhancement of the Certified Registered Nurse Anesthetist's (CRNA) current knowledge and to develop administrative 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 an advanced research project. The program is designed to provide students the opportunity to complete the 38-45 credit hour programs on a part-time basis in three years or two years as a full-time student.

The program builds upon the scientific and leadership knowledge and skills that the student gained during their Master's Degree nurse anesthesia education as well as from their 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 Administration

The education administration 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 administer a doctoral level program, including curriculum development and assessment.

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.

Program Length/Structure

The program is provided in an online format only and designed to be completed on a part-time basis in three to five years. The program may be completed in two years of full-time study.

Graduate Faculty in the DNAP Program

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 Doctorate of Nurse Anesthesia Practice program.

Graduate Advisory Committee to the DNAP Program

The Graduate Advisory Committee recommends policy, hears appeals, and approves and recommends curricular changes for the Doctorate in Nurse Anesthesia Program, reviews applications for admission and determines acceptance into the Doctorate of Nurse Anesthesia Program. Membership includes:

Director, Doctorate of Nurse Anesthesia Practice
Associate Director, Doctorate of Nurse Anesthesia Practice
DNAP Program Coordinator of Nurse Anesthesia Curriculum
All faculty in the Doctorate Program of Nurse Anesthesia
All faculty in the Master's Program of Nurse Anesthesia
Dean, School of Business (ex-officio)
Dean, School of Education (ex-officio)
Director of the Master's in Counseling Program (ex-officio)
Provost (ex-officio)

Admission to the DNAP Program

Admission to the Doctorate of Nurse Anesthesia Program is offered only to CRNAs who possess a master's degree and is contingent upon submission of the following items/documentation:

1. An Application for Admission, Doctorate of Nurse Anesthesia Program;
2. A non-refundable application fee of \$50 made payable to Texas Wesleyan University;
3. Verification that the applicant has a master's degree from a state and/or regionally licensed or accredited college or university;
4. Proof of current certification/recertification by the National Board on Certification and Recertification of Nurse Anesthetists;
5. A minimum overall Graduate GPA of 3.0 or greater;
6. A minimum Graduate science GPA of 3.00 or greater;
7. Licensure as a Registered Nurse (RN) in one of fifty states or the District of Columbia (enclose a copy of the RN license with application);
8. A graduate level research course with an earned grade of 'B' or better. Texas Wesleyan offers an online graduate research course through the Graduate Programs of Nurse Anesthesia. Registration for this course can be accomplished through the Graduate Programs of Nurse Anesthesia's Admission Coordinator at 817/531-4406.
9. Official transcripts for all college or university coursework;
10. Three letters of support:
 - a. One from an educator that can attest to the applicant's academic ability and aptitude for advance learning;
 - b. One from a clinical supervisor/colleague that can attest to the applicant's clinical skills;
 - c. And a personal reference from a non-relative that can attest to the applicant's integrity.

It is recommended that the applicant has taken a review course in physiology and chemistry within five years of starting the program.

Responsibility for completion of the application process rests with the applicant. Applicants are encouraged to inquire into the status of their application and to submit application early due to a limited size of each course. Incomplete applications will not be processed. All application materials should be mailed directly to:

Doctorate of Nurse Anesthesia Program
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536

Students will be notified of the admission decision by letter: admitted or denied. On occasion, notification will be via telephone or email with an official follow-up letter sent to the student. The Student has 14 days to respond as to the acceptance of the offer. The written acceptance response should be accompanied with a non-refundable deposit of \$1500.00 (cashier's check or money order). The deposit will be applied to the first semester tuition. Students not meeting admission requirements will not be allowed to take the course(s) on a conditional or provisional basis. Conditional or provisional admission into the program is not an option.

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The Doctorate Program in Nurse Anesthesia Practice 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.

Registration for the Doctorate of Nurse Anesthesia 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 in this program, prospective students should 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. Information on registration periods will be available from the DNAP office.

Academic Policies for the DNAP

Academic Integrity and Plagiarism

Please refer to the section on “Academic Integrity” located in the Graduate Catalog.

Transfer Credits

Candidates for the Doctorate of Nurse Anesthesia Practice (DNAP) must complete all Texas Wesleyan University Doctorate Program in Nurse Anesthesia Practice courses. No courses may be transferred into the program to meet program completion requirements.

Time Limitation

Graduate courses expire within seven years from the date of course completion shown on the transcript; thus, at the time the student graduates with the DNAP degree, no course may be more than seven years old. 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 Doctorate of Nurse Anesthesia Practice program. This applies to all courses taken at Texas Wesleyan University.

