



GRADUATE CATALOG

2016 – 2018 Addendum

This addendum only lists additions and corrections to the 2016-2018 Graduate Catalog. It is a supplement to the main catalog, available in hard copy from the Office of Student Records and online at www.txwes.edu/academics/registrar. The next edition of the Texas Wesleyan University Academic Graduate Catalog will be published for academic years 2018-2020. It will be available in June 2014.

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The statements in this publication are for information only and do not constitute a contract between the student and Texas Wesleyan University. Degree requirements in force at the time of initial enrollment will be honored for an individual student. However, the University reserves the right to change any policy, requirement, or fee at any time during the student's enrollment.

Table of Contents

Table of Contents.....	2
University Calendar.....	6
Academic Calendar.....	6
THE UNIVERSITY.....	18
Accreditation**.....	18
Memberships **.....	18
Organization **.....	19
The Campus **.....	20
Special University Programs **.....	20
Alumni Association **.....	20
EXPENSES **.....	21
Expenses 2017-2018.....	21
Graduate Tuition and Course Fees.....	21
Residential Living Fees.....	22
Payment of Accounts **.....	22
Student Financial Responsibility.....	23
Payment Plan **.....	23
Change of Schedule (Add/Drop/Withdrawals)**.....	23
Refund Policy **.....	24
ACADEMIC AND STUDENT SERVICES.....	26
Athletics **.....	26
Bookstore **.....	27
Dining Facilities **.....	27
Health Services **.....	27
Identification Card **.....	28
International Programs **.....	28
Study Abroad & Exchange **.....	28
Marketing and Communications **.....	28
Spiritual Life **.....	29
Residence Life **.....	29
Student Affairs **.....	30
Student Publications **.....	30
Technology Services **.....	31
Media and classroom support **.....	31
Network Connections **.....	31
UNIVERSITY POLICIES.....	32
Safety of Person and Property.....	32
Texas Wesleyan Alerts (Alerts).....	32
Students with Disabilities **.....	32
Procedure for Obtaining Academic Accommodation**... ..	33
Coordinator for Civil Rights Compliance Efforts **.....	34
Student Grievance Procedures.....	35
Unified Harassment and Discrimination Policy **.....	37
Title IX Overview.....	37
Lodging of Complaint involving a Staff Employee, Guests or Vendor **.....	38
Lodging of Complaint involving a Student**.....	38
Student Complaint Policy **.....	40
Policy on Written Student Complaints.....	40
ACADEMICS: PROGRAMS, OFFICES, POLICIES.....	42
Graduate and Professional Programs.....	42
Roles of Academic Offices **.....	42

Academic Deans **	42
Academic Policies.....	43
Grading **	45
SPECIAL ACADEMIC PROGRAMS.....	48
Distance Education	48
GRADUATE PROGRAMS IN BUSINESS**	49
Faculty	49
Mission	49
Accreditation.....	49
Degrees and Programs Offered.....	49
Master of Business Administration (M.B.A.)	49
Admission to M.B.A. Program	50
Admissions Criteria.....	50
Bridge program.....	51
English Proficiency	52
Official Transcripts.....	52
M.B.A. Admissions Status.....	52
Provisional Admission	52
Certificate Students.....	52
Readmission to the M.B.A. Program.....	53
Graduate Faculty.....	53
Graduate Committee in Business.....	54
Graduate Student Orientation	54
Academic Policies.....	54
Attendance.....	54
Transfer Credit	54
Time Limitation.....	55
Residency Requirement.....	55
Grading.....	55
Minimum Academic Standards	55
Graduation Requirements	56
Capstone Integrative Course.....	56
Sequence of Events for Graduate Students.....	56
Program Requirements	57
Course Descriptions.....	58
Accounting (ACC)	58
Business Administration (BUA).....	60
Economics (ECO).....	61
Finance (FIN)	61
Management (MGT).....	62
Management Information Systems (MIS)	64
Marketing (MKT).....	65
GRADUATE PROGRAMS IN EDUCATION.....	66
Degrees and Programs Offered **.....	66
Professional Certifications.....	66
MASTER'S PROGRAMS IN EDUCATION	67
Faculty	67
Degree and Programs Offered **	68
Professional Certifications.....	68
Program Structure of Master's Programs in Education	69
Admission to the Master of Education (M.Ed.) and Master of Arts in Teaching (M.A.T.) Programs**	69
Admissions Criteria.....	69
Graduation Requirements for the Master in Education and Master of Arts in Teaching Programs **	70

Sequence of Events for Master of Education and Master of Arts in Teaching Students **	70
Professional Certifications **	73
Professional Certifications	73
Course Descriptions **	75
Education (EDU)	75
DOCTOR OF EDUCATION PROGRAM	79
Faculty	79
Degrees and Programs Offered **	79
Professional Certifications	79
Professional Certification in Administration **	79
Superintendent Certificate, Non-degree Seeking Status	79
Program Requirements	80
Principal Certification	80
GRADUATE PROGRAMS OF HEALTH PROFESSIONS	82
Degrees and Programs Offered **	82
GRADUATE PROGRAMS IN COUNSELING	83
Faculty	83
Degrees Offered **	83
Admission to Master’s Programs in Counseling**	84
Admissions Criteria	84
Admissions Process	85
Course Descriptions	86
Counseling (COU)	86
Marriage and Family Therapy (MFT)	86
GRADUATE PROGRAMS OF NURSE ANESTHESIA	87
Degrees and Programs Offered	87
Other Programs	87
MASTER’S PROGRAMS IN NURSE ANESTHESIA	88
Faculty	88
Degrees Offered	88
MSNA Policies and Expenses	88
Expenses and Fees	88
DOCTORAL PROGRAM IN NURSE ANESTHESIA	90
DOCTOR OF NURSING PRACTICE PROGRAM	91
Faculty	91
Degree and Programs	91
Doctor of Nursing Practice Program – Family Nurse Practitioner Focus (DNP-FNP)	91
Program Format and Requirements	92
Graduate Faculty in the DNP-FNP Program	93
Admission to the DNP-FNP Program	93
Application	94
Admission Status	94
Progression Requirements for the DNP Program-FNP Focus	94
Graduation Requirements for the DNP Program-FNP Focus	95
DNP Project	96
Non-Degree Seeking Students	97
Academic Policies	97
Transfer credit	97
Background Checks, Drug Screens and immunizations	97
Residency requirement	98
DNP-FNP Graduate Committee	98
Advising, registration and orientation	98

Access to the Faculty, advisor, program director and dean	98
Sequence of events for DNP-FNP students.....	99
Program Requirements	99
Course Descriptions	100
Family Nurse Practitioner (FNP).....	100
TRUSTEES, ADMINISTRATION, FACULTY	106
Board of Trustees.....	106
Chairman’s Council.....	106
Trustees Emeriti	106
Principal Administrative Officers.....	107
Administrative Staff.....	107
Appointed Graduate Faculty	108
Contributing Graduate Faculty	110
Index.....	111

University Calendar

ACADEMIC CALENDAR

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

SUMMER 2017

(Dates and times subject to change)

SUMMER EXTENDED SESSION (SUE)

May 13 – August 13

May 5		Last day to pay 100% to hold Summer II 2017 registration
May 13-14	Saturday-Sunday	Track A & C classes begin; Official first day of Weekend Program
May 15	Monday	Students and Faculty should check course schedule in Ralink for course meeting times
May 20-21	Saturday-Sunday	Weekend Track B classes begin

SUMMER I (SU1)

March 1	Wednesday	Financial Aid Priority Date for Summer
March 20-24	Monday-Friday	Advising week (Sophomore-Senior)
March 27-April 3		Priority online registration for Summer I 2017
April 4-May 23		Open online registration for Summer I 2017
May 5	Friday	Last day to pay 100% to hold Summer I and SUE 2017 registration
May 29	Monday	Memorial Day; University closed

June 5	Monday	Classes begin; Official first day of classes; Late registration for SU1 2017
June 6	Tuesday	Last day to register or to add a class for Summer I 2017
June 21	Wednesday	Last day to drop a class for Summer I 2017
July 4	Tuesday	University holiday, offices closed
July 6	Thursday	Last day of classes/Final examinations

SUMMER II (SU2)

March 1	Wednesday	Financial Aid Priority Date for Summer
March 27- April 3		Priority online registration for Summer II 2017
April 4- July 5		Open online registration for Summer II 2017
May 5	Friday	Last day to pay 100% to hold Summer II 2017 registration
July 4	Tuesday	University holiday, offices closed
July 10	Monday	Classes begin; Official first day of classes; Late registration
July 11	Tuesday	Last day to register or add a class for Summer II 2017
July 26	Wednesday	Last day to drop a class for SUII, SUE and Weekend Program
August 5-6	Saturday- Sunday	Weekend Track A final examinations
August 9	Wednesday	Last day of classes / Final examinations Summer II 2017
August 12-13	Saturday- Sunday	Weekend Track B & C final examinations

FALL 2017

(Dates and times subject to change)

March 1	Wednesday	Financial Aid Priority Date for Fall 2017
March 27- April 3		Priority online registration for Fall 2017

8 Texas Wesleyan University

April 3	Monday	Last day to apply for December 2017 graduation
April 4- June 15		Open online registration for Fall 2017
June 16- August 17		Late online registration; Late fee applies
August 5	Saturday	Last day to make 100% payment to hold Fall 2017 Registration
August 13	Sunday	Residence Halls open for first year students only at 2 p.m.
August 14	Monday	Faculty arrive 9:00 a.m. for fall semester; All Faculty meeting & School Meetings.
August 17- August 18	Thursday- Friday	Students and Faculty should check course schedule in Ramlink for course meeting dates.
August 18- August 23	Friday- Wednesday	Late registration in Office of Student Records; Late fee applies
August 19	Saturday	Residence Halls open for returning students
August 21	Monday	Classes begin 8:00 a.m.; Official First day of Weekday classes
August 23	Wednesday	Last day to register or add a class for Fall 2017
August 24	Thursday	President's Picnic 4:30 p.m.
August 26-27	Saturday- Sunday	Weekend Program Track A & C classes begin; Official first day of Weekend Program
August 29	Tuesday	Faculty/Staff Convocation 12:15 p.m. (proposed)
September 2- September 3	Saturday- Sunday	Weekend program classes do not meet
September 4	Monday	Labor Day, University closed
September 9- September 10	Saturday- Sunday	Weekend Program Track B classes begin
September 25	Monday	Last day to remove grade of "I"
October 6	Friday	Fall break; University closed
October 7-8	Saturday- Sunday	Weekend Program Track B & C classes meet
October 17	Tuesday	Mid-semester grades due by noon

October 30- November 6		Priority online registration for Spring and May Term 2018
November 7- December 5		Open online registration for Spring and May Term 2018
November 1	Wednesday	Last day to apply for Spring or Summer 2018 graduation
November 14	Tuesday	Last day to drop a class for Fall 2017
November 20- November 24	Monday- Friday	Thanksgiving Break; Classes do not meet; University open until noon Wednesday
November 22	Wednesday	University closes at Noon
November 23- November 24	Thursday- Friday	Thanksgiving Holiday; University Closed
November 25- November 26	Saturday- Sunday	Weekend Program classes do not meet
December 2-3	Saturday- Sunday	Weekend Program Track A final examinations
December 5	Tuesday	Official last day of classes
December 5	Tuesday	Last day to make 100% payment to hold Spring 2018 Registration
December 6	Wednesday	Final examinations for Wednesday evening classes; no day classes (Dead Day)
December 6- January 14		Late registration for Spring 2018; late fee applies
December 7- December 12	Thursday- Tuesday	Final examinations
December 9- December 10	Saturday- Sunday	Weekend Program Track B&C final examinations
December 12	Tuesday	Fall semester ends
December 15	Friday	Robing Ceremony 11:00 a.m.; Office of Student Records closed for graduation preparation
December 16	Saturday	Graduation Convocation 10:00 a.m.
December 16	Saturday	Residence Halls close for Winter Break
December 23- January 7		Christmas and New Year's holiday; University closed

WINTER TERM 2017

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

SPRING 2018

(Dates and times subject to change)

October 30- November 6		Priority online registration for Spring 2018
November 7- December 5		Open online registration
November 1	Wednesday	Financial Aid Priority Date for Spring 2018
December 5	Tuesday	Last day to make 100% payment to hold Spring 2018 early registration
December 6- January 14		Late registration for Spring 2018; Late fee applies.
January 12	Friday	Faculty arrive 9:00 a.m. for spring semester; Late registration
January 14	Sunday	Residence Halls open 2:00 p.m.
January 15	Monday	Martin Luther King, Jr. Day; University closed
January 16-19	Tuesday- Friday	Late registration in Office of Student Records; Late fee applies
January 17	Wednesday	Classes begin 8:00 a.m. Official first day of weekday classes
January 19	Friday	Last day to register or add a class for Spring 2018
January 20- January 21	Saturday- Sunday	Track A&C classes begin; Official first day of Weekend Program
January 23	Tuesday	Faculty/staff information session 12:15 p.m.
January 27- January 28	Saturday- Sunday	Weekend Track B classes begin
February 25	Friday	Last day to remove grade of "I"
March 12-16		Spring Break
March 17-18	Saturday- Sunday	Weekend Program classes do not meet
March 19	Monday	Classes resume 8:00 a.m.
March 20	Tuesday	Mid-semester grades due noon
March 29	Thursday	No classes scheduled; University remains open

University Calendar 11

March 30	Friday	Easter vacation begins 8:00 a.m.; University closed
March 31- April 1	Saturday- Sunday	Weekend Program classes do not meet
April 2-9		Priority online registration for Fall 2018
April 2	Monday	Last day to apply for December 2018 graduation
April 10- June 15		Open online registration for Fall 2018
April 17	Tuesday	Last day to drop a class
April 28-29	Saturday- Sunday	Weekend Program Track A final examinations
May 5-6	Saturday- Sunday	Weekend Program Track B & C final examinations
May 8	Tuesday	Official last day of classes
May 9	Wednesday	Final examinations for Wednesday evening classes; no day classes (Dead Day)
May 10-15	Thursday- Tuesday	Final examinations
May 15	Tuesday	Spring semester ends
May 18	Friday	Robing Ceremony 11:00 a.m.; Office of Student Records closed for graduation preparation
May 19	Saturday	Graduation Convocation 10:00 a.m.; Residence Halls close

MAY TERM 2018

(Dates and times subject to change)

October 30- November 6		Priority online registration for May Term 2018
November 7- December 5		Open online registration for May Term 2018
December 5	Tuesday	Last day to make 100% payment to hold
April 2-9		Priority online registration for Fall 2018
April 10- May 8		Open online registration for May Term 2018
May 5	Saturday	Last day to make 100% payment to hold May Term 2018 registration

12 Texas Wesleyan University

May 21	Monday	Classes begin; Late registration; Last day to register or add a May Term 2018 class
May 28	Friday	Memorial Day, University closed
June 1	Friday	Last day to drop a May Term 2018 class
June 8	Friday	Final exam or Project due

SUMMER 2018

(Dates and times subject to change)

SUMMER EXTENDED SESSION (SUE)

May 19 – August 15

May 14	Monday	Students and Faculty should check course schedule in Ramlink for course meeting times
May 19-20	Saturday-Sunday	Track A & C classes begin; Official first day of Weekend Program
May 26-27	Saturday-Sunday	Weekend Track B classes begin

SUMMER I (SU1)

March 1	Thursday	Financial Aid Priority Date for Summer
March 26- April 2		Priority online registration for Summer I 2018
April 3- May 31		Open online registration for Summer I 2018
May 5	Saturday	Last day to pay 100% to hold Summer I and SUE 2018 registration
May 28	Monday	Memorial Day; University closed
June 11	Monday	Classes begin; Official first day of classes; Late registration for SU1 2018
June 12	Tuesday	Last day to register or to add a class for Summer I 2018
June 27	Wednesday	Last day to drop a class for Summer I 2018
July 4	Wednesday	University holiday, offices closed
July 12	Thursday	Last day of classes/Final examinations

SUMMER II (SU2)

March 1	Thursday	Financial Aid Priority Date for Summer
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University Calendar 13

March 26- April 2		Priority online registration for Summer II 2018
April 3-July 5		Open online registration for Summer II 2018
May 5	Saturday	Last day to pay 100% to hold Summer II 2018 registration
July 4	Wednesday	University holiday, offices closed
July 16	Monday	Classes begin; Official first day of classes; Late registration
July 17	Tuesday	Last day to register or add a class for Summer II 2018
August 1	Wednesday	Last day to drop a class for SUII, SUE and Weekend Program
August 11-12	Saturday-Sunday	Weekend Track A B & C final examinations
August 15	Wednesday	Last day of classes/Final Examinations Summer II 2018

FALL 2018

(Dates and times subject to change)

March 1	Thursday	Financial Aid Priority Date for Fall 2018
March 26- April 2		Priority online registration for Fall 2018
April 2	Monday	Last day to apply for December 2018 graduation
April 3- June 15		Open online registration for Fall 2018
June 16- August 15		Late online registration; Late fee applies
August 5	Sunday	Last day to make 100% payment to hold Fall 2018 Registration
August 12	Sunday	Residence Halls open for First year and New Transfer Students at 2 p.m.
August 13	Monday	Faculty arrive 9:00 a.m. for fall semester; All Faculty meeting & School Meetings.
August 15-16	Wednesday-Thursday	Students and Faculty should check course schedule in Ramlink for course meeting dates.
August 16-22	Thursday-Wednesday	Late registration in Office of Student Records; Late fee applies

