

GRADUATE BULLETIN

2014–2015

St. Edward's University

3001 South Congress Avenue
Austin, TX 78704-6489
Telephone: 512-448-8400

Founded

1885

Enrollment

Approximately 5,000 men and women



Accreditation

St. Edward's University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Edward's University.

St. Edward's University's baccalaureate Social Work program is accredited by the Council on Social Work Education.

St. Edward's University does not discriminate in regard to race, color, creed, gender, age, disability or national origin in its admission, scholarship or financial assistance programs.

The university is a member of major professional organizations, including the following:

- American Council on Education
- Association for Continuing Higher Education
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards
- Association of Graduate Liberal Studies Programs
- Association of Texas Colleges and Universities
- Association of Texas Graduate Schools
- Association to Advance Collegiate Schools of Business
- College Entrance Examination Board
- Conference of Southern Graduate Schools
- Council for Adult and Experiential Learning
- Council of Independent Colleges
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Texas
- National Association of College Admission Counselors
- National Association of Independent Colleges and Universities
- Texas Association for Colleges of Teacher Education

St. Edward's University reserves the right to alter without notice any of the regulations and the conditions stated in this Bulletin.

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MISSION STATEMENT

St. Edward's University is an independent Catholic university that welcomes qualified students of all ages, backgrounds and beliefs and serves a culturally diverse student body.

The university's undergraduate programs achieve a balance among the humanities, the sciences and the professions. These programs seek to make graduates competent in a chosen discipline and to help them understand and appreciate the contributions of other disciplines. Graduate and professional development programs prepare individuals to further their life goals and to take advantage of more challenging employment opportunities.

Graduates in all programs should be prepared, through training in critical and creative thinking as well as moral reasoning, to analyze problems, propose solutions and make responsible decisions. They should be able to express themselves articulately in both oral and written form. They are encouraged to develop an understanding of the human person that is derived from reason and open to faith.

The university promotes excellence in teaching and learning in an environment that encompasses the campus classroom, student life programs and the broader community. A caring faculty and staff, recognizing that learning is a lifelong process, teach the skills needed to be independent and productive. They encourage individuals to confront the critical issues of society and to seek justice and peace. Students are helped to understand themselves, clarify their personal values and recognize their responsibility to the world community. The university gives the example of its own commitment to service.

St. Edward's was founded by the Congregation of Holy Cross, from which it acquired distinguishing characteristics: the courage to take risks, an international perspective, and the commitment to provide educational opportunities for students of varied cultural, religious, educational and economic backgrounds.

St. Edward's expresses its Catholic identity by communicating the dignity of the human person as created in the image of God, by stressing the obligation of all people to pursue a more just world, and by providing opportunities for religious studies and participation in campus ministry. St. Edward's seeks to provide an environment in which freely chosen beliefs can be deepened and expressed.

HISTORY

Located in Austin, Texas, with a network of partner universities around the world, St. Edward's University is a landmark in the state's capital city and has been part of its history for more than a century. The medallion placed on Main Building by the Texas State Historical Survey Committee in 1973 recalls the university's colorful history, which grew from a chance shipboard meeting of two early American priests.

The Very Reverend Edward Sorin, superior general of the Congregation of Holy Cross and founder of Notre Dame University, was bound for France and Italy in 1869 when he met the Reverend Claude M. Dubuis, bishop of Galveston, bound for the first Vatican Council. Bishop Dubuis offered Father Sorin's congregation two diocesan schools in Brownsville and Galveston. Three years later, when Bishop Dubuis learned of Mrs. Mary Doyle's intention to leave most of her 498-acre South Austin farm to the Catholic Church to establish an "educational institution," he invited Father Sorin to Texas.

Father Sorin came to Austin, surveyed the beauty of the surrounding hills and rivers, observed the bustling growth and potential of the fledgling frontier town, and decided this would be the home for the new Catholic school. Father Sorin founded the school a year later, following Mrs. Doyle's death. Since he was a namesake of St. Edward, the Confessor and King, Father Sorin called the school St. Edward's Academy.