Grading

Grading for each course will be identified in each course syllabus.

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.

Students 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 *Graduate Advisory Committee to the Doctorate of Nurse Anesthesia Practice Program* through the Director of the Doctorate in Nurse Anesthesia Program. The decision of the committee is final and cannot be appealed.

“Incomplete” grades must be removed by the date designed 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”.

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Academic Probation

Doctoral degree students who have been accepted into the DNAP 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 Director or Associate Director of the DNAP Program.

The Doctorate of Nurse Anesthesia Program at Texas Wesleyan University requires a minimum overall GPA of 3.0 for graduation. A course grade of less than "C" will result in dismissal from the program. The student is allowed a total of two course grades of "C". The student will be dismissed from the program with the third "C" grade.

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. The student must pay full tuition and fees for all courses retaken to achieve a higher grade.

Residency Requirement

To be awarded the Doctorate of Nurse Anesthesia Practice degree, students must complete all core and focus credit hours at Texas Wesleyan.

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 Counseling for specific information. Academic or physical adjustments will be implemented in accordance with University Policies.

Tuition and Fees

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.**

The student is responsible for all books, supplies, and equipment as required by instructors.

Payment of Accounts

Tuition, fees, and 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, and 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 if prior arrangements have not been made. Students that have been withdrawn from classes due to non-payment will be required to pay all past due balances and a late registration fee prior to reregistering. A payment plan fee will also be assessed if the total balance owed is not paid in full.

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 the fall and spring semesters. For the students to be in good financial standing, all prior balances must be paid in full. Payment plans are available through Sallie Mae's Tuition Payment Plan for the fall and spring semesters only. A non-refundable enrollment fee will be collected each semester at the time of enrollment along with the first payment. The remaining payments will be collected on the 5th of the each month until the payment plan is completed. Late 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 web page on the Texas Wesleyan University website (www.txwes.edu/cashier) or call 817/531-4456.

Delinquent Accounts

A student who has a past due account will have a financial hold placed on her/his record. Any student with an account more than 30 day past due may be withdrawn from classes. The student will remain responsible for all the semester charges. 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.

Financial Aid

Financial Aid is available through Texas Wesleyan University Graduate Financial Aid Office, 817/531-4979.

Rights and Responsibilities

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; and
- adhere to regulations and policies as set forth in the Graduate Catalog and *Student Handbook* of Texas Wesleyan.

Graduation Requirements for the DNAP

To qualify for graduation, a student must have completed all program core courses and either the management or educational administration focus courses. The student must complete a minimum of 35 credit hours of course work and earned a 3.0 (on a 4.0 scale) overall grade point average, have no more than two "C" grades, no grades below "C" and successfully produced a paper suitable for publication to be eligible for graduation. 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 seven years.

Proof of Publishable Paper

The research project paper produced during the program must be submitted for review within a calendar year of starting HSC 8112 – Evidence Based Project Completion. A six-month extension may be requested twice in order to complete the project.

Following approval from the course instructor, the paper will be submitted to a Texas Wesleyan University Project Review Committee consisting of three University doctoral prepared faculty members. Committee members will consist of program faculty and other University faculty that possess a Doctoral degree in clinical practice specialty in another health care field. The determination of suitability for publication will be determined by the committee.

If the student’s project is determined unsuitable for publication, the student will be given a six-month window with one additional six-month extension to correct identified issues. The student must remain enrolled in HSC 8112 during the extension period and pay full tuition for each semester of that extension.

Extensions will not extend beyond the seven year course work requirement as stated above.

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 45 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 CURRICULUM33

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.

Finance

FIN 8314 Financial Planning: Business and Personal

Management

MGT 8208 Leadership and Managing Change

MGT 8230 Administration of Health Care Organizations

Health Science

HSC 8310 Health Care Law and Ethics

HSC 8312 Applied Biomedical Statistics

HSC 8112 Evidence-Based Project Completion

HSC 8211 Evidence-Based Practice I

HSC 8214 Learning Technologies and Informatics

HSC 8314 Evidence-Based Practice II

HSC 8601 Pathophysiology, Biochemistry, Pharmacology I

HSC 8602 Pathophysiology, Biochemistry, Pharmacology II

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FOCUS COURSES	5-12
Choose one or both:	
Educational Administration	7
HSC 8308 Curriculum Design	
HSC 8412 Administration of a Nurse Anesthesia Program	
Management.....	5
ACC 8212 Using Activity Based Management for Improvement	
MGT 8314 Public Health Policy and Management	
TOTAL HOURS.....	38-45