14 Texas Wesleyan University

August 18	Saturday	Residence Halls open for Upperclassmen
August 20	Monday	Classes begin 8:00 a.m.; Official first day of Weekday classes
August 22	Wednesday	Last day to register or add a class for Fall 2018
August 23	Thursday	President's Picnic 4:30 p.m.
August 28	Tuesday	Faculty/Staff Convocation 12:15 p.m. (proposed)
August 25-26	Saturday-Sunday	Weekend Program Track A & C classes begin; Official first day of Weekend Program
August 28	Tuesday	Faculty/Staff Convocation 12:15 p.m. (proposed)
September 1-September 2	Saturday-Sunday	Weekend program classes do not meet
September 3	Monday	Labor Day; University closed
September 8-9	Saturday-Sunday	Weekend Track B classes begin
September 24	Monday	Last day to remove grade of "I"
October 5	Friday	Fall break; University closed
October 6-7	Saturday-Sunday	Weekend Program Track B & C classes meet
October 15	Monday	Mid-semester grades due by noon
October 22-October 29		Priority online registration for Spring and May Term 2019
October 30-December 5		Open online registration for Spring and May Term 2019
November 1	Thursday	Last day to apply for Spring or Summer 2019 graduation
November 13	Tuesday	Last day to drop a class for Fall 2018
November 19-November 23	Monday-Friday	Thanksgiving Break; Classes do not meet; University open until noon Wednesday
November 21	Wednesday	University closes at Noon
November 22-November 23	Thursday-Friday	Thanksgiving Holiday; University Closed
November 24-November 25	Saturday-Sunday	Weekend Program classes do not meet

December 1- December 2	Saturday- Sunday	Weekend Program Track A final examinations
December 4	Tuesday	Official last day of classes
December 5	Wednesday	Final examinations for Wednesday evening classes; no day classes
December 5	Wednesday	Last day to make 100% payment to hold Spring 2019 Registration
December 5- December 11	Thursday- Tuesday	Final examinations
December 6- January 9		Late registration for Spring 2019; late fee applies
December 8-9	Saturday- Sunday	Weekend Program Track B & C final examinations
December 11	Tuesday	Fall semester ends
December 14	Friday	Robing Ceremony 11:00 a.m.; Office of Student Records closed for graduation preparation
December 15	Saturday	Graduation Convocation; 10:00 a.m.
December 15	Saturday	Residence Halls close for Winter Break
December 20- January 2		Christmas and New Year's holiday; University closed

WINTER TERM 2018

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

SPRING 2019

(Dates and times subject to change)

October 22-29		Priority online registration for Spring 2019
October 30- December 5		Open online registration
November 1	Thursday	Financial Aid Priority Date for Spring 2019
December 5	Wednesday	Last day to make 100% payment to hold Spring 2019 Registration
December 6- January 13		Late registration for Spring 2019; Late fee applies
January 13	Sunday	Residence Halls open 2:00 p.m.
January 14	Monday	Faculty arrive 9:00 a.m. for spring semester; Late registration

16 Texas Wesleyan University

January 14-18	Monday-Friday	Late registration in Office of Student Records; Late fee applies
January 16	Wednesday	Classes begin 8:00 a.m. Official first day of weekday classes
January 18	Friday	Last day to register or add a class for Spring 2019
January 19- January 20	Saturday-Sunday	Weekend Program classes do not meet
January 21	Monday	Martin Luther King, Jr. Day; University closed
January 22	Tuesday	Faculty/staff information session 12:15 p.m.
January 26- January 27	Saturday-Sunday	Track A and C classes begin; Official first day of Weekend Program
February 2-3	Saturday-Sunday	Weekend Track B classes begin
February 28	Thursday	Last day to remove grade of "I"
March 7	Thursday	Mid-semester grades due noon
March 11-15		Spring Break
March 16-17	Saturday-Sunday	Weekend Program classes do not meet
March 18	Monday	Classes resume 8:00 a.m.
March 25- April 1		Priority online registration for Fall 2019
April 1	Monday	Last day to apply for December 2019 graduation
April 2- June 15		Open online registration for Fall 2019
April 17	Wednesday	Last day to drop a class
April 18	Thursday	Easter vacation begins; University remains open
April 19	Friday	Easter vacation; University closed
April 20-21	Saturday-Sunday	Weekend Program classes do not meet
May 4-5	Saturday-Sunday	Weekend Program Track A final examinations
May 7	Tuesday	Official last day of classes

University Calendar 17

May 8	Wednesday	Final examinations for Wednesday evening classes; no day classes (Dead Day)
May 9-14	Thursday-Tuesday	Final examinations
May 11-12	Saturday-Sunday	Weekend Program Track B&C final examinations
May 14	Tuesday	Spring semester ends
May 17	Friday	Robing Ceremony 11:00 a.m.; Office of Student Records closed for graduation preparation.
May 18	Saturday	Graduation Convocation; 10:00 a.m.; Residence Halls Close

MAY TERM 2019

(Dates and times subject to change)

October 22-29		Priority online registration for May Term 2019
October 30-December 2		Open online registration for May Term 2019
December 5	Sunday	Last day to make 100% payment to hold May Term 2019 early registration
March 25-April 1		Priority online registration for Fall 2019
April 2-May 1		Open online registration for May Term 2019
May 5	Saturday	Last day to make 100% payment to hold May Term 2019 registration
May 20	Monday	Classes begin; Late registration; Last day to register or add a May Term 2019 class
May 27	Monday	Memorial Day; University closed
May 31	Friday	Last day to drop a May Term 2019 class
June 7	Friday	Final exam or Project due

THE UNIVERSITY

Accreditation**

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

Program accreditation includes:

American Society of Biochemistry and Molecular Biology
Association to Advance Collegiate Schools of Business
Commission on Accreditation of Athletic Training Education
Commission on Accreditation for Marriage and Family Therapy
Education
Council on Accreditation of Nurse Anesthesia Educational Programs
National Association of Schools of Music
State Board for Educator Certification/Texas Education Agency
University Senate of the United Methodist Church

**New accreditation

Memberships **

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

North Texas Commission **
Sooner Athletic Conference
Southern Association of Colleges and Schools
Texas Association of Collegiate Registrars and Admissions
Officers
Texas Association of Student Financial Aid Administrators
Texas Council of Arts in Education
Texas Counseling Association
Texas Music Educators Association
Texas United Methodist College Association
Texas Association of College Admission Counselors

** Update of nursing membership and addition of North Texas
Commission

Organization **

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

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

The academic schools and programs reporting to the Provost include the Schools of Arts and Letters, Business Administration, Education, Health Professions, and Natural and Social Sciences led by the dean of each respective school.

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

** Changes reflect organizational restructure and addition of a dean in the School of Health Professions.

The Campus **

Brown-Lupton Campus Center (1981) contains lounge areas, a vending area, and the Carter Conference Meeting room. Housed in this building are the Dean of Students, the Athletic Director, Student Engagement Offices, **Athletic Weight Room** 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.

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

**Name correction

Special University Programs **

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 its alumni and encourages continued alumni involvement **through special events, volunteer opportunities, reunion programming and philanthropic initiatives.**

The alumni association is invested in the success of the University's students and provides student programs including the Graduation Gift program, the alumni scholarship program, TAG (Thanking All Givers) Day and Commencement pinning.

The Alumni Office is located in the Oneal-Sells Administration Building and has an open door policy to all alumni and future alumni.

**Updates to description

EXPENSES **

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

Expenses 2017-2018

GRADUATE TUITION AND COURSE FEES

Business

Admission application fee	\$ 64
M.B.A. tuition, per semester hour	836
General fee, per semester hour	88
Technology fee, per semester hour	36
Management Information Systems 6302	395
Auditing courses, per course.....	254

Counseling

Admission application fee	\$ 64
Master's tuition, per semester hour	836
Doctoral Tuition, per semester hour	886
Doctoral MFT program fee.....	96
General fee, per semester hour	86
Technology fee, per semester hour	36
Counseling 6314	160
Marriage and Family Therapy 8320, 8321, 8322, 8323, 8324, 8325	440
HEPPA Related Fee.....	60
Auditing courses, per course.....	254

Education

Admission application fee	\$ 64
Master's Tuition, per semester hour	576
Doctoral Tuition, per semester hour	836
General fee, per semester hour	88
Technology fee, per semester hour	36
Graduation Scholars in Education fee, per semester hour	14
Education 6335	160
Auditing courses, per course.....	254
Comprehensive Exam Transcription Fee (if applicable)	53

Nurse Anesthesia

Admission application fee	\$ 66
Master's Tuition, per semester hour	992
NA Educator Certificate Tuition, per semester hour	592
Doctoral Tuition, per semester hour	1,046
DNAP General fee, per semester hour.....	74
DNAP Technology fee, per semester hour	30
MSNA Program fee (in lieu of General and Technology fees)	139
Clinical Fee, per clinical semester	398
NA Electronic Course Materials Fee	90
NA Exam and Review Fee (one-time).....	354
Auditing courses, per course.....	254

Miscellaneous Fees

Catalog (printed copy).....	5
Checks returned by bank for insufficient funds	36
Conference course, in addition to tuition	
One-Hour course.....	274
Two-Hour course	478
Three-Hour course	676
Master’s Graduation fee	*130
Doctoral Graduation fee	*444
Graduation Application Late Fee	*34
Graduation Application within two months of graduation	*230
Identification card replacement	20
International student insurance (annually)	current rate
Late Registration Fee (per semester).....	122
Official Transcript Fee	7/paper copy, 5/electronic copy

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

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

*The graduation fee must be paid even if the graduate does not participate in the commencement ceremony. The Master’s fee covers the cost of the printed diploma and the academic regalia, including hood. The Doctoral fee covers the cost of the printed diploma and the rental of academic regalia, including hood. Late applications are subject to an additional fee depending on the severity of the missed deadline (see page 99).

****Update of expenses**

RESIDENTIAL LIVING FEES

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

Payment of Accounts **

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

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

STUDENT FINANCIAL RESPONSIBILITY

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

PAYMENT PLAN **

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

**Update in wording

CHANGE OF SCHEDULE (ADD/DROP/WITHDRAWALS)**

After the term starts, a student who drops a class or withdraws from the University is subject to penalty.
No adjustment will be made to fees, including course fees.

The refund policy is based on the start date of the term as follows for long terms (Fall, Spring and Summer Extended):

0-5 calendar days from start of term = 100% refund of tuition
6-10 calendar days from start of term = 75% refund of tuition
11-15 calendar days from start of term = 50% refund of tuition
16-20 calendar days from start of term = 25% refund of tuition
After 20 calendar days from start of term = no adjustment to tuition

Short-term refund policy is based on class start date for short terms (Summer I and Summer II):

Before class begins through 3rd calendar day = 100% refund of tuition
Beginning 4th calendar day there is no adjustment to charges

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

** Updated payment plan wording and refund schedule for Add/Drops and combined with Withdrawals.

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.

REFUND POLICY **

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

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

Institutional aid is non-refundable.

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

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

Student accounts are subject to change, even after refunds are issued. Students will be responsible for any balance resulting from an adjustment to their account.

**** Update to Refund Policy information**

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

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

Deposit Refund Policy

100% refund before August 1

50% refund from August 1 and first day to move in

0% refund after first day to move in

Contract Refund Policy

100% refund before first day to move in

0% refund after first day to move in

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

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

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

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

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

ACADEMIC AND STUDENT SERVICES

Athletics **

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

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

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

Athletic facilities include the Sid W. Richardson Gymnasium (men and women's basketball, women's volleyball and table tennis), Sycamore Park (men's baseball and women's softball), Martin Field (men and women's soccer), and the **newly constructed Athletic Weight Room**.

Texas Wesleyan University athletics is supported by **a full staff** 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.

**** Updates to teams, facilities and staffing.**

Bookstore **

Follett Higher Education Group manages the Texas Wesleyan University Bookstore. Follett (817-531-4272) handles all campus bookstore needs, including books, which may be purchased, in a print or digital form, and/or rented by the semester. In addition to textbooks; clothing, school supplies, graduation regalia, school rings, gifts, snacks, personal items, and special orders are also available. 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 2:00 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. For further information or to place an online order anytime, please visit www.txwesshop.com

** Update of information

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 The West Express Eatery, a fast food grill that is located on the north side of the Baker building. This additional food venue has flexible hours of operation and a wide variety of breakfast, lunch, and snack items.

** Update of facilities

Health Services **

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

** Change in name, was Health Center.

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 **\$20 ID card replacement fee**. The card is to be shown or returned when asked for by a University official.

**** Update of replacement cost**

International Programs **

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

STUDY ABROAD & EXCHANGE **

Students interested in studying abroad on a short-term faculty-led, semester, summer, or yearlong 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. **Student and faculty exchanges, as well as Texas Wesleyan University international island and dual enrollment programs, are summarily coordinated by the International Programs Office.**

**** Update of name and description**

Marketing and Communications **

The Office of Marketing & Communications supports the mission and vision of Texas Wesleyan by developing clear communications about news, events and weather emergencies. In addition to this direct communication, the Office supports the marketing & communications needs of academic and administrative offices across campus. Marketing & Communications increases awareness and perception of the University through advertising campaigns, direct mail and email marketing, digital marketing, as well as other strategic initiatives including public relations, media relations and support of major University events.

****Update to description**

Spiritual Life **

Spiritual Life at Texas Wesleyan seeks to nurture theological depth, spiritual wholeness, and compassionate living for students, staff, and faculty. We seek to create an environment that cultivates a spirit of community, is a place for discovery of truth, and recognizes similarities and differences, that fosters compassion and respect. With this in mind, we offer two weekly programs: 1) Chapel, a Christian worship service followed by lunch; and 2) Common Meal, an interfaith meal with discussion. Throughout the year, various other spiritual activities and opportunities will be offered to reach out to our community. Also, in conjunction with the Student Life Office, a prayer/mediation room has been established to offer a place to withdraw and reconnect spiritually. This unique space is welcoming to all faith backgrounds.

With a diverse student body, our goal is to be mindful of the various religious preferences and practices of our community. While we may not always agree with one another, we can learn from each other and learn how to better serve a world in need. Whoever you are and wherever you are on your journey of faith, you are always welcome.

** Name change, was Religious Life, also change in description.

Residence Life **

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 Residence Life office supervises** the housing of all students on campus. Each hall has a staff consisting of students and professional staff members dedicated to the community development among residents.

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

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

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

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

West Village is a 250-bed apartment style housing facility. This three-story building has a combination of efficiencies and four-bedroom apartments. **Upper-class and Graduate students are encouraged to live in West Village.**

Open and closing dates and other pertinent housing information can be found **online or from the Residence Life office located in Brown-Lupton.**

****Name changes, was Student Life, update of information.**

Student Affairs **

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

The **main offices of Student Affairs, including Student Engagement and Residence Life** are located on the first floor of the Brown-Lupton Campus Center and is supervised by the Dean of Students. This division is responsible for special events, diversity programs, recreation, intramurals, leadership development and many other services. **Students can** participate in selecting, planning and producing programs. Additionally, the Student Government Association and the many other campus organizations provide a variety of activities and programs. **To contact the Division of Student Affairs, call 817-531-4872 or see <https://txwes.edu/studentlife/> for more information.**

****Name changed and update of information.**

Student Publications **

Texas Wesleyan University sponsors three media outlets in which students are involved: Rambler Media Group- The Rambler, a bi-weekly newspaper; the rambler.org, updated throughout the week online; Rambler TV, weekly news and sports casts and Ram Integrated Media Group, a multipurpose marketing group, a weekly newspaper; Aries, a national journal of creative expression publishing poetry, fiction, drama, essays, photography, and art; and

The Wesleyan Graduate Review, a peer-reviewed journal that provides a forum for timely discussion of educational issues. All students are eligible to work on The Rambler. Aries is partially staffed by student editorial interns who receive academic credit. Each publication has a faculty/staff advisor and is recognized by such organizations as the Texas Intercollegiate Press Association and the American Collegiate Press Association.

** Update of description and publications

Technology Services **

CLASSROOM.NEXT

Classroom.NEXT is an award winning, next-generation classroom that was designed by Texas Wesleyan faculty and staff. The classroom features furniture and equipment that can be easily reconfigured to promote multiple instructional methods and student comfort. This space also offers dedicated technology, including whiteboards, laptops, and iPod Touch to enable and support collaborative learning goals.

** Addition of technology service

MEDIA AND CLASSROOM SUPPORT **

Media and Classroom Support provides audio-visual support services for Texas Wesleyan students, faculty and staff. In addition to providing technical support for classroom audio-visual systems, various types of AV equipment are available for use on campus. These items include video cameras, document cameras, video projectors, screens and sound systems. A fully equipped video studio and audio booth are available for students when producing class-related projects.

** Updated name and information

NETWORK CONNECTIONS **

Texas Wesleyan provides both wired and wireless network connection options for both University-owned and personally owned devices, including gaming consoles. All wireless connections must be authenticated using one's University credentials; e.g. username and password. For assistance with connectivity, please contact the University Service Desk at 817-531-4428.

** Updated information

UNIVERSITY POLICIES

Safety of Person and Property

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

TEXAS WESLEYAN ALERTS (ALERTS)

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

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

Students with Disabilities **

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

PROCEDURE FOR OBTAINING ACADEMIC ACCOMMODATION**

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

If a student with a disability requires an adjustment, the student must present relevant, verifiable, professional documentation or assessment reports, confirming the existence of the disability, to the Director of Disability Services for review. **The student should submit the Online Request for Accommodations to begin the process. Students will have the option to meet face-to-face or to work with the office via official University electronic means (e.g., University email, communication through Blackboard, or by telephone).** See contact information below. Further documentation may be required to confirm the disability claim or to assist the University in determining the appropriate academic adjustment. An interview with the Director may be required for this purpose. Following its review, the Director will reach a determination regarding the existence of the disability for purposes of providing an academic adjustment. Information concerning a student's disability will be treated in a confidential manner in accordance with University policy as well as applicable federal and state law.