Three farm boys met for classes in 1878 in a makeshift building on the old Doyle homestead, almost a mile east of the present campus. By 1881, the school was boarding students and was called the "Catholic Farm" because faculty and students raised cattle, grain, vegetables and fruit on its land.

The academy expanded in 1885 when the president, Reverend Peter J. Franciscus, rapidly secured a state charter, changed the name to St. Edward's College, assembled a faculty, set forth a syllabus of studies and increased enrollment. Father Peter J. Hurth became president the following year. His era saw the first school newspaper, the organization of baseball and football teams, and approval to erect an administration building. Well-known architect Nicholas J. Clayton of Galveston designed a handsome four-story structure in Gothic Revival style to be built of Texas white limestone. The first shovel of dirt was turned on the feast day of Our Lady of Mount Carmel, July 16, 1888, and the building — a source of pride in the Holy Cross community and a grand structure for the early Southwest — was completed 10 months later. It housed classrooms, offices, a dormitory, a chapel, a library and a dining hall.

In the shadow of Main Building, the university has wildcatted for oil, trained pilots and dug its own artesian wells.

In Spring 1903, a mysterious fire destroyed most of Main Building except the entrance with its massive doors, the circular walls of the back stairwell and the stone column on the northwest corner. Before the fire's embers were cool, a crew began rebuilding. By Fall 1903, Main Building was again open for classes.

Then, in 1922, flying debris hurled by a tornado again damaged Main Building. Nearby Holy Cross Hall was splintered, a gymnasium was obliterated, the school's power plant was leveled, and the natatorium — one of the few indoor swimming pools in the Southwest — was destroyed. However, students resumed classes in Main Building the next day.

In 1925, St. Edward's renewed its charter — this time as a university. Most personnel were Holy Cross Priests, who numbered 13. Four Holy Cross Brothers and five laymen were on the staff. That same year, Knute Rockne, Notre Dame's famous football coach, conducted his first coaching clinic in the Southwest at St. Edward's.

Well into the 1940s, growth was slow. The historic 1945 General Chapter of the Congregation of Holy Cross transferred St. Edward's to the newly created U.S. Brothers Province. Brother Patrick Cain was named acting president until the arrival of Brother Edmund Hunt in 1946. Brother Hunt was the first in a progression of energetic presidents, including Brothers Elmo Bransby and Raymond Fleck, who transformed the hilltop over the next 20 years, tripling enrollment, faculty and material assets.

When thousands of World War II veterans took advantage of the GI Bill, the university underwent instant growth. St. Edward's purchased war surplus classrooms to supplement permanent structures, hired additional faculty and staff, initiated a building program, and began the 1946 school year offering courses in business administration, arts and letters, engineering, and science.

In 1966, the Sisters of the Immaculate Heart of Mary from Monroe, Mich., were invited to the campus to staff Maryhill College for women as a coordinate institution. By 1970, Maryhill was absorbed, and St. Edward's became coeducational.

The years since have brought significant changes to the university and its campus. The vigorous growth was spurred, in part, by high-quality academic programs designed to meet the changing needs of students and of Austin's professional population. In 1972, St. Edward's established CAMP, the College Assistance Migrant Program, which helps children of migrant and seasonal workers access higher education, and a professionally oriented theater program. New College, an innovative undergraduate program for adults, began in 1974. Freshman Studies was added in 1975.

The 1980s also were a time of advancement. In 1984, Patricia A. Hayes became president; she was the second

layperson and first woman to lead the university. Enrollment passed another milestone in 1986, reaching 2,500 students. Highlights of the decade included the opening of the Recreation and Convocation Center and a renovation of Main Building.

By the 1990s, more than 3,000 students were enrolled, and technology was integrated into every aspect of campus and classroom life as computers were put into wide use.