A Sample Part-Time Course Sequence for each Focus

Doctorate of Nurse Anesthesia Practice Educational Administration Focus

Year I	
SUMMER SEMESTER.....	2
HSC 8214 Learning Technologies and Informatics	
FALL SEMESTER	6
HSC 8601 Pathophysiology, Biochemistry and Pharmacology I	
SPRING SEMESTER	6
HSC 8602 Pathophysiology, Biochemistry and Pharmacology II	
SUMMER SEMESTER.....	3
HSC 8312 Applied Biomedical Statistics	
Year II	
FALL SEMESTER	6
HSC 8211 Evidence-Based Practice I	
MGT 8208 Leadership and Managing Change	
MGT 8230 Administration of Health Care Organizations	
SPRING SEMESTER	6
FIN 8314 Financial Planning: Business and Personal	
HSC 8314 Evidence-Based Practice II	
SUMMER SEMESTER.....	4
HSC 8310 Health Care Law and Ethics	
HSC 8112 Evidence-Based Project Completion (may be taken summer of either the second or third year)	
Year III	
FALL SEMESTER	3
HSC 8308 Curriculum Design for Nurse Anesthesia Education	
SPRING SEMESTER	4
HSC 8412 Administration of a Nurse Anesthesia Program	
TOTAL PROGRAM HOURS.....	40

**Doctorate of Nurse Anesthesia Practice
Management Focus**

Year I

SUMMER SEMESTER2
HSC 8214 Learning Technologies and Informatics

FALL SEMESTER6
HSC 8601 Pathophysiology, Biochemistry and Pharmacology I

SPRING SEMESTER.....6
HSC 8602 Pathophysiology, Biochemistry and Pharmacology II

SUMMER SEMESTER3
HSC 8312 Applied Biomedical Statistics

Year II

FALL SEMESTER6
HSC 8211 Evidence-Based Practice I
MGT 8208 Leadership and Managing Change
MGT 8230 Administration of Health Care Organizations

SPRING SEMESTER.....6
FIN 8314 Financial Planning: Business and Personal
HSC 8314 Evidence-Based Practice II

SUMMER SEMESTER4
HSC 8310 Health Care Law and Ethics
HSC 8112 Evidence Based Project Completion (may be taken summer
of either the second or third year)

Year III

FALL SEMESTER2
ACC 8212 Using Activity Based Management for Improvement

SPRING SEMESTER.....3
MGT 8314 Public Health Policy and Management

TOTAL PROGRAM HOURS38

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.

FINANCE (FIN)

8314. Financial Planning: Business and Personal 3 hours
This 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.

HEALTH SCIENCE (HSC)

8112. Evidence-Based Project Completion 1 hour

The student will work with a faculty member to perform a literature search supporting the identified clinical question. The faculty member will guide the student to perform the literature search in a systematic manner using multiple sources. It is anticipated the clinical question will evolve during the literature search.

8210. Advanced Research Methods for Health Science 2 hours

Prerequisite: Certified Register Nurse Anesthetist (CRNA)

The course is a comprehensive overview of research process including methodology, design and interpretation of findings, emphasizes acquiring knowledge and skills essential for critical evaluation of research reports in the Health Sciences. Students will cover the design, ethics and research methods dealing with animals and humans in research.

8211. Evidence Based Practice I 2 hour

The course introduces the fundamentals of evidence-based practice. The student will work with a faculty member to identify a problem from the clinical, business or education area supporting the student's evidence based project.

8214 Learning Technologies and Informatics 2 hour

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.

8308. Curriculum Design for Nurse Anesthesia Education 3 hours

This course will focus on design and implementation, Council on Accreditation of Nurse Anesthesia Education Programs' standards and problem solving in a Nurse Anesthesia program.

8310. Health Care 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

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. Information skills are presented supporting the student's evidence-based project.

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8412. Administration of a Nurse Anesthesia Program 4 hours

This course will focus on the development and administration of faculty and staff in nurse anesthesia programs as well as program recruiting and clinical site development and administration.

8601. Pathophysiology, Biochemistry and, Pharmacology I 6 hours

This course will cover medications and the pharmacological treatment of disease. It will integrate the pathophysiology of various disease states and underlying biochemical mediators, with available pharmacological treatments. This will include Drug Discovery, drug action at Synaptic and neuroeffector junction sites, CNS drugs, drug abuse, drugs of Inflammation, Renal and Cardiovascular Function.

8602. Pathophysiology, Biochemistry, and Pharmacology II 6 hours

This course will cover medications and the pharmacological treatment of disease. It will integrate the pathophysiology of various disease states and underlying biochemical mediators, with available pharmacological treatments. This will include discussions on GI function, Chemotherapeutics of Microbial disease, Neoplastic diseases, Immunomodulators, Blood and blood forming organs, Hormones and antagonists, and Pharmacogenetics, Toxicology.