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

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

Application Deadlines:**

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

Fall: November 15 Spring: **April 1**

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

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

34 Texas Wesleyan University

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

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

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

****Update to policy and date change**

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

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

Dr. Michael Ellison, Director
Disability Services

Physical address:
3110 E Rosedale Street
Fort Worth, TX 76105

Mailing address:
1201 Wesleyan Street
Fort Worth, TX 76105

Email, Website and Phone:

mellison@txwes.edu

<https://txwes.edu/student-life/disability-services/>
817-531-4468

****Update to contact information**

STUDENT GRIEVANCE PROCEDURES

Definition and Scope:

Note: The following grievance procedure applies to disability complaints. All other complaints regarding discrimination or harassment must be referred to the Unified Harassment and Discrimination Policy (see page 76).

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 deans may be contacted as follows:

School of Arts & Letters
Dr. Mark Hanshaw
mhanshaw@txwes.edu

School of Health Professions
Dr. Heidi Taylor
htaylor@txwes.edu

School of Business
Dr. Hector Quintanilla
hquintanilla@txwes.edu

School of Education
Dr. Carlos Martinez
cmartinez@txwes.edu

School of Natural and Social Sciences
Dr. Ricardo E. Rodriguez
rrodriguez@txwes.edu

****Update to contact information**

- The dean of the school will review the student's grievance and accompanying documentation or information and consider that information with respect to the requirements and discrimination prohibitions as defined by Section 504 and the ADA.
- The dean shall render a written decision within 15 calendar days.
- The dean is granted authority to take appropriate action if necessary.

Formal Review:

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

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

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

**** Update to information and name change.**

Unified Harassment and Discrimination Policy **

TITLE IX OVERVIEW

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

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

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

Title IX Scope **

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

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

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

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

Title IX Coordinator

- Associate Vice President for Human Resources
 - 817-531-4403
 - Human Resources Office, Basement, Oneal-Sells Administration Building

Title IX Assistant Coordinators

- Athletic Director
 - 817-531-4874
 - Athletics Office, 2nd Floor, Sid Richardson Building
- Dean of Students
 - 817-531-4872
 - Student Life Suite, First Floor, Brown-Lupton Campus Center
- Purchasing Director
 - 817-531-4298
 - Purchasing Office, Basement, Oneal-Sells Administration Building

**Update to information

LODGING OF COMPLAINT INVOLVING A STAFF EMPLOYEE, GUESTS OR VENDOR **

Persons who have complaints alleging harassment (other than sexual harassment) or discrimination against a staff employee, guest or vendor are encouraged to raise them either orally or in writing to the Associate Vice President of Human Resources, Director of Purchasing, a supervisor, the department head, Dean, Divisional Vice President or the Provost. It is recommended, although not required, that the complainant follow the “chain of command.” For example, staff employees are encouraged to lodge complaints within their respective work area. The person receiving the complaint shall communicate it promptly to the **Associate Vice President of Human Resources**. The Office of Human Resources shall be responsible for investigating complaints. In the event of a conflict of interest involving the Office of Human Resources, the Associate Vice President of Human Resources shall assign the complaint 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.

** Update due to organizational change

LODGING OF COMPLAINT INVOLVING A STUDENT**

Persons who have complaints alleging harassment (other than sexual harassment) or discrimination against students are encouraged to raise them either orally or in writing to the **Vice President of Student Affairs/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 Student Affairs/Dean of Students** in his or her absence.

** Update to organizational change

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 Student Affairs/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.

**** Update to organizational change**

Appeals **

Either party may appeal the determination by the **Vice President of Student Affairs/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.

**** Update to organizational change**

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.

**** Update due to organizational change and addition of information.**

Student Complaint Policy **

POLICY ON WRITTEN STUDENT COMPLAINTS

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

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

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

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

Written complaints should contain the following information:

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

Students may view the policy and a Written Student Complaint form on the University website at <https://txwes.edu/studentcomplaint>. **

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

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

** Update to policy information

Grade Complaints

Written complaints about grades will not be addressed by the Office of the Provost unless the student has already discussed the grade with the course instructor, the department or division head (if any), and the appropriate Dean, respectively. Appropriate documentation would include copies of the student's coursework, the course syllabus, and any other materials related to specific assignments (such as handouts or correspondence with the instructor). (See Grade Appeal Process, page 97.)

Non-Academic Complaints

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

ACADEMICS: PROGRAMS, OFFICES, POLICIES

Graduate and Professional Programs

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

M.A.Prof.Couns.	Master of Arts in Professional Counseling
M.B.A.	Master of Business Administration
M.Ed.	Master of Education
M.H.S.	Master of Health Science
M.S.M.F.T.	Master of Science in Marriage and Family Therapy
M.S.N.A.	Master of Science in Nurse Anesthesia
M.S.Sch.Couns.	Master of Science in School Counseling
Ed.D	Doctor of Education
D.N.A.P.	Doctor of Nurse Anesthesia Practice
D.N.P.	Doctor of Nursing Practice-Family Nurse Practitioner Focus (pending SACSCOC approval)
Ph.D.	Doctor of Philosophy

The information in this catalog pertains to the programs in Business, Counseling, Education, and **Health Professions**.**

**** Addition of DNP program and program area changed from Nurse Anesthesia to Health Professions.**

Roles of Academic Offices **

ACADEMIC DEANS **

Texas Wesleyan University is organized into five academic schools: Arts and Letters, Business and Professional Programs, Education, Health Professions, 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 advisor and/or 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 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.

**** Addition of School of Health Professions**

Academic Policies

Registration (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 “Registration (Add/Drop)” form. No course may be added after the first week of classes.

For MBA Online students, courses may be dropped or added only during the first two days of class. (Check the Academic Calendar on the Texas Wesleyan website for dates.) No permission is required to drop or add during this time.

** Name change of form to match online form and actual name on form. Addition of MBA information.

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.

For the MBA Online program, the full-time class load is 9 hours in any two consecutive terms. Students who wish to enroll in more than 6 hours in any one term must obtain written permission from the Dean of the School of Business and have a 3.0 GPA. Students should consult with the Office of Financial Aid regarding required class loads for financial aid purposes.

**Update due to MBA Online Program

Withdrawals/Drops **

Faculty Initiated Student Withdrawal from a Course. Unauthorized absences may be excused when caused by illness or other emergencies and should be reported promptly to the instructor. When a student has a number of unauthorized absences equal to the number of days the class meets per week AND has not communicated with the instructor about the absences within 10 calendar days, the instructor must either drop the student from the class or give a grade of incomplete (I) as appropriate. For evening,

weekend, hybrid or online classes, each instructor determines the specific number of consecutive activities or assignments that will initiate the withdrawal, according to the requirements of the particular class.

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

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

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. **MBA Online students may drop a course online without any required approval.**

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. **MBA Online students may also withdraw from the University without approval, but they must notify the Office of Student Records at 817-531-4414 or registrar@txwes.edu.**

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.

****Update due to MBA Online Program**

GRADING **

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

The following grades are used by Texas Wesleyan University:

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

* Not counted in calculating grade point average (GPA)

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

AU	Audit	*
CIP	Course in Progress	*
CR	Credit	*
DP	Dropped	*
I	Incomplete	*
NR	No Grade Reported	*
T	Temporary	*
W	Withdrawal	*

* Not counted in calculating grade point average (GPA)

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

MBA Online students must complete and remove the Incomplete grade by the deadline to drop a course during the 7-week term immediately following the term for which the “I” was given.

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

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

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

****Update due to MBA Online Program**

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 **contacts** the instructor for the purpose of discussing the grade assignment. This **contact** establishes an appeal. **The student and instructor may interact face-to-face, by video conference, by telephone, or by email.** 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 discussions with the instructor are unsatisfactory, the student contacts the department chair or director. *
4. The student will provide the department chair or director with a written complaint (a) stating what grade is being appealed and, (b) on what basis it is being appealed. The student should also provide 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 or director* 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 or director will attempt to resolve the appeal informally between the student and the instructor.
6. If the appeal cannot be resolved informally, the department chair or director 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.
9. If the grade appeal is approved, the instructor may appeal to the Committee on Faculty Grievances.

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

**Updates due to wording change

SPECIAL ACADEMIC PROGRAMS

Distance Education

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

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

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

- **Business**
- Education
- Nurse Anesthesia

GRADUATE PROGRAMS IN BUSINESS**

(**whole section revised as a result of moving MBA program to online)

Hector Quintanilla, Dean
Sameer Vaidya, Associate Dean

Faculty

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Sameer Vaidya, Associate Dean
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Mission

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

Accreditation

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

Degrees and Programs Offered

M.B.A. Master of Business Administration (Online)

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 instruction and opportunities to apply a core set of management skills in a hands-on field setting.

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

1. **Core courses:** Core courses are required and provide students with a well-rounded base of business knowledge, giving graduates the business management skills needed to be competitive in today's business job market.
2. **Concentration course:** Concentration courses are designed to provide students with focused knowledge and skills in specific functional areas of business.

It is recommended that students without a business degree also complete foundation courses (or other instruction) in Algebra, Accounting, Economics, Finance, Management, Marketing, and Statistics prior to enrolling in related courses.

Admission to M.B.A. Program

Consideration for admission to the M.B.A program in the SOBAPP is contingent upon submission of the following items:

- An Application for Admission,
- A non-refundable application fee;
- An official transcript from each institution of higher education attended;
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) test score (test must have been taken within 5 years of the application date.) Please refer to the admissions criteria to determine whether you need the GMAT/GRE score;
- A list of career accomplishments if admission consideration includes a GMAT/GRE waiver due to professional business experience;
- Two work-related references or recommendation letters if admission consideration includes a GMAT/GRE waiver due to professional business work experience;
- Current professional résumé or curriculum vita (CV);
- Completion of individual assessments (such as online learning readiness questionnaire).

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

ADMISSIONS CRITERIA

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

- Four-year U.S. Bachelor's degree with a minimum cumulative GPA of 2.5 from a regionally accredited college or university (or comparable foreign degree)*;
- GMAT/GRE will be waived for applicants meeting one of the following three conditions:
 1. Bachelor's degree with a GPA (overall or last 60 credit hours) of 3.0 or above.
 2. Bachelor's degree with an overall GPA of 2.5 or last 60 credit hours GPA of 2.75 with at least 3 years professional business work experience.
 3. Completed graduate degree with a GPA of 3.0 and above.
- Applicants who do not meet any of the three conditions for a GMAT/GRE waiver listed above must have a completed

Bachelor's degree with an overall GPA of 2.5 or above or last 60 credit hours GPA of 2.75 or above with a minimum GMAT score of 500 or an equivalent GRE score;

- Applicant's current résumé or curriculum vita (CV) to assess professional and academic preparation for graduate studies;
- List of career accomplishments demonstrating applicant readiness for graduate studies if admission consideration includes a GMAT/GRE waiver due to professional business work experience;
- Two work-related references or recommendation letters confirming the applicant's career accomplishments, motivation to achieve, and the capacity of the applicant to contribute to the learning process if admission consideration includes a GMAT/GRE waiver due to professional business work experience;
- Scores on required individual assessments indicate the potential for success of the applicant in the program.

*Applicants with a three-year Bachelor's degree will be required to enroll in a one-year bridge program to complete their fourth year by successfully completing 24 undergraduate credit hours. Please refer to the next section for more information on the Bridge Program.

All application for admission materials should be submitted to:

The Office of Graduate Admissions
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, Texas 76105-1536
Or email to: graduate@txwes.edu

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 application instructions. Prospective international students can also obtain information from the Texas Wesleyan International Programs web site at <http://txwes.edu/admissions/apply-now/international-students/>.

BRIDGE PROGRAM

The Bridge Program is designed to accommodate applicants possessing postsecondary degrees comparable to three years of university study in the United States, as determined by the most recently published guidance from the American Association of Collegiate Registrars and Admissions Officers, or equivalent peer-reviewed guidance. This program will be helpful in preparing students for graduate study while enabling them to complete their fourth year of study. The courses required to complete the Bridge Program will be tailored to each individual student based on their needs and in consultation with a graduate advisor. These courses might be a combination of general education and specialized lower or upper-level courses. Students must achieve a cumulative GPA of at least 2.5 in all courses attempted as part of the Bridge Program. Upon completion of the Bridge Program students will receive a certificate and may continue to a full graduate-level course of study.

Admits into the Bridge Program will be administratively assigned degree-seeking graduate student status while completing the required undergraduate-level Bridge curriculum.

ENGLISH PROFICIENCY

Students who are non-native speakers of English must provide evidence of English proficiency by submitting official scores from TOEFL (minimum 213 computer test/550 paper test/79 internet test), or IELTS (minimum band score of 6.5 on the Academic version). Test scores must be less than 2 years old. Other evidence of English proficiency may be considered on an individual basis (see page 34 on evidence of English proficiency).

OFFICIAL TRANSCRIPTS

Transcripts from all institutions of higher learning attended must be submitted, regardless of whether a degree was earned. Official transcripts must be sent directly from the issuing institution to the Office of Graduate Admissions. The designation "student copy," "issued to student," "applicant's copy," "unofficial copy," or other similar notations are not acceptable. This includes hand-delivered transcripts or copies received from a third party, except in rare and documented instances in which international applicants are unable to provide official transcripts.

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

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

M.B.A. Admissions Status

PROVISIONAL ADMISSION

Applicants meeting all admission requirements, but lacking one or more official documents, may be admitted provisionally for one term only. During the term, provisionally admitted students may take up to 3 courses. Provisional status will not be extended past the initial term of enrollment.

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

Certificate Students

A certificate student is a student seeking to complete the four courses comprising a concentration in:

- Forensic/Fraud Accounting
- General Business
- Health Care Administration

- Supply Chain Management

In order to be admitted into the certificate program students must meet the requirements (and follow the same process) for full admission into the M.B.A. program. Certificate students however are not eligible to receive financial aid. Certificate students must earn a grade of C or higher in each concentration course in order to receive a certificate of completion.

At any time after admission into the certificate program, a student may choose to pursue an M.B.A. degree by advising the Dean or Associate Dean of the SOBAPP. Any student pursuing an M.B.A. degree is subject to the Minimum Academic Standards of the program. In the event a certificate student decides to pursue an M.B.A. degree, he/she will be given:

- 1) general elective credit if their concentration has been discontinued, or
- 2) concentration credit if their concentration is part of an existing M.B.A. program.

M.B.A. graduates may not receive a certificate of completion.

Readmission to the M.B.A. Program

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

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

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

Readmitted students must meet full admission criteria to re-matriculate into the M.B.A. Program.

Graduate Faculty

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

Graduate Committee in Business

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

Membership includes:

- Dean of the SOBAPP;
- Associate Dean of the SOBAPP (Chairperson);
- All appointed and contributing graduate faculty in the SOBAPP.

Graduate Student Orientation

Each term an orientation is provided for the purpose of acquainting new graduate students with University policies, faculty, and administration.

Academic Policies

ATTENDANCE

A student attends an online course by engaging in academically related activities of the course. Examples of such activities include but are not limited to: contributing to an online discussion or chat term; submitting an assignment or working draft; working exercises; taking a quiz or exam; or initiating contact with a faculty member to ask a course-related question. Documenting that a student has logged into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student.

Any student who has not logged into an online course within one week of the start date of the course will be dropped from the class roster for nonattendance. Any student who fails to complete coursework which in the aggregate constitutes 10% or more of the course grade during the term may be dropped from the course for nonattendance. The last date of a student's attendance will be the date the student last logged into the course and completed an academically related activity.

TRANSFER CREDIT

Texas Wesleyan's SOBAPP may accept up to 6 credit hours (2 courses) as transfer credit from another AACSB-accredited university's M.B.A. or other graduate program. No transfer of credit is automatic and all possible transfer courses must receive final approval from the Dean or Associate Dean after consulting with appropriate graduate faculty members. To be eligible for transfer, a course grade of a "B" or above is required, and the class must have been taken no more than seven years prior to the applicant's projected graduation date from the M.B.A. program at Texas Wesleyan (see time limitation policy below). Students must have a

3.0 GPA or higher in their previous program in order for transfer credits to be considered.

Acceptance of transfer credit toward business graduate program requirements is contingent upon its relevance and appropriateness to the degree being sought and is subject to approval by the Dean or Associate Dean of the SOBAPP. Transfer hours of a “B” or better will receive a grade of “P” and will not be computed in the GPA.

TIME LIMITATION

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

RESIDENCY REQUIREMENT

To be awarded the M.B.A., students must successfully complete 24 credit hours and 11 courses 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, workshops, etc. may be graded on a “P” (pass) or “F” (fail) basis at the option of the Graduate Committee. No more than 3 hours may be graded pass/fail. A grade of “P” for a pass/fail course is not calculated in the grade point average. However, a grade of “F” for a pass/fail course will be used in the grade point calculation.

MINIMUM ACADEMIC STANDARDS

The graduate business programs in the SOBAPP requires that a student maintain a cumulative grade point average of 3.0 (“B”) or better. The Graduate Committee of the SOBAPP will recommend withdrawal of a student from a master’s program if a student receives two course grades below “C.” 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 SOBAPP will make the final decision on a student's withdrawal.