During that decade, St. Edward's enjoyed a tenfold increase in the endowment, from \$2.5 million to \$25 million. Through The Second Century capital campaign, St. Edward's raised \$27 million, exceeding its goal by \$5 million. As a result, several building projects shaped the years leading to the 21st century. The Robert and Pearle Ragsdale Center became a hub for student activities. Student apartments were added, and a joint project with the city of Austin brought a scenic pond that offers students a place to study the ecosystem.

In Fall 1999, George E. Martin became the institution's 23rd president. He initiated efforts to attain national recognition for St. Edward's as one of America's best small universities.

The 1999–2000 school year also marked the beginning of new traditions at St. Edward's, including the annual blessing of the university seal, located in Holy Cross Plaza, on the Feast of St. Edward. The event honors the school's Catholic tradition and long association with the Congregation of Holy Cross.

Applications for admission have increased dramatically, setting new records each year since 1999. During this time, support from individuals, charitable foundations and corporations also has grown — support that nurtures the exceptional educational community at St. Edward's.

New facilities also have been added to foster excellence in academics and on-campus living. Trustee Hall, an award-winning academic building, added 15 classrooms, a 24-hour computer lab and faculty offices. Basil Moreau Hall, named in honor of the founder of the Congregation of Holy Cross, opened in Spring 2003, and Jacques Dujarié Hall, located next to Moreau Hall, opened in Fall 2005. The John Brooks Williams Natural Sciences Center–North opened in Fall 2006 — a 65,000-square-foot facility with an open “see-through science” design and state-of-the-art laboratories, instrumentation and greenhouse. The university's residential village, which opened in Spring 2009, evokes a sense of urban living in the heart of campus. The village features three residence halls and a wealth of student amenities, including a Health & Counseling Center. Also in 2009, the eco-friendly renovation of Doyle Hall brought the addition of leading-edge psychology labs with the latest in one-way observation and biofeedback technology. New facilities opened in 2013: the second phase of the natural sciences center, featuring advanced computer and math labs, and the Munday Library, which incorporates technology and innovative design that connects students to information resources around the world.

Since 1999, St. Edward's University has increasingly gained national recognition for its high-quality academic programs, characterized by its Holy Cross educational mission. In the 2014 rankings of *U.S. News & World Report's* “America's Best Colleges,” St. Edward's moved up from number 17 to number 15 among Best Regional Universities in the West. The ranking marks the 11th time St. Edward's has made the magazine's prestigious “Best Of” list in as many years. St. Edward's has also been named among “America's Best Colleges” by *Forbes* and the Center for College Affordability and Productivity. In 2006, *The New York Times* included St. Edward's in its “Colleges of Many Colors” list as one of the most ethnically and economically diverse private universities in the country. Additionally, St. Edward's was one of only 81 schools selected by The Princeton Review and Campus Compact for inclusion in the guide *Colleges with a Conscience*.

St. Edward's is a diverse community of approximately 5,000 students that offers more than 50 undergraduate fields of study and 10 master's degree programs designed to foster critical thinking and a worldview. In recent years, St. Edward's has expanded its international education opportunities through partnerships with universities in 11 countries. While the university's campus, programs and leaders have changed or grown over time, St. Edward's has never lost sight of its mission. It will continue to transform lives by providing a personalized, global education that is academically challenging, personally fulfilling and professionally rewarding — and prepares students to make a difference in their world.



ADMISSION INFORMATION AND POLICIES

Application Procedures

Applicants to St. Edward's University graduate programs must hold an undergraduate degree from a regionally accredited college or university or its equivalent. To be considered for admission, U.S. citizens should do the following:

- Complete and submit the online application, including the admission essay, résumé and \$50 application fee.
- Submit official transcripts of all previous college work from regionally accredited institutions. Official transcripts with a registrar's seal must be dated within one year of application date and received in a sealed envelope from the issuing institution, unless being sent electronically through SPEEDE (an electronic system used by some Texas schools). The transcript should be sent to the Office of Admission at St. Edward's University.
- Arrange for the appropriate testing service to send official reports of scores received on the GMAT or GRE.