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.

8230. Administration of Health Care Organizations 2 hours

This course is designed to prepare students for their future roles as healthcare managers. The customary activities of the manager—planning, organizing, decision making, control, and budgeting—are defined, explained, and presented with detailed examples drawn from a variety of health care settings. Students will learn proven management concepts, techniques, models, and tools for managing individuals or teams.

8314. Public Health Policy and Management 3 hours

This course provides an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance programs and managed care organizations, including HMOs. The course will focus on both private and public sector programs. Emphasis will be placed on programs in the US, though the course should be of relevance to organized health care programs in other nations.

Description of Distance Learning Program

Course Delivery

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. Course offering will be phased in over a three year period with all courses being offered in the third year. Blackboard will be the platform used for password protected access to and delivery of each course. The University outsources Blackboard service to a

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private corporation, Embanet. Embanet provides 24 hour customer service; seven days per week to all students enrolled in Texas Wesleyan University courses and will continue to provide this service for new degree course offerings. The courses will be offered as distance education classes only without any on-campus offerings.

Computer Requirements and Technical Issues

The student must have access to a computer that will provide email, Internet access and a printer. Class materials may be posted online. Accessing and printing class material is the student's responsibility. The student will be required to check their course website as per course instructor. The computer should be less than two years old, compatible with Blackboard online systems. Technical support for Blackboard will be provided 24 hours per day; seven days per week by the University's Blackboard provider, Embanet. Embanet's Technical Assistance telephone number will be provided to all students enrolled in Blackboard courses.

Orientation

An orientation DVD will be sent to each student upon registration. The DVD will include 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 the DNAP's webpage at: www.txwes.edu/DNAP/orientation.

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 DNAP 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.

Grading

Grading for each course will be discussed in the 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.

Official Communications

Official communications between the program and the student will be provided by either individual email using the student's assigned Texas Wesleyan University "RamLink" account, by telephone contact with the student, or by posting of general information to the DNAP's webpage at www.txwes.edu/DNAP. Official communication between the student and instructor will be addressed in the course syllabus.

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

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Access to Faculty and Director

The Director of the Doctorate of Nurse Anesthesia Practice and the Director of Program Curriculum and Academics 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. The toll-free number will be given to all students in the program.

Access to each student's academic advisor will be provided to the student upon registration. Prior to registration, the Director of the Doctorate of Nurse Anesthesia Practice will be available for advising and guidance for prospective students.

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Deborah Roark, Director of Grants and Research
Steve Roberts, Associate Vice President of Administrative Services and Human Resources
Kristi Taylor, Director of Human Resources
Kay Van Toorn, University Registrar

Appointed Graduate Faculty

First date indicates year of original appointment to the University.

- TRISHA ANDERSON, Assistant Professor of Management, 2009. B.S. Computer Information Systems, Marist College, 1992; M.B.A., Marist College, 2004; Ph.D., University of Massachusetts Amherst, 2009.
- PAUL N. AUSTIN, Associate Professor, Coordinator of Research and Nurse Anesthesia 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 and Director of Doctoral Programs in Education, 2000; B.Ed., Mary Immaculate College, Ireland, 1983; M.Ed. Texas Wesleyan University, 1996; Ph.D.; University of North Texas, 2002.
- LORAIN SILVESTRO DIECKMANN, Assistant Professor of Pharmacology, 2004. B.A., State University of New York at Buffalo, 1985; Ph.D., University of Pennsylvania, 2000.
- JOE DRYDEN, Assistant 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 Reading and Director of Master's Program in Education, 1992. B.S., Louisiana State University, 1983; M.Ed., 1987; Ph.D., Florida State University, 1991.
- MICHAEL G. ELLISON, Professor of Psychology, 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, Assistant 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.
- SANDRA GATES, Associate Professor of Accounting, Bachelor of Accounting, 2009. University of Houston, 1993; Master of Business Administration, University of Houston, 2000; Ph.D., Arizona State University, 2006.
- MICHELE GREER, Assistant Professor of Counseling, 2009. B.S., University of Texas at Dallas, 1997; M.S., Texas Woman's University, 2000; Ph.D., Texas Woman's University, 2009.
- SANDRA HEIL HART, Professor of Marketing, 1985. B.S., Lamar University, 1969; M.A., University of Texas at Austin, 1971; Ph.D., Texas A&M University, 1984.
- DEBRA MALOY, Assistant 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.
- JOHN EDWARD MARTIN, Director, Graduate Programs of Nurse Anesthesia, 2002; B.S., The George Washington University, 1981; M.S., Virginia Commonwealth University, 1986; M.S., University of Texas Health Science Center at San Antonio, 1989.