When a graduate student's academic performance falls below a cumulative GPA of 3.0 on all graduate work attempted, she/he will be placed on academic probation. Probationary students must obtain an advising clearance form from their advisor prior to registration. Students who register for courses other than those permitted by advisement will be administratively withdrawn from the courses.

Students will remain on probation and be allowed to re-enroll for a subsequent term as long as they achieve a minimum 3.0 GPA on all graduate work attempted during the term, 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 term, they will be withdrawn from the program.

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 SOBAPP.

Capstone Integrative Course

Strategic Management (MGT6207) 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 M.B.A. courses (or be in their final term) with passing grades. This course should be taken in the last term 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. Based on the individual student needs and according to an M.B.A. degree plan students will register for graduate work or suggested leveling courses/instruction.
3. File application for graduation in the Office of Student Records no later than the date listed in the catalog calendar.
4. Complete any remaining courses; remove all grades of “I” (incomplete).
5. Attend Hooding and Graduation (see University Calendar for date, time, and location).

Program Requirements

MAJORS/DEGREES

CORE COURSES 18

All students seeking the Master of Business Administration degree must complete the following 18 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 SOBAPP Graduate Committee and is governed by the transfer of credit policy.

It is recommended that students without a business degree complete leveling courses (or other instruction) in Algebra, Accounting, Economics, Finance, Management, Marketing, and Statistics prior to enrolling in related courses.

Accounting

ACC 6210 Accounting Analysis for Decision Making

Business Administration

BUA 6212 Critical Thinking and Impactful Communication

Economics

ECO 6214 Applied Business and Economics Forecasting

Finance

FIN 6215 Financial Management

Management

MGT 6204 Global Perspectives in Business

MGT 6207 Strategic Management

MGT 6208 Leadership

MGT 6209 Organizational Behavior

Marketing

MKT 6221 Integrated Marketing Management

CONCENTRATION COURSES 12

In addition to the graduate-level core courses, students must complete the four courses in any given concentration. Choose one of the following available concentrations:

Fraud/Forensic Accounting (not available online)

- ACC 5332 Introduction to Fraud Examination
- ACC 5333 Fraud/Forensic IT Audit
- ACC 5334 Fraud and the Legal Environment
- ACC 5335 Fraud/Forensic Practicum

Supply Chain Management

- MGT 6311 Supply Chain Management
- MGT 6312 Supply Chain Management Strategic Decision Making and Software
- MGT 6342 Global Logistics
- MGT 6345 Procurement Management

Health Care Administration

- HCA 7307 Accounting Fundamentals for Health Care Organizations
- HCA 7320 Human Resource Management in Healthcare Organizations
- HCA 7344 Health Care Project Management
- HCA 7359 Health Care Negotiation and Conflict Resolution

Business Administration

- BUA 6321 Management of Information Technology in Business
- and any three additional concentration courses

TOTAL HOURS 30

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)

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.

5307. Accounting Theory 3 hours

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

5332. Introduction to Fraud Examination 3 hours

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.

5333. Forensic/Fraud IT Audit 3 hours

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

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

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

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.

6210. Accounting Analysis for Decision Making 2 hours

The course objective is to offer today's managers' effective tools to use comparatively when considering alternative strategies and making decisions. This class is the equivalent of an insider's perspective to keeping an entity competitive. Traditional cost behavior concepts, cost-volume-profit (CVP) analysis, and product costing are updated with real world examples and decision cases. New measures for relevant costs and reflective performance reports are prepared with reporting alternatives by segment and transfer pricing. In this era of global competition, continuous improvement, process reengineering and employee empowerment, decision makers at all levels within the organization can benefit from special tools. This course will provide valuable references for comparative decision making on multiple levels.

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)

5393. Graduate Internship 3 hours

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

6212. Critical Thinking and Impactful Communication 2 hours

This course is designed to help students better formulate, analyze, and communicate ideas about unstructured business problems, some of which involve multiple functional areas of business (marketing, operations, finance, etc.). A central premise of this course is that critical thinking and communication skills are best learned through repeated cycles of practice, feedback from instructors and peers, reflection prompted by that feedback, and more practice. Students completing the course will demonstrate writing that emphasizes grammar, composition, and rhetoric, as well as mastery of APA citation.

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.

6321. Management of Information Technology in Business 3 hours

This course is designed to introduce IT service systems in a variety of enterprise and service industry settings. The basic IT service methods and the economics of IT service systems will be discussed in the context of the delivering customer services value by understanding how to align the delivery of business services with the appropriate technologies. Students will learn about the management of service systems from the basic IT infrastructures and service principles, through case studies, which will facilitate the understanding of IT service system design, operations, and management. The reading materials and lectures will integrate IT system concepts, operational strategies, practical experience, and organizational issues.

ECONOMICS (ECO)

6214. Applied Business and Economics Forecasting 2 hours

This course focuses on advanced forecasting techniques that are widely used in industry. Firms need to make predictions about future events. Common examples include predicting future demand for a product or asset valuation. Forecasts can be used in a variety of ways such as planning production, determining budgets, allocating resources, hiring staff and employees, etc.

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)

6215. Financial Management 2 hours

The purpose of the course is to learn to integrate and apply economic and financial principles to decision-making situations. These situations will be presented in the form of case studies and problems as found in the text. In addition, we will be discussing current issues in finance such as mergers, IPOs, sovereign debt crisis, financial markets and institutions, etc. The course emphasizes on financial decision-making within the firm using case studies as the primary activity. Topics include financial goals and strategy, financial analysis and forecasting, capital budgeting, capital structure decisions, dividend policy, and firm valuation.

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)

6204. Global Perspectives in Business **2 hours**

This course explores challenges facing modern corporations in organizing activities that span multiple national boundaries and cultures. The course examines the inner workings of International Business from a strategic point of view, including the various challenges of operating in a global environment (cultural, economic, operational, and legal). From expansion of operations to foreign nations to successfully managing overseas operations, it is imperative that students have a better understanding of the micro and macro factors that make management of international businesses distinct from domestic businesses. Through experiential learning, case analyses, and individual and group projects, this course will provide students with an understanding of the process of cross-cultural management and the challenges that they face while working in multicultural environments. Core competencies include self-awareness, managing ambiguity and uncertainty, managing intergroup conflict, and cross-cultural communication.

6208. Leadership **2 hours**

This course will help students examine leadership and influence issues that managers face. We will achieve this by engaging students in a variety of activities designed to enhance their understanding of the leadership challenges that confront today's business professionals. The focus of this course will be on leading up, down, and across the organization, recognizing that leadership is not limited to managers. Students will examine various theoretical constructs as a means of becoming more aware of their own leadership styles. In addition, the course will include components on developing individual leadership skills through guest business speakers, cases, readings, projects, and simulations. Among other topics, case studies and group projects will focus on characteristics of effective leaders, power and influence strategies, crisis management, organizational politics, and leadership assessment.

6207. Strategic Management **2 hours**

Prerequisites: Completion of other MBA core classes or in term of graduation

This core course deals with the concept of strategy; in that, we will discuss how to identify and choose a superior competitive position, how to analyze a strategic situation, and finally how to create the organizational context to make the chosen strategy work. This course has two major objectives: 1) to explore conceptual frameworks and models which will assist you in analyzing competitive situations and strategic dilemmas and gain insight into strategic management; 2) to help you acquire practical experience in dealing with strategic issues by extensive case analyses of organizations that are currently operating in the business environment.

6209. Organizational Behavior 2 hours
Organizational Behavior is devoted to understanding individuals and groups within an organizational context. The field focuses on attributes, processes, behaviors, and outcomes within and between individual, interpersonal, group, and organizational levels of analysis in which we will analyze the basic and applied concepts and research findings. Topics include motivation, leadership, teamwork, power, change management, organizational culture, decision-making, and ethics.

6308. Leadership and Managing Change 3 hours
Advanced study of the use of power, influence, and leadership in organizations. Detailed coverage of sources of power in organizations, resource dependency, multidirectional influence tactics, trait theories of leadership, behavioral theories of leadership, contingency approaches to leadership, and charismatic leadership. Special consideration is given to the ethical use of power and leadership.

6307. Business Strategy and Policy 3 hours
Strategic planning issues including environmental scanning, goal formulation, strategic implementation, control, and evaluation in successful organizations are presented and discussed.

6311. Supply Chain Management 3 hours
This course introduces the key concepts and techniques in supply chain management that enables firms to better coordinate material and information flows, and non-material activities associated with logistical and marketing processes that occur within and across organizations.

6312. Supply Chain Management Strategic Decision Making and Software 3 hours
The course discusses and reviews major supply chain challenges and relevant decision-making tools used in the industry. Case studies are used to explore the impact that the supply chain perspective has on businesses today. Students will manage competing firms in an action-learning simulation. The course teaches planning and execution of supply chains with software such as SAP's ERP (R3) and Advanced Planning and Optimization (APO).

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.

6342. Global Logistics 3 hours

This course focuses on the transportation and distribution activities that support demand fulfillment. The course also discusses the models and techniques for the analysis of logistics systems as well as the strategic financial outcomes influenced by the logistics decisions.

6345. Procurement Management 3 hours

Basic concepts and processes in purchasing, sourcing and contract management are introduced in this course. Focus is on the proactive and planned analysis of supply markets and the selection of suppliers, with the objective of delivering solutions to meet pre-determined and agreed upon organizational needs.

6359. Negotiations and Conflict Resolution 3 hours

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

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

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

MARKETING (MKT)

6221. Integrated Marketing Management 2 hours

This course is designed to develop an understanding of the role of marketing in organizations - not as a department but as an orientation and basis for managing in a market emphasizing the customer in a competitive environment. The role of integrated marketing management is to help companies better understand customer preferences, link that knowledge to designing appropriate products and services for selected customers, and determine appropriate methods to communicate, to capture, and to deliver value. Successful firms are those that pursue objectives, employ resources, and invest in the future of an organization to consistently satisfy the needs of customers better than competitors. These ideas apply to both for-profit and not-for-profit organizations.

6304. Integrated Marketing Management 3 hours

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

GRADUATE PROGRAMS IN EDUCATION

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

Degrees and Programs Offered **

B.A./M.Ed.	Bachelor of Arts/Master of Education
B.S./M.Ed.	Bachelor of Science/Master of Education
M.A.T.	Master of Arts in Teaching
M.Ed.	Master of Education
M.S.Sch.Couns.	Master of Science in School Counseling (see School of Health Professions)
Ed.D.	Doctor of Education

PROFESSIONAL CERTIFICATIONS

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

****Addition of program and certification**

MASTER'S PROGRAMS IN EDUCATION

Carlos A. Martinez, Dean
Lisa Dryden, Director

Faculty

Elsa Anderson
Joe Dryden
Lisa Dryden, Director
Ken Helvey
Mary Landers
Carlos A. Martinez, Dean
Twyla Miranda
William Newton
Kimberly Tyler
Julie Vowell
R. J. Wilson

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.A.T.	Master of Arts in Teaching
M.Ed.	Master of Education
M.Ed.	3 + 2.5 International Bridge Program

PROFESSIONAL CERTIFICATIONS

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

**Additions of program and certification

Master of Arts in Teaching (M.A.T.)**

The Master of Arts in Teaching (M.A.T.) is a 36 hour non-thesis graduate degree program. With concentrations designed specifically for the Teach for America students, opportunities are provided for students holding a bachelor's degree and are interested in pursuing graduate study in the field of education. The Master of Arts in Teaching (M.A.T.) focuses on the advancement of teaching as a career. The M.A.T. focuses on advanced coursework in a specific concentration area to develop and fine tune teaching expertise and leadership skills. Coursework for the M.A.T. also focuses on pedagogical theory and implementation. In essence, the M.A.T. teaches students how to be a better teacher, coach, mentor, facilitator, and leader, including various methodologies, stylistic approaches and classroom management.

The M.A.T. degree has two parts; teacher certification and a master's degree. The teacher certification portion of the program has 18 hours designed to provide Master's level courses in teaching proficiency. Certification coursework is available in the following general subject areas: Generalist EC-6, Bilingual Generalist EC-6, Generalist 4-8, English Language Arts and Reading (ELAR) 7-12, Math 7-12, and Science 7-12. The second portion of the program provides students with an opportunity to complete a concentration in one of the following areas; Administration, Gifted & Talented Education, Reading & Writing, Reading Specialist, and Second Language Education & Culture.

**addition of the Master of Arts in Teaching

The following concentrations are offered:

- Administration
- Gifted and Talented Education
- Math Education
- Reading and Writing
- Reading Specialist
- Science Education
- Second Language Education and Culture

For program and concentration requirements, see Program Requirements for Master's Programs in Education.

Successful completion of the Master of Education degree provides the student with professional growth and scholarly enrichment in the following areas:

1. Human growth and development and the relationship of curricular expectations and methodology to individual capabilities, experiences, and cultural diversity.
2. Knowledge and understanding of selected content areas.

3. Research in education and allied fields.
4. Historical, philosophical, theoretical, and research-based influences on education and teaching.
5. Issues facing teachers in contemporary society.

Program Structure of Master's Programs in Education

The degrees are delivered through a variety of instructional methods, including face-to-face, hybrid, online and web-assisted. Professors will use various methods of delivery including lectures, discussions, examinations, online technology, chat rooms and collaborative assignments.

Admission to the Master of Education (M.Ed.) and Master of Arts in Teaching (M.A.T.) Programs**

ADMISSIONS CRITERIA

All applicants must evidence that they possess the intellectual, professional, and social qualities necessary for successful completion of the

1. Applicants must have a baccalaureate degree from a regionally accredited college or university;

Prerequisite: Applicants are required to have at least 9 hours of education coursework at the undergraduate level or be alternatively certified through the State of Texas. Once admitted and if the student does not meet this prerequisite, the Director of the Master's Programs in Education will assist the student in choosing 9 hours of undergraduate leveling courses. Students taking leveling courses are not officially admitted into the Master's program and are considered non-degree seeking until they complete these 9 hours with a grade of "A" or "B." The student must reapply as degree seeking before beginning all graduate level coursework.

2. Three letters of recommendation showing the applicant is motivated to achieve, has the capacity to contribute to the learning process, will bring real life experience to the program, and will enhance the overall experience of other graduate students;
3. GRE score of 291 or greater (combined score on verbal and quantitative) or a GPA of 3.0 or greater on a 4.0 scale (last 60 hours or overall). Minimum scores are subject to change upon revision to graduate admissions tests;
4. A current resume or vita to assess professional and academic preparation for graduate studies;
5. Writing sample administered on campus as a demonstration of English proficiency, critical thinking and analytical writing skills;
6. Students seeking a Master's degree with a specialization in administration must have a minimum of two years teaching experience before starting the administrative coursework (EDU 6315, EDU 6316, EDU 6317, EDU 6318, EDU 6319, EDU 6342, EDU 6348 and EDU 6362).

Additional Admissions Criteria for Master of Education with Administration or Principal Certificate

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

There is no probationary admission to the Master's Programs in Education. Students who do not meet the 3.0 or the 900 GRE criteria may apply for admission to the M.Ed. program

through a written qualifying examination and an interview with the M.Ed. faculty in order to demonstrate English proficiency, critical thinking and analytical writing skills.

**** addition of Master of Arts in Teaching**

Graduation Requirements for the Master in Education and Master of Arts in Teaching Programs **

To qualify for graduation, students must complete an approved program with a minimum of 36 hours of coursework with an earned a 3.0 (on a 4.0 scale) overall grade point average. Students are also required to successfully pass the comprehensive examination. An application for graduation must be submitted to the Office of Student Records no later than the semester before the student expects to graduate.

Upon graduation, all coursework applicable to the master's degree must be no older than seven years.

The State Board of Education Certification, not Texas Wesleyan University, awards teaching certificates and endorsements. To qualify for a Texas Teaching certificate and/or endorsement, in addition to the required coursework, students must pass all required certification exams (TExES).

****Addition of Master of Arts in Teaching**

Sequence of Events for Master of Education and Master of Arts in Teaching Students **

1. Be admitted to graduate program. (See admission requirements and processes);
2. Complete an orientation to the graduate program;
3. Register for first semester. The Director of the Master's Programs in Education will serve as the advisor of all new students until students are assigned an official advisor;
4. Take EDU-6301 as first course;
5. Request a degree audit through the Master's Programs in Education within the first 6 hours of coursework. The degree plan will indicate an official advisor;
6. With advisor consent, register for courses based on the requirements outlined in the degree plan. Schedule forms **must be signed by the major academic advisor before** enrolling in classes. Returning graduate students (those who have not been out two long semesters) may register online via Ramlink. To register online, go to www.txwes.edu and login to Ramlink;
7. Apply for the Graduate Comprehensive Examination. Application deadlines are March 1 (spring), June 1 (summer), and October 1 (fall). All incomplete grades must be removed before taking the exam, except in practicum courses. Students are eligible to take the comprehensive examination after completing 27 credit hours of coursework;
8. File application for graduation in the Office of Student Records the semester before they are scheduled to graduate;
9. Complete any remaining courses; remove all grades of "I";
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.

****Addition of Master of Arts in Teaching**

MASTER OF ARTS IN TEACHING **

Upon successful completion of the post baccalaureate certification program through Teach for America, students may apply for the Master of Arts in Teaching. Students may select one of more of the following concentration areas to fulfill the degree requirements for the Master of Arts in Teaching.