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- 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.
- LISA H. MILHOAN, Assistant Professor of Nurse Anesthesia, 2007. B.S.N., Baylor University, 1996; M.H.S., Texas Wesleyan University 1998.
- 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, Assistant Professor of Management, 2007. B.S. Biology, Texas Wesleyan University, 1994; M.B.A., Texas Wesleyan University, 2002; Ph.D., University of North Texas, 2008.
- KALPANA PAI, Associate Professor of Economics/Finance, 2005. Bachelor of Commerce, University of Bombay, 1993; Master of Management Studies, University of Bombay, 1993; M.S., University of Texas at Dallas, 2001; M.S., University of Texas at Dallas, 2004; Ph.D., University of Texas at Dallas, 2004.
- HECTOR A. QUINTANILLA, Professor of Accounting, 1995, Dean of the School of Business and Professional Programs, 2006. B.S., North Texas State University, 1983; M.S., 1983; Ph.D., University of Texas at Arlington, 1996.
- 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.
- RICARDO ESCOBEDO RODRIGUEZ, Professor of Chemistry and McCann Professor, 1990. B.S., Baylor University, 1982; Ph.D., Texas Christian University, 1987.
- EDITA RUZGYTE, Assistant Professor of Counseling, 2007. B.A., Vytautas Magnus University, 1999; B.S., Texas Woman's University, 2002; M.S., Texas Woman's University, 2004; Ph.D., Texas Woman's University, 2007.
- JAMES ROBERT SCHMIDT, Assistant Professor of Anatomy and Physiology, 2009. B.S. University of Wisconsin- Milwaukee 2002, Ph.D., Medical College of Wisconsin, 2008.
- MISTY LINNEA SPARKS, Assistant 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.
- SEAN STOKES, Assistant Professor of Counseling, 2009. B.S. Texas Tech University, 1992; M.A., University of Louisiana at Monroe, 1997; Ph.D., Texas Tech University, 2003.
- CAROL SULLIVAN, Associate Professor of Accounting, 2009. BBA, Texas A&M University 1982; M.S. Business Computer Science, Texas A&M University, 1986; Ph.D., Texas A&M University, 2005.
- 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.
- JOHN R. USELDING, Clinical Instructor of Nurse Anesthesia, 2000. BSN, University of Wisconsin, 1966; Certification in Nurse Anesthesia, Milwaukee County General Hospital, 1972; .M.S., Texas Woman's University, 1985.
- SAMEER VAIDYA, Associate 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.
- CELIA WILSON, Assistant Professor of Education, 2011. B.S., University of Southern Mississippi, 1997; M.Ed., University of Southern Mississippi, 1999; Ph.D., University of North Texas, 2010.

SINAN YILDIRIM, Assistant Professor of Finance, 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.

BRUCE BENZ, Professor of Biology, 1997. B.S., University of North Dakota-Grand Forks, 1978; M.A., University of Colorado, 1981; Ph.D., University of Wisconsin-Madison, 1986.

MIRIAM TANKERSLEY ESPINOSA, Professor of English, 1978, and Director of the M.D. Anderson Pre-Professional Program, 2004. B.A., University of Dallas, 1963; M.A., 1970; Ph.D., University of Texas at Arlington, 1981; J.D., Texas Wesleyan University, 1996.

LOY WILLIAM FRAZIER, JR., Part-time Professor in Health Science, 1994. B.S., University of Texas at Arlington, 1968; Ph.D., University of Texas Southwestern Medical School, 1972.

CONNIE HAHN, 2004, Instructor of Graduate Programs of Nurse Anesthesia, B.S., LaRoche College, 1981, Diploma Anesthesia, LaRoche College, 1981.

MAXINE HARRINGTON, 2003, Professor of Law, B.A., University of North Dakota 1969, J.D. The George Washington University National Law Center, 1977.

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.

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.

THOMAS D. SMITH, Professor of Marketing, 1989. B.B.A., University of Mississippi, 1964; M.B.A., 1965; Ph.D., 1974.

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.

ROBERT JOSEPH WILSON, Professor of Education, 1986. B.S., Quincy College, 1974; M.S.Ed., Southern Illinois University, 1978; Ph.D., 1985.

KAELI VANDERTULIP, Assistant Professor of Library Science and Reference and Information Services Librarian, 2007. B.S., University of Texas at Arlington, 2002; M.S., University of North Texas, 2007.

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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