Program requirements related to each concentration within the Master of Arts in Teaching:

Administration18

- EDU 6315 Instructional Leadership in Schools
- EDU 6316 School Law Administration
- EDU 6317 Administration in EC-12th Grade Curriculum
- EDU 6319 Principal Internship
- EDU 6362 The Principalship
- and one of the following:
- EDU 6318 Supervision and Professional Development at the School Level
- EDU 6342 Special Populations and Programs
- EDU 6348 Managing Campus Resources

Gifted and Talented.....18

- 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

And any 3 graduate hours chosen with the approval of the program advisor

Reading & Writing.....18

- 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
- or
- RDG 6346 Reading in the Content Area—Secondary
- RDG 6326 Writing Institute I
- RDG 6327 Writing Institute II

Reading Specialist.....18

- RDG 6319 Foundations of Reading
- RDG 6320 Diagnosis and Remediation of Reading Difficulties
- RDG 6322 Research Practicum in Reading
- RDG 6324 Reading Clinic
- RDG 6332 Teaching Literature and Writing to Adolescents

And one of the following:

- RDG 6345 Reading in the Content Area—Elementary
- RDG 6346 Reading in the Content Area—Secondary

Second Language Education and Culture.....18

- EDU 6320 English as a Second Language Methodology
- EDU 6356 Applied Linguistics
- EDU 6357 Cross-Cultural Communications
- EDU 6358 Improving Practice Internship
- EDU 6360 Language Acquisition and Development
- RDG 6320 Diagnosis and Remediation of Reading Difficulties

**Addition of Master of Arts in Teaching program

Secondary Education
Biology with Secondary Life Science Certification B.S., English with Secondary Certification B.A.,
History with Secondary Certification B.A.,
History with Secondary Certification B.S.,
or Spanish with Secondary Certification B.A.
/Master of Education

GENERAL EDUCATION CURRICULUM.....45-46

The General Education Curriculum (GEC) is listed on page 118 of the *2015-2017 Undergraduate Catalog*.

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

For complete Graduation Requirements, see page 133 of this catalog. Bilingual EC-6 degree requires additional hours in Spanish and in bilingual education. All requirements for undergraduate EC-6 Bilingual must be satisfied.

Refer to the undergraduate catalog for secondary certification programs:

- Biology with Secondary Life Science Certification B.S. (133-141 hours)
- English with Secondary Certification B.A. (129-130 hours)
- History with Secondary Certification B.A. (129-145 hours)
- History with Secondary Certification B.S. (124-133 hours)
- Spanish with Secondary Certification B.A. (124-126 hours)

ELECTIVES 0
(Students may choose to enroll in elective coursework; will add hours to degree.)

M.ED. MAJOR 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 6326 Writing Institute I

- Concentration area (choose one area) 15
 - Gifted and Talented 15
 - EDU 6330 Introduction to Gifted and Talented Students and Programs
 - EDU 6331 Assessment and Measurement of Gifted Learners
 - EDU 6332 Social and Emotional Needs of Gifted Learners
 - EDU 6333 Differentiating Instruction of Gifted Learners
 - EDU 6334 Curriculum Development for the Gifted and Talented

 - Reading & Writing 15
 - EDU 6327 Writing Institute II**
 - 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

 - 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 HOURS154-175

Timeline for students who are considering the Fifth Year Option:

1. Financial Aid advising;
2. Apply for admission during/upon 90 hours completed;
3. Meet admission requirements, one-time spring admission;
4. Acceptance letter received;
5. Senior year schedule of undergraduate program as listed below:

Fall first semester:

Complete final undergraduate student teaching coursework
 One required graduate course (EDU 6301)
 Other undergraduate coursework as needed

Spring second semester:

Two required graduate courses (EDU 6302, EDU 6305)

Summer third/fourth semesters:

3-4 graduate courses in concentration area and/or Travel and Teach option as electives

6. Enroll in Fifth Year schedule;

Fall fifth semester:

Two graduate courses (EDU 6307, 1 concentration area course)

Spring sixth semester:

One graduate course

Total graduate hours 30

7. Successfully pass comprehensive exams spring or summer semester;
8. Graduate May or August of Fifth year.

Professional Certifications **

The following certifications are available through our program and fully endorsed by the State Board of Educator Certification. Each Certificate requires successful completion of all respective coursework and a passing score on respective state examinations.

PROFESSIONAL CERTIFICATIONS

- Gifted and Talented Certification
- Master Reading Teacher Certificate
- Post Baccalaureate Teaching Certificate **
- Professional Certification in Administration (Principal Certification)
- Reading Specialist Certification

**Addition of Post Baccalaureate Teaching Certificate

Post Baccalaureate Teaching Certification**

To be approved for the Post Baccalaureate Teaching Certification program students must be accepted into the Teach For America Program. Successful completion of the following 18 hours along with passing of the state Content exam and the Pedagogy, Professionalism and Responsibilities state exam will lead to professional teaching certification.

Admission requirements for Teach for America: (prerequisites: course skills, GPA, academic standing, etc.)

TFA Certification – Admission to the TFA Certification program = Students applying for the TFA Certification program must meet the current admissions requirements as set by the Texas Administrative Code Chapter 227. The current requirements are:

1. An applicant shall have, at a minimum, a bachelor’s degree earned from and conferred by an accredited IHE.
2. An applicant shall have a grade point average (GPA) of at least 2.5 before admission.
 - a. The GPA shall be calculated from an official transcript as follows:
 - i. 2.5 on all coursework previously attempted by the person at an accredited IHE.
 1. At which the applicant is currently enrolled (undergraduate university program formal admissions, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or
 2. from which the most recent bachelor’s degree or higher from an accredited IHE was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or
 3. 2.5 in the last 60 semester credit hours on all coursework previously attempted by the person at an accredited IHE.
 - ii. At which the applicant is currently enrolled (undergraduate university program formal admissions, alternative certification program contingency admission, or post-baccalaureate program contingency admission). If an applicant has less than 60 semester credit hours on the official transcript from the accredited IHE at which the applicant is currently enrolled, the EPP shall use grades from all coursework previously attempted by a person at the most recent accredited institution(s) of higher education, starting with the most recent coursework from the official transcript(s), to calculate a GPA for the last 60 semester credit hours; or
 - iii. From which the most recent bachelor’s degree or higher from an accredited IHE was conferred. If an applicant has hours beyond the most recent degree, an EPP may use grades from the most recent 60 hours of coursework from an accredited IHE (alternative certification program formal admission or post-baccalaureate program formal admission).
3. For an applicant who will be seeking an initial certificate in the classroom teacher class of certification, the applicant shall have successfully completed, prior to admission, at least: a passing score on a content certification examination administered by a TEA-approved vendor.
4. An applicant must submit an application and participate in either an interview or other screening instrument to determine if the EPP applicant’s knowledge, experience, skills, and aptitude are appropriate for the certification sought.

Admission requirements for the TFA Certification program are subject to change as the Texas Administrative Code changes.

**Elementary Educational Foundations
Certification Courses.....18**

- EDU 6368 Diversity, Equity, and Inclusion in the K-12 Educational Setting
- EDU 6369 Introduction to Instruction, Assessment, and Classroom Management
- EDU 6370 Elementary Internship I
- EDU 6371 Elementary Internship II
- EDU 6372 Foundations of Education in the Elementary Classroom
- EDU 6376 Differentiation in the Elementary Classroom

**Secondary Educational Foundations
Certification Courses.....18**

- EDU 6368 Diversity, Equity, and Inclusion in the K-12 Educational Setting
- EDU 6369 Introduction to Instruction, Assessment, and Classroom Management
- EDU 6380 Secondary Internship I

- EDU 6381 Secondary Internship II
 One of the following:
 EDU 6382 Foundations of Education in the ELAR Classroom
 EDU 6383 Foundations of Education in the Mathematics Classroom
 EDU 6384 Foundations of Education in the Science Classroom
 EDU 6385 Foundations of Education in the Social Studies Classroom
 One of the following:
 EDU 6386 Differentiation in the ELAR Classroom
 EDU 6387 Differentiation in the Mathematics Classroom
 EDU 6388 Differentiation in the Science Classroom
 EDU 6389 Differentiation in the Social Studies Classroom

** Addition of Baccalaureate Teaching Certificate

Course Descriptions **

EDUCATION (EDU)

6368. Diversity, Equity, and Inclusion in the K-12 Educational Setting 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam.

Diversity, Equity, and Inclusion in the K-13 Education setting is an introduction to teaching, to the Texas Wesleyan University teacher education program and Texas certification standards. The course is designed to enhance the students educational understanding and critical thinking. Students will explore links among diversity, inclusion and best practice, learning theories, and contemporary concerns in education.

6369. Introduction to Instruction, Assessment, and Classroom Management 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam.

This course is intended to provide an overview of instructional methods and strategies for K-12 school teaching. Emphasis will be placed on designing and teaching lessons. In addition, classroom management techniques and assessment methods will also be addressed.

6370. Elementary Internship I 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam.

This course is designed to provide technical assistance to students serving as teacher of record in a local school district during their first semester in the classroom within the parameters of an intern certificate for grades E-6. The successful completion of both internship courses (EDU 6370 and EDU 6371) are required to obtain a standard teacher certificate.

6371. Elementary Internship II 3 hours *Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and successful completion of EDU 6370.*

This course is designed to provide technical assistance to students serving as teacher of record in a local school district during their second semester in the classroom within the parameters of an intern certificate for grades E-6. The successful completion of both internship courses (EDU 6370 and EDU 6371) and the Pedagogy and Professional Responsibilities TExES exam (160) are required to obtain a standard teacher certificate.

6372. Foundations of Education in the Elementary Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and current enrollment in EDU 6370. This course is an overview of the foundations of education that undergird the practice of teaching in the elementary classroom. The framework for this course will be the EC-6 TEKS and the Teacher Education Standards with a focus on the learning environment, planning, instruction, and professional practices. Teacher will be invited to think systematically about their own classroom practices.

6376. Differentiation in the Elementary Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6370.

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of content, learning processes, student products, and the learning environment. This differentiation course is specifically designed for elementary self-contained teachers.

6380. Secondary Internship I 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam. This course is designed to provide technical assistance to students serving as teacher of record in a local school district during their first semester in the classroom within the parameters of an intern certificate for grades 7-12. The successful completion of both internship courses (EDU 6380 and EDU 6381) and the Pedagogy and Professional Responsibilities TExES exam (160) are required to obtain a standard teacher certificate.

6381. Secondary Internship II 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam and successful completion of EDU 6380.

This course is designed to provide technical assistance to students serving as teacher of record in a local school district during their second semester in the classroom within the parameters of an intern certificate for grades EC-6. The successful completion of both internship courses (EDU 6380 and EDU 6381) and the Pedagogy and Professional Responsibilities TExES exam (160) are required to obtain a standard teacher certificate.

6382. Foundations of Education in the ELAR Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6370 or EDU 6380.

This course is an overview of the foundations of education that undergird the practice of teaching in the ELAR classroom. The framework for this course will be the 4-12 ELAR TEKS and the Teacher Education Standards with a focus on the learning environment, planning, instruction, and professional practices. Teacher will be invited to think systematically about their own classroom practices.

6383. Foundations of Education in the Mathematics Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6370 or EDU 6380.

This course is an overview of the foundations of education that undergird the practice of teaching in the Mathematics classroom. The framework for this course will be the 4-12 Mathematics TEKS and the Teacher Education Standards with a focus on the learning

environment, planning, instruction, and professional practices. Teacher will be invited to think systematically about their own classroom practices.

6384. Foundations of Education in the Science Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6370 or EDU 6380.

This course is an overview of the foundations of education that undergird the practice of teaching in the Science classroom. The framework for this course will be the 4-12 Science TEKS and the Teacher Education Standards with a focus on the learning environment, planning, instruction, and professional practices. Teacher will be invited to think systematically about their own classroom practices.

6385. Foundations of Education in the Social Studies Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6370 or EDU 6380.

This course is an overview of the foundations of education that undergird the practice of teaching in the ELAR classroom. The framework for this course will be the 4-12 ELAR TEKS and the Teacher Education Standards with a focus on the learning environment, planning, instruction, and professional practices. Teacher will be invited to think systematically about their own classroom practices.

6386. Differentiation in the ELAR Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6371 or EDU 6381.

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of content, learning processes, student products, and the learning environment. This differentiation course is specifically designed for middle and secondary ELAR teachers.

6387. Differentiation in the Mathematics Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6371 or EDU 6381.

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of content, learning processes, student products, and the learning environment. This differentiation course is specifically designed for middle and secondary Mathematics teachers.

6388. Differentiation in the Science Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6371 or EDU 6381.

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of content, learning processes, student products, and the learning environment. This differentiation course is specifically designed for middle and secondary Science teachers.

6389. Differentiation in the Social Studies Classroom 3 hours

Prerequisite: Completed undergraduate degree, admission to the TFA Post-Baccalaureate Certification Program, obtain a position as the teacher of record at a TEA accredited school, passing score on the appropriate TExES certifying content exam(s), and concurrent enrollment in EDU 6371 or EDU 6381.

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of content, learning processes, student products, and the learning environment. This differentiation course is specifically designed for middle and secondary Social Studies teachers.

**Addition of courses for new Post-Baccalaureate Certificate program

DOCTOR OF EDUCATION PROGRAM

Carlos A. Martinez, Dean
Celia W. Scott, Director

Faculty

Ellen “Aileen” M. Curtin
Joe Dryden
Ken Helvey
Twyla Miranda
William Newton
Patsy Robles-Goodwin
Celia W. Scott, Director

Degrees and Programs Offered **

Ed.D. Doctor of Education

PROFESSIONAL CERTIFICATIONS

Professional Certification in Administration (Principal Certification)

Superintendent Certification

** Addition of Principal Certification to Ed.D. program.

Professional Certification in Administration **

SUPERINTENDENT CERTIFICATE, NON-DEGREE SEEKING STATUS

Texas Wesleyan University offers the Texas Superintendent Certificate coursework for qualified applicants. Students will enroll and successfully complete 15 hours of coursework including an internship (160 clock hours of documented work) mentored by a practicing superintendent or person in similar capacity. Internship placements should be secured primarily by the student. However, Texas Wesleyan University may offer additional support in finding appropriate internship placements.

To be eligible to receive the Texas Standard Superintendent Certificate, one must:

- hold, at a minimum, a master's degree from an accredited institution of higher education;
- hold, at a minimum, a principal certificate or the equivalent issued under Texas or by another state or country;
- successfully complete an approved superintendent educator preparation program and be recommended for certification by that program;
- satisfactorily complete an exam based on the Standards Required for the Superintendent Certificate.

Admission to the Texas Wesleyan University Superintendent Certificate Program occurs during the fall, spring and/or summer semesters. To become admitted, an individual must meet the following admission requirements:

- Must hold at minimum a master’s degree from regionally accredited institutions with a GPA of 3.2 or greater on a 4.0 scale;
- Minimum GRE of 150 on verbal reasoning and 141 on quantitative reasoning within the last 5 years (or the equivalent scores on the former scale);
- Minimum GRE score of 4 on analytical writing examination within the last 5 years. If the applicant does not score a 4 or better on the GRE written examination, the Committee will request candidate to complete a writing sample, administered on site, to assess candidate’s writing skills;
- Three letters of recommendation showing that the applicant is motivated to achieve, has the capacity to contribute to the learning process and will bring real life experience to the program;
- Interview: The interview does not assess specific content knowledge. Rather, it is designed to assess the use of correct English grammar and language construction, clarity of expression, depth of understanding of educational issues, analytical ability and the ability to communicate as required by the program.

** Addition of entrance semester

PROGRAM REQUIREMENTS

Superintendent Certificate.....	15 hours
EDU 8321 Education Law and Policy	
EDU 8323 Supervision of Personnel and the Instructional Program	
EDU 8324 Planning and Facilities	
EDU 8326 School Finance and Budgeting	
EDU 8335 The Superintendency and Internship	

PRINCIPAL CERTIFICATION

To be recommended for certification through Texas Wesleyan University as an all-level principal, an individual must have a Master’s degree, have a valid teaching certificate, at least 2 years teaching experience, be accepted into and complete the prescribed course or study at Texas Wesleyan University, and pass the Principal State Exam (TExES 68). See “Admission Requirements” for further information regarding acceptance into this area of study.

Administration.....	18
EDU 6315 Instructional Leadership in Schools	
EDU 6316 School Law Administration	
EDU 6317 Administration in EC-12 th Grade Curriculum	
EDU 6319 Principal Internship	
EDU 6362 The Principalship	

one of the following:

- EDU 6318 Supervision and Professional
Development at School Level
- EDU 6342 Special Populations and Program
- EDU 6348 Managing Campus Resources

Students admitted to the Texas Wesleyan University Ed.D. program may add Principal Certification courses to the Ed.D. degree program, provided specific qualifications are met, as listed above. Doctoral students who enroll in any Principal Certification course (EDU 6315, 6316, 6317, 6318, 6319, 6342, 6348, 6362) for Principal Certification will pay doctoral tuition and fees for these courses. These courses may be used as related elective hours for all concentrations in the Ed.D. program.

****Addition of Principal Certification to Ed.D . program.**

GRADUATE PROGRAMS OF HEALTH PROFESSIONS

Heidi Taylor, Dean
Dion Gabaldon, Associate Dean
Paul Austin, Director of DNAP Curriculum
Linda Metcalf, Director of Graduate Programs in Counseling
Tito Tubog, Director of Graduate Programs in Nurse Anesthesia

****New School**

Degrees and Programs Offered **

M.A.Prof.Couns.	Master of Arts in Professional Counseling
M.S.M.F.T.	Master of Science in Marriage and Family Therapy
M.H.S.	Master of Health Science
M.S.N.A.	Master of Science in Nurse Anesthesia
M.S.Sch.Couns.	Master of Science in School Counseling
D.N.A.P.	Doctor of Nurse Anesthesia Practice
D.N.P	Doctor of Nursing Practice –Family Nurse Practitioner Focus (pending SACSOC Approval)
Ph.D.	Doctor of Philosophy in Marriage and Family Therapy

****Addition of D.N.P. and moving Counseling to School of Health Professions**

GRADUATE PROGRAMS IN COUNSELING

Heidi Taylor, Dean **
Linda Metcalf, Director

****New Dean**

Faculty

Russell Bartee
Michael Bishop
Jon Crook
Michael Ellison

Violeta Kadieva
Linda Metcalf, Director
Misti Sparks

Degrees Offered **

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

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

The Master of Science in School Counseling consists of 42 semester credit hours of course work and a minimum of 160 hours of practicum experience. Some courses are offered during the day in the summer. Remaining courses are offered during the evenings and weekends throughout the year. Upon completion of the course work, practicum hours, and passing the TExES exam for school counseling, students are eligible to be employed as school counselors in the public or private school setting. In order to sit for the TExES certification exam, students in the Master of Science in School Counseling program must have a minimum of two years creditable full-time equivalent teaching service as defined by Texas Education Agency (TEA) and the Texas State Board of Educator Certification (SBEC).

The Master of Science in Marriage and Family Therapy degree consists of 60 hours of course work and a minimum of **500 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. **This program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).**

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

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

**** Addition of accreditation and change in hours.**

Admission to Master's Programs in Counseling**

ADMISSIONS CRITERIA

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

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

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

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

Required Documentation

- Completed application with application fee by the required deadline. The fee is non-refundable regardless of whether the application is withdrawn or admission is denied;
- Official transcripts from all colleges/universities attended;
- Three letters of recommendation from former professors or former employers/supervisors in the case of counseling related employment;
- Submit current resume/vita;
- GRE scores, if necessary;
- 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;

Background Check Recommendation **

- Students with the intent to practice as a therapist or counselor in the state of Texas, must complete post-graduate requirements outlined by the Texas Board of Examiners of Professional Counselors (LPC) or Marriage & Family Therapist (LMFT) and a criminal history background check. If you have concern whether any prior offenses may affect your potential for licensure, you may request an early evaluation by the Texas Board of Examiners before beginning a graduate program in counseling. Visit their site for more information: <https://www.dshs.state.tx.us/plc>.

**Change in background checks.

ADMISSIONS PROCESS

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

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

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

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

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

Admissions Process Timeline **

Admission Deadlines:

Fall Admittance	June 15
Spring Admittance	October 15
Summer Admittance	April 1

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

Students will be notified of the admission decision by mail.

****date change for summer admittance**

Course Descriptions

COUNSELING (COU)

6324. Family Therapy Practicum 3 hours

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

Professional supervised experience in counseling couples and families; supervision of live and videotape sessions. **This course can be taken up to 3 times for a total of 9 credit hours.**

MARRIAGE AND FAMILY THERAPY (MFT)

8333. Supervision in Family Therapy 3 hours

This course explores the history, context, philosophy, relationships, and methods of supervision using **the American Association of Marriage and Family Therapy approved supervisor requirements** and major therapy models as a foundation for supervision with a collegial approach. It examines several key professional factors in the supervisory relationship including context, discrepancies in power between supervisor and supervisee, dual relationships, and pragmatic techniques.

8417. MFT Practicum IV 4 hours

This course is a continuation of MFT 8416 and provides a context of supervision for the doctoral student to further demonstrate skills in a family therapy model through live sessions, videotaped supervision, role play and theoretical conceptualization of family issues. The student will complete 100 hours of counseling with a relational context, involving couples and families. **Additionally, this is a teaching practicum, which requires students to prepare and teach alongside a faculty mentor for at least one hour per week in a masters level graduate class, in order to gain college teaching experience amounting to 10 full hours.**

****Course description updates**

GRADUATE PROGRAMS OF NURSE ANESTHESIA

Heidi Taylor, Dean

Dion Gabaldon, Associate Dean and Program Director, DNAP

Paul Austin, Director of DNAP Curriculum

Linda Metcalf, Director of Graduate Programs in Counseling

Tito Tubog, Director of Graduate Programs in Nurse Anesthesia

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.	Doctor of Nurse Anesthesia Practice
D.N.P	Doctor of Nursing Practice –Family Nurse Practitioner Focus (pending SACSOC Approval)

OTHER PROGRAMS

C.R.N.A. B.S. to D.N.A.P. Bridge Program*
Certificate for Nurse Anesthesia Educators

*At the time of catalog print, the addition of the B.S. to D.N.A.P. program is pending approval from the COA.

MASTER’S PROGRAMS IN NURSE ANESTHESIA

Heidi Taylor, Dean
Dion Gabaldon, Associate Dean and Program Director, DNAP
Tito Tubog, Director of Graduate Programs in Nurse Anesthesia

****New Dean and appointments to Associate Dean and Director**

Faculty

Michele Ardigo
Dion Galbadon
Terri Kane
Brian Koonce

Debra Maloy
Ricardo Rodriguez
James Schmidt
Tito Tubog

Degrees Offered

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

MSNA Policies and Expenses

EXPENSES AND FEES

Additional cost are incurred by students enrolled in this program. The following is a list of the estimated expenses that students may be responsible for in addition to Texas Wesleyan University’s tuition and fees:

Health insurance	variable
Textbooks	\$2,500
Prodigy Review Fee	300
Background checks.....	100
American Association of Nurse Anesthetists Associate membership	200
NCE (certification exam) (approximate).....	800
Peripheral nerve stimulator	250
Electronic Materials Fee.....	75
Advanced Practice Registered Nurse Approval	75-200
Housing during rotations	variable
RN licensure during rotations.....	variable

Most costs are estimates and are subject to change without written notice.

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

*The graduation fee must be paid even if the graduate does not participate in the commencement ceremony.

The RRNA is provided with operating room attire during clinical instruction.

Most students will be required to rotate to enrichment health care facilities to meet all clinical requirements for graduation. All costs including transportation, licensure, and housing are the student's responsibility. Rotations to enrichment sites may be up to four months in length during Phase II and the student is encouraged to budget accordingly.

DOCTORAL PROGRAM IN NURSE ANESTHESIA

Heidi Taylor, Dean**

Dion Gabaldon, Associate Dean and Program Director, DNAP

****New Dean**

DOCTOR OF NURSING PRACTICE PROGRAM

(effective Spring 2018 and pending SACSCOC approval at catalog print)**

Heidi Taylor, PhD, RN, NC-BC, HN-BC, Dean
TBA, Program Director

Faculty

TBA

Degree and Programs

DNP Doctor of Nursing Practice-Family Nurse
Practitioner Focus

DOCTOR OF NURSING PRACTICE PROGRAM – FAMILY NURSE PRACTITIONER FOCUS (DNP-FNP)

The mission of the Doctor of Nursing Practice (DNP) program – Family Nurse Practitioner (FNP) focus (DNP-FNP program) is to develop Family Nurse Practitioners who provide holistic, relationship-centered care to individuals, families, and groups/populations. Graduates are prepared to bring integrative approaches to practice as expert clinicians, effective nurse coaches, transformational leaders, and life-long scholars. Graduates are eligible to take the certification examinations for Family Nurse Practitioner and nurse coaching.

The DNP program – FNP Focus builds upon the expected knowledge, skills, and attitudes for baccalaureate prepared registered nurses as described by the American Association of Colleges of Nursing (AACN). The program prepares graduates for practice at the highest level of nursing in primary care situations. Students complete 89 semester credit hours offered online and 1,035 clinical hours completed in practice settings approved by the Program representatives. Graduates are prepared to:

1. integrate multiple sources of knowledge, including knowledge from the nursing sciences and grounded in nursing theory, to develop and evaluate nursing practice;
2. develop, implement, and evaluate health care delivery models to ensure safety and accountability and promote improved outcomes;
3. evaluate and utilize research and best evidence to improve client well-being;
4. implement technology and information systems to provide care and promote well-being of patients and clients;

5. design, influence, implement, and advocate for health care policy that improves health outcomes;
6. utilize transformational leadership and interprofessional collaborative skills to improve patient and population health outcomes;
7. synthesize concepts of clinical prevention for promoting health and reducing risk and illness;
8. assess, manage, and evaluate patients, families and groups/populations using integrative approaches at the highest independent level of clinical nursing practice; and,
9. engage in self-development (self-reflection, self-assessment, self-care) to promote improved outcomes for self and others.

Program Format and Requirements

The program is offered in an on-line, asynchronous format with periodic synchronous communication opportunities available between faculty and peers with prior notice. A 3-day, on campus orientation is required at the beginning of the program. The program is designed for full-time study and completion within 3 calendar years (spring, summer and fall terms). Part-time study is possible. Part-time students are advised that all courses are not offered every semester. All students are expected to complete the program in 7 years. Due to rapidly changing health care knowledge and technology, students may be required to repeat select courses if the program is not completed in 7 years. Students who hold a non-nursing baccalaureate degree may be required to take additional courses or demonstrate baccalaureate competencies prior to admission to the program. This is determined on an individual basis after a review of the applicant's academic history.

Students complete 1,035 clinical practicum hours in supervised experiences by approved professional providers. Clinical practicum experiences facilitate the development of advanced nursing knowledge and skills in real-world situations. Clinical practica may be completed at an approved site and with an approved provider near the student's home. Students may suggest appropriate clinical sites and preceptors. TWU program officials assist with identifying and securing clinical sites and preceptors.

Access to a computer and the internet is a requirement of the program. The technology used by the student must have the capacity for robust multi-media learning experiences that will include video, audio, synchronous communication and web-based information. Hardware and network capacity are important considerations for successful engagement with the course. TWU Information Technology support staff can assist students in determining proper technology for the best experience in online courses.

Graduate Faculty in the DNP-FNP Program

The graduate faculty in the DNP-FNP program hold terminal degrees in their fields. Advanced practice nursing faculty members hold specialty-area board certification. Experts from other disciplines also hold the terminal degree for the discipline. Clinical practicum faculty are approved for advanced practice by the appropriate agency and are board-certified as Family Nurse Practitioners or related specialty. Faculty may be master's prepared if serving as an adjunct faculty member. Board-certified Advanced Practice Nurses on faculty must actively engage in the clinical practice of their specialty to maintain board certification. This assures that current practice knowledge and skills are incorporated into didactic and clinical practicum courses. Graduate faculty members are appointed by the Provost upon the recommendation of the Dean of the School of Health Professions according to the policies established in the Faculty Handbook.

Admission to the DNP-FNP Program

Admission to the DNP-FNP program is a competitive process and is based upon a holistic review of an applicant's unique experiences and traditional measures of academic achievement. Applicants seeking priority status must submit applications by the date published on the program website to be considered for full admission to the program the following semester. Late applications may be considered if: a.) space is available in the program; and, b.) the application is complete and the applicant meets all expected academic requirements:

- A registered nurse with:
 - A baccalaureate degree with a major in nursing from a program accredited by a federally recognized nurse education accrediting body;
 - An Associate degree in nursing and a Bachelor's degree in a related field (additional coursework or evaluation of knowledge and skills may be required to demonstrate baccalaureate nursing competencies;
- A minimum grade point average of 3.0 on a 4.0 scale in upper division major courses and 2.8 overall;
- Successful completion with grades of "B" or higher in undergraduate Basic Statistics and Research courses;
- An unencumbered license to practice as a Registered Nurse in the state where clinical practicum experiences will be conducted (students licensed in states other than Texas and its compact states are advised that additional requirements for approval to complete clinical practica may be imposed by the state); and,
- One year of experience in nursing practice.

APPLICATION

The application for admission can be found online at <http://www.txwes.edu>. In addition, the following documents are required:

- Official transcripts sent from each college/university attended (including hospital school of nursing, if appropriate)
- A resume or curriculum vita that includes, at minimum, academic, work, and community service experiences;
- Evidence of on-going education through continuing education or additional certifications;
- Three professional or academic references that provide support for (at a minimum) the applicant's
 - commitment to high-quality patient care;
 - respect for human dignity;
 - capacity for learning complex material and skills; and,
 - demonstrated effectiveness as an interprofessional team member;
- Evidence of a clear criminal background check, drug screen, required immunizations, and BLS certification.

An interview (face-to-face or live video conference depending on applicant's choice) is also required, in which the applicant demonstrates the ability to communicate a clear philosophy of primary care in a professional manner.

ADMISSION STATUS

Admission to the program is determined by the DNP-FNP Graduate Committee. Applicants are offered full admission or are denied admission. Applicants may appeal an admission decision to the Dean of the School of Health Professions in writing. Denied applicants may re-apply the following year. No guarantee is made regarding full admission for those who re-apply.

Students who stop-out of the program for one semester may re-enroll without re-applying to the program if there is no encumbrance on the nursing license. The student must notify the DNP-FNP Graduate Committee in writing of their intent to re-enroll. If the student has stopped-out for more than one year, a modified re-application process is required by writing a letter to the DNP-FNP Graduate Committee for DNP-FNP and demonstrating an unencumbered license. Other information may be required by the committee under special circumstances.

PROGRESSION REQUIREMENTS FOR THE DNP PROGRAM-FNP FOCUS

To progress in the DNP-FNP program, students must:

- Maintain an unencumbered license to practice as a Registered Nurse;
- Maintain a 3.0 GPA. One course grade of “C” is allowed in the required courses. The course must be repeated and a grade of “B” or higher must be earned in the second attempt. Students who do not maintain a GPA of 3.0 are dismissed from the program.
- Maintain a clear criminal background check, drug screens, required immunizations, and BLS certification prior to engaging in clinical practica (see “Background checks, Drug Screens, and Immunizations” section).
- Engage in consistent professional conduct. Unprofessional conduct and unethical, unsafe, or illegal practices by licensed Registered Nurses in the State of Texas and its compact states are subject to peer review as required by Texas Administrative Code Title 22, Part 11, Chapter 217 Rule §217.19(d). Procedures for Incident-Based Peer Review (IBPR) provide for compliance with “due process” and “good faith” in the peer review process through the School of Health Professions Nursing Peer-Review Committee. Reporting to the Texas Board of Nursing may be mandatory and other requirements to protect the safety of the public will be implemented by program officials, including possible dismissal from the program.
- Maintain a clear drug screen (randomly conducted by the program at the programs cost during clinical phases of the program).
 - a positive drug screen may lead to dismissal or leave of absence from the program, required reporting to the Texas Board of Nurse Examiners (which can result in encumbering or revocation of nursing license), participation in required treatment and rehabilitation programs, or other reasonable action necessary to protect the public and the student from harm.
- Maintain mental health capacities that do not impair behavior, judgment, or ability to function in school or work as defined by the Texas Board of Nursing. Treatment for alcohol and/or drug addiction are considered part of mental health capacity and may lead to a required leave of absence or dismissal from the program.
- Maintain respectful, professional relationships with clinical partners providing sites for clinical/practicum experiences.

Graduation Requirements for the DNP Program- FNP Focus

- Satisfactory completion of the 89-semester credit hour program with a cumulative GPA of 3.0 or higher within 7 years. If 7 years passes before the student completes the requirements for graduation, select courses may be required to be repeated due to the rapidly changing research, standards of care, and technology in healthcare.

- Satisfactory completion of final DNP project demonstrated by a grade of B or higher.
- Satisfactory completion of 1,035 hours of clinical practice documented in clinical portfolio with a grade of B or Higher.

DNP Project

Texas Wesleyan University DNP-FNP program follows the recommendations of the American Association of Colleges of Nursing (AACN) regarding the final scholarly product of DNP students. The DNP Project is the final product that demonstrates the students' clinical scholarship. The DNP project is not a research dissertation.

The DNP Project Team guides the student in this work. The DNP Project Team includes the student, select faculty, and other mentors as appropriate (who may come from outside the University). Other collaborators who are experts in the field may provide limited support.

Students begin formulating ideas about the DNP Project in the first year of the curriculum. In Year 2 of the curriculum, students refine their ideas for improving health outcomes. The DNP Transition course in the final term of the Year 2 is designed to help students determine focus and scope of the project and develop the plan for implementation, evaluation and dissemination. During Year 3, first and second terms, the students implement and evaluate the project. The product is disseminated in the final term of Year 3.

The DNP Project may take various forms depending on the purpose and focus. The product of the DNP Project includes a description of the project, implementation, and evaluation components. Dissemination of the product is expected and may take many forms including, but not limited to, publication in a peer-reviewed journal, poster or podium presentations, presentation to stakeholders (verbally and in-writing), development of continuing education offerings, development of a clinical protocol that impacts practice change, or other significant contribution to improvement of practice and/or health outcomes.

The project should:

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a systems (micro-meso-or macro-level) or population/aggregate focus.
- Demonstrate implementation in the appropriate area or arena of practice.
- Include a plan for sustainability (e.g. fiscal, system, or political contexts)
- Include an evaluation of processes and/or outcomes (formative or summative). These processes and outcomes must guide practice and policy.
- Provide a foundation for future practice scholarship
- (American Association of Colleges of Nursing, August 2015)

Non-Degree Seeking Students

A non-degree seeking student is defined as a student holding an undergraduate degree from an accredited institution with a 3.0 undergraduate GPA in the last 60 hours. The student may enroll in only selected courses at Texas Wesleyan University and is not eligible for financial aid. Up to 12 credit hours of graduate coursework may be applied to a graduate degree at Texas Wesleyan University. A student who seeks enrollment as a non-degree seeking student must apply to the University and request approval from the DNP-FNP Graduate Committee for DNP-FNP.

Non-degree seeking students may enroll in the following courses on a space available basis.

- Reflective Practice
- Nurse Coaching
- Family Systems
- Advanced Pathophysiology
- Advanced Pharmacotherapeutics

Academic Policies

TRANSFER CREDIT

There is no automatic transfer of credit from another university. The DNP-FNP Program Director reviews all transfer course materials to determine appropriateness of the transfer for TWU credit and course equivalency. The Dean of the School of Health Professions must approve all transfer credit. Up to 12 graduate credit hours from among the following courses may be transferred from an accredited program with grades of B (3.0 GPA) or higher if taken within the past 2 years:

- Biostatistics or Statistics
- Advanced Pathophysiology (appropriate for Family Nurse Practitioners)
- Advanced Pharmacotherapeutics (appropriate for Family Nurse Practitioners)
- Advanced Health Assessment

BACKGROUND CHECKS, DRUG SCREENS AND IMMUNIZATIONS

Patient and student safety is a primary consideration for Texas Wesleyan University and its clinical/professional affiliates. Background checks, drug screens and certain immunizations are required by clinical affiliates for participation in clinical practica and are conducted at the time of application and prior to beginning Year 2. Information about background checks, drug screens, and immunizations are provided to students prior to being admitted to the program. Background checks, drug screens, and immunizations at the time of application are the responsibility of the student. Random drug screens are conducted on a random basis throughout the program and are the responsibility of the program. Students who

refuse a drug screen may not continue in the program. Students who have a positive drug screen will be subject to the peer-review process. Clinical affiliates reserve the right to deny clinical practice opportunities to students who do not meet the affiliates' expected minimum standards on these criteria. The DNP-FNP Student Handbook includes policies related to these requirements.

RESIDENCY REQUIREMENT

To be awarded a graduate degree from Texas Wesleyan University, students must successfully complete a minimum of 77 credit hours at Texas Wesleyan University.

DNP-FNP GRADUATE COMMITTEE

The DNP-FNP Graduate Committee recommends policy, hears appeals, and approves and recommends curricular changes for the DNP-FNP program. The appeals process is outlined in the DNP-FNP Student Handbook.

Membership includes:

- Dean of the School of Health Professions
- All appointed and contributing faculty members in the DNP-FNP program
- One member of the faculty from the Graduate Programs in Nurse Anesthesia
- One member of the faculty from the Graduate Counseling programs.

ADVISING, REGISTRATION AND ORIENTATION

Graduate students are advised by the DNP-FNP Program Director or a designee. To enroll in classes, students should consult with the Program Director to ensure registration in appropriate courses. Online registration is available. Students are expected to register according to the registration schedule provided by the registrar. Late registration will result in additional fees and cannot be completed online. Registration times are posted online at <http://www.txwes.edu/academics/registrar/>

Orientation is conducted over a three-day period at the beginning of the first semester on campus and is augmented by video, which is accessible online. Orientation must be completed prior to enrollment in the first course of the curriculum. When notified of full admission status, students are provided information about the orientation.

ACCESS TO THE FACULTY, ADVISOR, PROGRAM DIRECTOR AND DEAN

The faculty, advisor, Program Director, and the Dean of the School of Health Professions can be reached by e-mail, telephone, and standard mail. Contact information, including online office hours and other time considerations for communication, is available on the Texas Wesleyan University web site, in the DNP-FNP Program

Student Handbook, and in course syllabi. Students are encouraged to make appointments for telephone or face-to-face meetings to ensure the person's availability. Though preferred, appointments are not required.

SEQUENCE OF EVENTS FOR DNP-FNP STUDENTS

1. Apply to the DNP-FNP program by the posted deadline to be considered for admission (see admissions requirements and procedures and website).
2. Following acceptance with full admission status to the program, consult with Program Director of the DNP-FNP program or with assigned advisor for information about registration and filing a degree plan.
3. Register for courses online as instructed following admission into the program. Note that late registration must be done in person and incurs additional fees.
4. Complete the first term of course work.
5. During Year 1, meet with advisor to begin planning for Clinical Practicum that begins in Year 2. Continue planning through following term.
6. Register for Year 2, first term courses. Start Clinical Practica.
7. Complete Year 2, second and third terms begin planning DNP Project while enrolled in DNP transition (Year 2).
8. Register for Year 3, first term classes. Begin DNP Project. File for Graduation by posted deadline.
9. Register for Year 3, second term classes. Continue DNP Project
10. Register for Year 3, third and final term classes. Complete DNP Project. Complete FNP Residency (270 hours).
11. Attend Hooding and Graduation Ceremonies - December (see University Calendar for date, time, and place).

Program Requirements

Required Graduate Core Courses.....21hours

- FNP 8320 Reflective Practice
- FNP 8324 Theories for Advanced Nursing Practice
- FNP 8325 Applied Statistics for Advanced Nursing Practice
- FNP 8328 Research and Evidence-Informed Practice
- FNP 8331 Population health and Emerging Diseases
- FNP 8345 Health Care Informatics
- FNP 8348 Health Care Policy

APRN Core Courses.....9 hours

- FNP 8323 Advanced Pathophysiology for Advanced Nursing Practice
- FNP 8326 Advanced Health Assessment and Diagnostic Reasoning

FNP 8327 Advanced Pharmacotherapeutics

Family Nurse Practitioner Role and Population-

Focused Courses.....59 hours

- FNP 8232 Practice Management for the Advanced Practice Nurse
- FNP 8237 Practice Leadership for the Advanced Practice Nurse
- FNP 8242 Evidence-Informed Practice I
- FNP 8246 Evidence-Informed Practice II
- FNP 8321 Family Systems
- FNP 8322 Introduction to the Art and Science of Nurse Coaching
- FNP 8335 Advanced Roles for the DNP-FNP
- FNP 8340 Vulnerable Populations
- FNP 8341 DNP Transition
- FNP 8360 DNP Project
- FNP 8443 Primary Care for the Chronically III I
- FNP 8447 Primary Care for the Chronically-III II
- FNP 8630 Family Nurse Practitioner I
- FNP 8634 Family Nurse Practitioner II
- FNP 8638 Family Nurse Practitioner III
- FNP 8749 FNP Residency

TOTAL CREDIT HOURS FOR DEGREE.....89 HOURS

TOTAL CLINICAL PRACTICUM HOURS FOR DEGREE..1,035 HOURS

Course Descriptions

FAMILY NURSE PRACTITIONER (FNP)

8232. Practice Management for the Advanced Practice Nurse 2 hours

Prerequisites: All courses in Year 1 of prescribed curriculum

This course is designed to provide a framework for personal financial management and practice management fundamentals. Content includes personal financial planning, principles of health care economics and practice management, foundations of a business plan, and business liability issues. Also emphasized are the fiscal aspects of family nurse practitioner practice including coding for services, cost/revenue considerations, cost effectiveness of care, and ethical issues associated with these aspects of practice. Managing a sustainable model when caring for vulnerable populations including chronically ill and uninsured or underinsured is also explored.

8237. Practice Leadership for the Advanced Practice Nurse 2 hours

Prerequisites: FNP 8630, FNP 8232

This course focuses on theory and practical application of leadership within a dynamic health care environment. Students explore leadership theories and perform self-assessments. Leadership and management concepts at the personal, organizational, and staff levels are examined. Students analyze emerging issues and the use

Doctor of Nursing Practice Program 101

of innovation and interprofessional relationships to meet ongoing challenges in the health care organizational environment.

8242. Evidence-Informed Practice I **2 hours**

Prerequisites: FNP 8638, FNP 8341

Exploration of issues related to evidence informed practice in select clinical settings under the direction of the faculty. Synthesize key research related to clinical topics as part of the systematic review of evidence needed for the scholarly project.

8246. Evidence-Informed Practice II **2 hours**

Integration of practice, theory and research evidence to expand clinical expertise in the management of clinical or system problems. Includes examination of care delivery structures and processes that contribute to specific clinical problems. Further refinement of the student's identified clinical problem and change.

8320. Reflective Practice **3 hour**

Incorporation of techniques of reflective practice into prior nursing knowledge to develop expertise as an advanced practice nurse adept at assessing and intervening in the mind-body-spirit-environment. A dual aim of the course is to further develop the student as a resilient provider of care, practicing self-care throughout life and developing mindfulness in self and others.

8321. Family Systems **3 hours**

The examination of theories of family and the dynamics influencing family life, role behavior, coping, change, and challenge. Emphasis is on assessment and analysis of family dynamics being mindful of the concepts of mind-body-spirit-environment.

8322. Introduction to the Art and Science of Nurse Coaching **3 hours**

Development of professional nurse coaching competencies that facilitate a process of discovery, change, or development in individuals and groups to realize their full potential. Skills for authentic presence, deep listening, pattern recognition, motivational interviewing and appreciative inquiry are established. The nurse coaching process is emphasized. Following this course, students are eligible for board certification as a Nurse Coach. This course requires 90 hours of practicum in addition to didactic course expectations.

8323. Advanced Pathophysiology for Advanced Nursing Practice **3 hours**

Prerequisite: Undergraduate human anatomy & physiology course and pathophysiology course.

Examines the underlying pathophysiology, which leads to disease states and abnormalities in human functioning. Emphasis will be on connecting symptoms of disease to pathophysiology for appropriate diagnosis and treatment.

8324. Theories for Advanced Nursing Practice **3 hours**

Examines the theoretical and conceptual bases of nursing to encourage students to critique, evaluate, and utilize appropriate

theory within their own practice. Focus will be on a variety of selected theories from nursing and related other fields. Application and utilization of these theories to provide quality healthcare in the current and evolving healthcare delivery system will be explored. Emphasis will be on congruence within an individual provider's paradigm, or worldview.

8325. Applied Statistics for Advanced Nursing Practice 3 hours

Prerequisites: Undergraduate Introductory Statistics course or equivalent.

The focus of this course is to develop statistical reasoning and critical appraisal skills, enabling students to critically read and evaluate health care and nursing literature. Emphasis is on understanding the relevance and use of statistics in nursing research, and interpreting common statistical approaches in health care research. Published nursing research and using evidence to make clinical decisions and improve health outcomes will be emphasized.

8326. Advanced Health Assessment and Diagnostic Reasoning 3 hours

Building upon basic health assessment and history-taking knowledge and skills, this course focuses on the study and practice of complex skills for mind-body-spirit assessment with a focus on the differentiation and interpretation of normal and abnormal findings. Analytical thinking is developed to build a database of differential diagnoses. This course requires 90 hours of practicum in addition to didactic course expectations.

8327. Advanced Pharmacotherapeutics 3 hours

Prerequisites: FNP 8323 or equivalent transfer course. May be taken concurrently with FNP 8326.

Study of pharmacotherapeutics across the life span with an emphasis on clinical decision-making. Legal and ethical aspects of prescribing will also be studied.

8328. Research and Evidence-Informed Practice 3 hours

Pre-requisites: ANE 8312, undergraduate research course

Builds on student's undergraduate research and graduate level statistics courses. Includes evaluation of both qualitative and quantitative methods of inquiry and how the results of each can be incorporated into the practice of the FNP provider in integrated health care and to improve patient population outcomes. The value of utilizing systematic reviews and meta-synthesis to inform practice are emphasized. Ethical aspects of research translation are addressed.

8331. Population Health and Emerging Diseases 3 hours

Pre-requisites: FNP 8328, ANE 8312

Principles of epidemiology, population health and emerging diseases applied to the assessment and management of individuals, families, and groups/populations. Healthcare policy implications are examined.

8335. Advanced Roles for the DNP-FNP 3 hours

Prerequisites: 8630 FNP I, 8324 Theories for Advanced Nursing Practice

Examination of roles of the doctorally prepared advance practice nurse with emphasis on synthesis of current trends in health care with personal philosophy and FNP practice. The focus is on the required knowledge and skills from political, economic, and legal frameworks for assimilation into leadership roles in health care systems.

8340. Vulnerable Populations 3 hours

Prerequisites: FNP 8634

Examines characteristics of vulnerable populations in U.S. for the purpose of working with these populations. Emphasis is on change to the healthcare system needed to meet the needs of vulnerable populations and encourage resilience in vulnerable patients and families.

8341. DNP Transition 3 hours

Prerequisite: FNP II; may be taken concurrently with FNP III.

The focus of this course is on the DNP-FNP as a leader of change for the improvement of outcomes in healthcare systems. Systems theory, complexity theory, quality and safety principles, and the vulnerability model will receive special emphasis. Students will develop the DNP project idea with a specific population that they investigated in the Research and Evidence Informed Practice course.

8345. Health Care Informatics 3 hours

Prerequisites: FNP 8341

This course introduces students to the methods and strategies necessary to incorporate existing research and information into an evidence-based practice. Using and mobilizing information and technology across healthcare organizations to ensure continuity of high quality care and improved outcomes is emphasized.

8348. Health Care Policy 3 hours

Prerequisites: FNP 8345, FNP 8242, FNP 8447

The focus is on the use of political efficacy and competencies to improve health outcomes of populations and improve the quality of health care delivery systems. The interrelationships between policy, political trends, health care quality outcomes, access to care and cost containment will be examined.

8360. DNP Project 3 hours

Prerequisites: All prior courses in the FNP program; may be taken concurrently with the FNP Residency course.

The DNP Project represents a synthesis of the student's course work and field experiences in the program. The focus of the DNP Project will be a clinical problem that seeks to improve patient outcomes with a specified population and exemplifies aspects of advances nursing leadership an interprofessional collaboration. This experience results in a scholarly written report which is subjected to peer and/or professional review and must be disseminated. This project must be approved by the advisory committee before any field

work is undertaken. This course is repeatable until requirements are met.

8443. Primary Care for the Chronically III I **4 hours**

Prerequisites: all Year 1 and Year 2 courses in the prescribed curriculum

The focus of this course is on chronic illness care through a combination of traditional and non-traditional approaches. The impact of chronic illness on the patient and the family from a whole-person perspective is emphasized and includes psychosocial, spiritual, and environmental perspectives. Self-care strategies for resilient caregiving by the professional and the family/primary caregiver is included. This course requires 90 clock hours in clinical practicum.

8447. Primary Care for the Chronically III II **4 hours**

Prerequisites: 8443 Primary Care of the Chronically Ill Patient-I

The focus of this course is on the role of the DNP-FNP as a member and leader of interprofessional teams in chronic illness care. The interaction between chronic illness and the health care system is analyzed. Models of care such as home health care, long-term care, palliative care, and rehabilitation are explored. The DNP-FNP's role as a care provider and policy leader in these systems is examined. This course requires 90 clock hours in clinical practicum.

8630. Family Nurse Practitioner I **6 hours**

Prerequisites: All Year 1 courses

Study of integrative management of commonly occurring acute and chronic conditions in primary health care settings. Special emphasis is given to prevention and wellness promotion in these populations. Diagnostic reasoning is further developed in terms of establishing differential diagnoses and suggesting treatments, both evidence informed pharmacological and non-pharmacological in nature. Clinical practice with the interprofessional team allows the student to demonstrate understanding of the complex nature of illness and wellness. This course requires 135 hours of practicum in addition to didactic course expectations.

8634. Family Nurse Practitioner II **6 hours**

Prerequisite: FNP 8630

This course is a continuation of FNP 8630. Continuation of the study of integrative management of commonly occurring acute and chronic conditions in primary health care settings. Special emphasis is given to prevention and wellness promotion in these populations. Diagnostic reasoning is further developed in terms of establishing differential diagnoses and suggesting treatments, both evidence informed pharmacological and non-pharmacological in nature. Clinical practice with the interprofessional team allows the student to demonstrate understanding of the complex nature of illness and wellness. This course requires 135 clock hours in clinical practicum.

8638. Family Nurse Practitioner III **6 hours**

Continuation of the study of integrative management of commonly occurring acute and chronic conditions in primary health care settings with a special focus on geriatric and pediatric patients.

Doctor of Nursing Practice Program 105

Emphasis is given to prevention and wellness promotion in these populations. Diagnostic reasoning is further developed in terms of establishing differential diagnoses and suggesting treatments, both evidence informed pharmacological and non-pharmacological in nature. Clinical practice with the interprofessional team allows the student to demonstrate understanding of the complex nature of illness and wellness. This course requires 135 clock hours in clinical practicum.

8749. Family Nurse Practitioner Residency **7 hours**

Prerequisites: FNP 8246, FNP 8447, FNP 8348

This course allows the FNP student the opportunity to practice all knowledge and skills gained in all prior course work to deliver whole-person, relationship-centered healthcare at the highest level of nursing practice. The continual process of learning required by clinical practice as students integrate the knowledge gained from evidence in nursing and other relevant disciplines into practice with individuals, families, groups/populations is emphasized. Critical appraisal of health care systems for improvement and delivery of health care to all is emphasized. This course requires 270 clock hours in clinical practicum.

** Addition of new DNP-FNP program

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Jared Coile, Director of IT Academic Services
Angela Dampeer, Associate Vice President of Human Resources
Steven Daniell, Associate Provost of Academic Affairs
Martha Earngey, Director of Annual Giving
Shawn Farrell, Senior Director for Sponsored Programs and Foundation Relations
Brian Franks, Executive Director of Facilities Development, Operations & Emergency Services
Jimmy Gresham, Director of Facilities Operations
Lisa Hammonds, Director of CETL
Andy Harris, Director of International Programs
Elizabeth Howard, University Librarian and Director of the West Library
Marcus Kerr, Associate Vice President and Chief Information Officer
Anice Lewis-Hollins, Director of Health Services
Brigitte Mudukuti, Associate CIO and Director of IT Business Services
Gina Phillips, Director of Development
Vanessa Reaves, Senior Director of Advancement Services
Laurie Rosenkrantz, Director of Financial Aid
Jerri Schooley, Associate Vice President for Advancement
Stephanie Scott, Director of Digital Marketing & Strategy
Steve Trachier, Athletic Director
Aaron Whaley, Director of the Morton Fitness Center
Darren White, Associate Vice President - Marketing and Communications
Dolan White, University Registrar
DeAwna Wood, Director of Alumni Relations
Djuana Young, Assistant Vice President for Enrollment

Appointed Graduate Faculty

First date indicates year of original appointment to the University.

- ELSA ANDERSON, Assistant Professor of Education, 2011; B.A., Mercer University, 1979; M.Ed., University of North Texas, 1996; Ph.D., University of North Texas, 2009.
- TRISHA ANDERSON, Associate Professor of Management, 2009. B.S., Marist College, 2002; M.B.A., Marist College, 2004; Ph.D., University of Massachusetts Amherst, 2010.
- MICHELE ARDIGO, Assistant Professor of Nurse Anesthesia, 2015. B.S., California Polytechnic State University 1989, BSN, Johns Hopkins University 1991, MS, St. Mary's University 1997, DNP, Maryville University, 2015.
- PAUL N. AUSTIN, Professor of Nurse Anesthesia, Director of DNAP Curriculum, 2008. B.S.N., State University of New York: College of Technology, 1980; B.S., US Navy Nurse Corps/ The George Washington University Nurse Anesthesia Program, 1985; M.S.N., State University of New York at Buffalo, 1990; Ph.D., University of Cincinnati College of Nursing, 2001.
- THOMAS J. BELL III, Professor of Business Administration, 1995. B.S., Prairie View A&M, 1984; M.S., Amber University, 1993; Ph.D., University of North Texas, 1999.
- RICHARD M. BISHOP, Assistant Professor of Graduate Counseling, 2015. B.A., Lubbock Christian University, 1977; M.S., East Texas State University, 1981; Ph.D., Texas Woman's University, 1991.
- JON CROOK, Associate Professor of Counseling, 2005. B.A., St. John's University, 1969; M.A., Miami University, 1971; Ph.D., Case Western Reserve University, 1978.
- ELLEN (AILEEN) M. CURTIN, Professor of Education, 2000; B.Ed., Mary Immaculate College, Ireland, 1983; M.Ed. Texas Wesleyan University, 1996; Ph.D.; University of North Texas, 2002.
- JOE DRYDEN, Associate Professor of Education, 2007. B.A., Texas Tech University, 1987; J.D., California Western School of Law, 1990; M.Ed., Texas Christian University, 1993; Ed.D, University of North Texas, 2010.
- LISA S. DRYDEN, Professor of Reading and Director of Master's Program in Education, 1992. B.S., Louisiana State University, 1983; M.Ed., Louisiana State University, 1987; Ph.D., Florida State University, 1991.
- MICHAEL G. ELLISON, Professor of Counseling, 1996, and Director of Master's Programs in Counseling, 2004. B.S., Oklahoma State University, 1972; M.S., California Coast University, 1986; Ph.D., California Coast University, 1987.
- RODNEY ERAKOVICH, Associate Professor of Public Administration and Management, 2008. B.S., Professional Aeronautics, Embry Riddle Aeronautical University, 1984; M.B.A., Embry Riddle Aeronautical University, 1986; Ph.D., University of Texas at Arlington, 2005.
- DION A. GABALDON, Assistant Professor of Nurse Anesthesia, 2012. B.S.N., Westminster College, 1995; M.S., Nurse Anesthesia, Saint Mary's University, 1998; D.H.A., University of Phoenix, 2012.
- KEN HELVEY, Assistant Professor of Education, 2014. B.S., Tarleton State University, 1983; M.Ed., Texas A & M Commerce, 1994; Ed.D., University of North Texas, 2006.
- SUA JEON, Assistant Professor of Marketing, 2015; B.A., Ewha Womans University, 1995; M.S., University of North Texas, 2006; Ph.D., University of North Texas, 2015.
- TERRI D. KANE, Assistant Professor of Nurse Anesthesia, 2012. B.S.N., University of Arkansas, 1985; M.S.N., University of Arkansas, 1993;

Trustees, Administration, Faculty 109

- M.H.S., Texas Wesleyan University, 1999; DNAP, Texas Wesleyan University, 2015.
- VIOLETA KADIEVA, Assistant Professor of Graduate Counseling, 2016. B.S., Viterbo University, 2009; M.S., University of Wisconsin-Stout, 2011; Ph.D., Texas Tech University, 2015.
- DEBRA MALOY, Associate Professor of Nurse Anesthesia, 2003. A.D., State University of New York, 1977; B.S.N., University of Texas at Arlington, 1989; M.H.S., Texas Wesleyan University, 1992; Ed.D., University of North Texas, 2015.
- RONNIE McMANUS, Professor of Religion and Psychology, 1979. B.S., Texas Wesleyan College, 1970; M.Th., Southern Methodist University, 1973; D.M., Texas Christian University, 1975; Ph.D., Texas Woman's University, 1982.
- LINDA SUSAN METCALF, Professor of Counseling, 2006. B.A., Baylor University, 1973; M.Ed., Texas Christian University, 1986; Ph.D., Texas Woman's University, 1993.
- TWYLA MIRANDA, Professor of Education, 1990. B.S., Abilene Christian University, 1972; M.Ed., Central State University, 1976; Ph.D., University of North Texas, 1990.
- THOMAS W. NICHOLS, Associate Professor of Management, 2007. B.S., Texas Wesleyan University, 1994; M.B.A., Texas Wesleyan University, 2002; Ph.D., University of North Texas, 2008.
- GOKCEN OGRUK, Assistant Professor of Economics, 2013. B.A., Bogazici University, 2004; M.A., Bogazici University, 2007; Ph.D., University of Houston, 2013.
- BONNIE QUILLIN, Assistant Professor of Accounting, 2015. B.B.A., Tarleton State University, 1989; M.B.A., Syracuse University, 2001.
- HECTOR A. QUINTANILLA, Professor of Accounting, 1995, Dean of the School of Business Administration and Professional Programs, 2006. B.S., North Texas State University, 1983; M.S., North Texas State University, 1983; Ph.D., University of Texas at Arlington, 1996.
- RICARDO ESCOBEDO RODRIGUEZ, Professor of Chemistry and Dean of Natural and Social Sciences, 1990. B.S., Baylor University, 1982; Ph.D., Texas Christian University, 1987.
- JAMES ROBERT SCHMIDT, Associate Professor of Anatomy, Physiology, and Pathophysiology, 2009. B.S., University of Wisconsin- Milwaukee, 2002; Ph.D., Medical College of Wisconsin, 2008.
- CELIA WILSON SCOTT, Associate Professor of Education and Director of Doctoral Programs in Education, 2010. B.S., University of Southern Mississippi, 1997; M.Ed., University of Southern Mississippi, 1999; Ph.D. University of North Texas, 2010.
- MISTY LINNEA SPARKS, Associate Professor of Counseling, 2009. B.A., University of North Texas, 1999; M.S., Texas Woman's University, 2004; Ph.D., Texas Woman's University, 2008.
- HEIDI TAYLOR**, Dean and Professor, School of Health Professions, 2016, B.S.N., West Texas A&M University, 1982; M.S., Texas Woman's University, 1988; Ph.D., Texas Woman's University, 1997
- THOMAS D. TOLLESON, Professor of Accounting, 1996. B.S., Mississippi College, 1971; M.B.A., Augusta College, 1987; Ph.D., University of North Texas, 1996.
- TITO D. TUBOG, Assistant Director of Nurse Anesthesia, 2012. B.S.N., Atheneo de Zamboanga University, 1990; M.S.N.A., Texas Wesleyan University, 2006; D.N.A.P., Texas Wesleyan University, 2011.
- SAMEER VAIDYA, Professor of Management and Associate Dean of the School of Business and Professional Programs, 2004. B. Com., University of Poona, 1990; M.B.A., University of Texas Pan American, 1994, Ph.D., University of Texas Pan American, 2000.
- KIMBERLY J. WEBB, Assistant Professor of Accounting, 2002; B.S., Cumberland College, 1992; M.S., University of Texas at Arlington, 1996; Ph.D., University of Texas at Arlington, 2014.

- SHENGXIONG WU, Associate Professor of Finance, 2011. B.E., University of International Business and Economics, 1999; M.A., Kent State University, 2006; Ph.D., Kent State University, 2012.
- SINAN YILDIRIM, Associate Professor of Management, 2008. B.A., University of Bogazici, 1999; M.B.A., University of Bogazici, 2000; Ph.D., University of Texas at San Antonio, 2007.

*Faculty Emeritus status

Contributing Graduate Faculty

First date indicates year of original appointment to the University.

- RUSSELL BARTEE, Visiting Professor of Graduate Counseling, 2015. B.S., Oklahoma Christian University, 1976; M.Ed., University of North Texas, 1988; Ph.D., Texas Woman's University, 2011.
- MARCEL SATSKY KERR, Professor of Psychology, 2000. B.S., Texas A & M University, 1994; M.A. Texas Tech University, 1996; M.Ed., University of Texas at Brownsville, 2004; Ph.D., Texas Tech University, 1999.
- MARY LANDERS, Instructor of Mathematics and TQ Math, 2002; B.A., Texas Christian University, 1963; M.S., New Mexico State University, 1968; Ed.D., Texas A&M University Commerce, 1996.
- CARLOS MARTINEZ, Professor of Education and Dean of the School of Education, 1991. B.A., University of Puerto Rico, 1987; M.Ed., Stephen F. Austin State University, 1990; Ph.D., Texas A&M University, 2000.
- WILLIAM NEWTON, Assistant Professor of Education, 2010. B.S., Texas A&M University at College Station, 1974; M.Ed., University of North Texas, 1978; Ed.D., University of North Texas, 2001.
- PATSY ROBLES-GOODWIN, Professor of Education & Director of English as a Second Language/Bilingual Programs, 2006. B.S., Texas Tech University, 1985; M.L.A., Southern Methodist University, 1988; Ed.D., Texas Woman's University, 2001.
- KIMBERLY M. TYLER, Associate Professor of Education, 2006. B.S., Louisiana State University, 1992; M.S., University of Southern Mississippi, 1995; Ph.D., The College of William and Mary, 2006.
- JULIE VOWELL, Associate Professor of Education, 2011. B.A., Baylor University, 1995; M.Ed., University of Houston, 2001; Ed.D., University of Houston, 2008.
- ROBERT JOSEPH WILSON, Professor of Education, 1986. B.S., Quincy College, 1974; M.S.Ed., Southern Illinois University, 1978; Ph.D., 1985.

Index

A

AACSB	See Accreditation
Academic Accommodation.....	33
Academic Calendar	6
Academic Deans	42
Academic Offices	42
Academic Policies	43
Graduate Business Programs	54
Academic Probation	56
Accommodation	33
Account Payment	22
Accounting (ACC) Course Descriptions.....	58
Accreditation	
Graduate Business Programs	49
University	18
Adding Classes	23
Administrative Officers.....	107
Administrative Staff.....	107
Admissions Criteria	
Graduate Business Programs	50
Master's Programs in Counseling	84
Master's Programs in Education	69
Admissions Process	
Doctor of Nurse Practice Program	93
M.B.A. Program.....	50
Master's Programs in Counseling	85
Admissions Status	
M.B.A.	52
Alerts	32
Alumni Association	20
Appealing a Grade	46
Appointed Graduate Faculty	108
Athletics.....	26
Audit Fee	21

B

Board of Trustees	106
Bookstore	27
Buildings	20
Business Administration (BUA) Course Descriptions	60
Business Faculty.....	49
Business Tuition.....	21

C

Calendar	6
Campus Buildings	20
CANAEP.....	See Accreditation
Capstone Integrative Course	56

Chairman’s Council	106
Change of Schedule (Add/Drop/Withdrawal)	23
Civil Rights Compliance Coordinator	34
Class Load	43
Complaint Policy	40
Complaints	
about Grades	41
involving Employees	38
involving Guests or Vendors	38
involving Students.....	38
Title IX	35
Conference Course	
Fee	22
Contributing Graduate Faculty	110
Coordinator for Civil Rights Compliance Efforts.....	34
Counseling (COU) Course Descriptions	86
Counseling Tuition.....	21
Course Descriptions	
Doctor of Education Program	100
Doctoral Program in Marriage and Family Therapy	86
Graduate Business Programs.....	58
Master’s Programs in Counseling	86
Master’s Programs in Education.....	75
Course Fees	21
D	
Deans, School	42
Deferred Payment Plan	23
Degree Requirements.....	See Program Requirements
Dining Facilities.....	27
Disability Accommodation	33
Application Deadlines	33
Disability Services	
Documentation for	33
Disability Services, Director of.....	34
Distance Education.....	48
Doctoral Graduation fee.....	22
Dora Roberts Dining Hall	27
Dropping Classes	23, 44
E	
Eating on Campus.....	27
Economics (ECO) Course Descriptions	61
Education (EDU) Course Descriptions	
Graduate Level.....	75
Education Tuition	21
Elizabeth Armstrong Hall.....	30
Emergency Alerts.....	32
English Proficiency	
Graduate Business Programs.....	52
Expenses.....	21–25
Expenses and Fees, MSNA.....	88

F

Faculty in Graduate Business Programs 49
 Faculty Initiated Student Course Withdrawal 43
 Federal Refund Calculation 25
 Fees..... 21
 Filing a Grievance 35
 Finance (FIN) Course Descriptions..... 61
 Financial Aid Refunds 24
 Financial Responsibility 23
 Former Students
 MBA Program..... 53

G

Grade Appeal Process..... 46
 Grade Complaints..... 41
 Grading 45
 Graduate Business Programs..... 55
 Graduate and Professional Programs Offered 42
 Graduate Committee in Business..... 54
 Graduate Faculty in Business 53
 Graduate Tuition and Course Fees 21
 Graduation Fee Information..... 22
 Graduation Requirements
 Graduate Business Programs..... 56
 Master's Programs in Education..... 70
 Grievance Procedures 35

H

Harassment and Discrimination Policy..... 37
 Health Center 27
 Housing..... 29
 Housing Fees..... 22
 Housing Refunds..... 24

I

Identification Card 28
 Incomplete Grade..... 45
 International Programs 28
 Residential Living 22
 IT Services for Students 31

L

Lodging of Complaint involving a Staff Employee, Guests or Vendor
 38
 Lodging of Complaint involving a Student..... 38

M

M.B.A. Admissions..... 50
 Management (MGT) Course Descriptions
 Graduate Level/MBA 62
 Management Information Systems (MIS) Course Descriptions 64

Marketing (MKT) Course Descriptions 65
Marketing and Communications 28
Marriage and Family Therapy (MFT) Course Descriptions 86
Master of Business Administration (M.B.A.) 49
Master’s Graduation fee 22
Media And Classroom Support..... 31
Memberships, University 18
Minimum Academic Standards for Graduate Business Programs 55
Mission
 Graduate Business Programs 49
MSNA Expenses and Fees..... 88

N

Network Connections 31
Non-Academic Complaints 41
Non-Degree Seeking Students
 Graduate Business Programs 52
Nurse Anesthesia Tuition 21
Nurse, University 27

O

OC Armstrong Hall 30
Office of Student Life 30
Online Classes 48
Organization, University 19
Orientation
 Graduate Business Programs 54

P

Pass/Fail Grades 46
Payment of Accounts 22
Payment Plan 23
Personal Safety 32
Policy on Written Student Complaints 40
Principal Administrative Officers 107
Principal Certification 80
Procedure for Obtaining Academic Accommodation 33
Professional Certification in Administration 79
Professional Certifications in Graduate Education Programs 73
Program Requirements
 Doctor of Nurse Practice Program 92
 Doctoral Program in Nurse Anesthesia 99
 Graduate Business 57
 Superintendent Certificate 80
Protection of Property 32
Provost of Texas Wesleyan 107

R

Readmission to the M.B.A. Program 53
Refund Checks 25
Refund Policy 24
Refunds, Housing 24

Registration	
Change of Schedule	43
Financial Responsibility.....	23
Withdrawal after.....	44
Registration (Add/Drop).....	43
Residence Halls.....	29
Residency Requirement.....	55
Residential Living.....	29
Dining.....	27
Fees.....	22
International Students.....	22
Roles of Academic Offices	42
S	
Safety of Person and Property	32
Sequence of Events	
Graduate Business Programs.....	56
Master's Programs in Education.....	70
Special University Programs	20
State Refund Calculation	25
Stella Russell Hall.....	29
Strategic Management (MGT 6307).....	56
Student Activities	30
Student Complaint Policy	40
Student Grievance Procedures.....	35
Student Identification Card	28
Student Publications.....	30
Students with Disabilities	32
Study Abroad	28
Superintendent Certificate	79
T	
Technology Services	31
Temporary Grade	46
Texas Wesleyan Alerts.....	32
Theft of Property	32
Time Limitation	
Graduate Business Programs.....	55
Title IX Overview.....	37
Transcript Request	
Fee.....	22
Transfer Credit	
M.B.A. Program.....	54
Trustees Emeriti	106
Trustees, Administration, Faculty.....	110
Tuition.....	21
Payment.....	22
Refunds	24
U	
University Calendar	6
University Organizational Structure	19

W

Wi-Fi, Student..... 31
Withdrawal from the University..... 44
Withdrawals/Drops 43

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