(NOTE: *MLA applicants are not required to have GMAT or GRE scores. Other applicants should consult admission criteria for their program to determine whether the GRE or GMAT is appropriate.*)

- Submit letters of recommendation for programs or circumstances that require it (e.g., MBA with a Concentration in Digital Media Management). Please consult with your admission counselor about your program of interest.

Prospective international students* should do the following:

- Complete and submit the online application, including the admission essay, résumé and \$50 application fee.
- Arrange for the appropriate testing service to send official reports of scores received on the GMAT or GRE and, if necessary, the TOEFL or the IELTS.** A minimum TOEFL score of 79 on the Internet-based test or its equivalent in other formats or a score of 6.0 on the IELTS is required.
- Request a course-by-course evaluation of all academic credentials earned at non-U.S. colleges and universities from an official foreign credential evaluation service, such as World Education Services, Foreign Credentials Service of America or Academic Credentials Evaluation Institute. An official report should be sent to the Office of Admission at St. Edward's University. Copies of official or attested records of all prior university work, together with certified English translations, should be sent to the Office of Admission at St. Edward's University, as well as to the foreign credential evaluation service.
- Complete the Data Form for International Students and its supporting documents.

* An international student is any non-U.S. citizen or non-U.S. permanent resident.

** Applicants whose native language is not English and whose degrees are not from an English-speaking country may be required to submit TOEFL or IELTS scores as well.

Application Deadlines

Prospective students may apply for no more than two graduate programs at a time. Prospective students for the **evening and weekend** graduate programs are encouraged to apply by the priority deadline of the term for which they are seeking admission (see below). Applications received after the priority deadline will be reviewed on a space available basis.

Fall	Priority deadline	June 1
Spring	Priority deadline	Oct. 1
Summer	Priority deadline	March 1

Prospective students for the **daytime** graduate programs are encouraged to apply by the priority deadline for the fall term of the year in which they are seeking admission (see below). Applications received after the priority deadline will be reviewed on a space-available basis.

MBA in Digital Media Management (Fall start)

Priority deadline Feb. 15

Professional Science Master's in Environmental Management and Sustainability (Fall start)

Priority deadline Feb. 15

Acceptance

After review of applicants' credentials by the appropriate Graduate Admission committee, applicants are notified in writing of the admission decision as follows:

1. Admission is granted unconditionally or conditionally.
2. Admission is denied.
3. Waitlist is offered.

Transcripts and records required of students for admission become a part of the student's permanent file and can be neither returned nor copied for the student.

Admission Categories

Students may be admitted to a graduate degree program in one of the following categories:

1. Unconditional admission
2. Conditional admission

Please refer to the separate sections of this bulletin for complete descriptions of the respective programs' admission categories.

Non-Degree-Seeking/Certificate-Seeking/Transient Status

Special admission may be granted to applicants who do not intend to work toward a degree at St. Edward's University. See the sections on each graduate program in this bulletin for further information.

Day/Evening Formats

The MAC, MACT, MAOD, MBA (except for the MBA with a Concentration in Digital Media Management), MLA, MSCIS and MSOLE programs are taught predominantly in the evening or can have some online or blended classes. The MAC and MLA programs offer some daytime courses. The MACSD is offered in a Saturday blended format.

The MBA with a Concentration in Digital Media Management and the Professional Science Master's in Environmental Management and Sustainability are offered in a daytime format only.

Student Health Insurance

All students are required to carry health insurance while attending St. Edward's. Students who are not currently covered may purchase a policy through the university at an annual cost of \$1,412. Students who have their own health insurance coverage are responsible for declining these charges through myHilltop.

Additional information about student health insurance can be found in the Health & Counseling Center section of this bulletin. Copies of the university health insurance policy can be obtained from the Office of Student Financial Services.

Meningitis Vaccination Requirement

In accordance with Texas State Law SB 1107, all entering or returning students under the age of 22 as of the university's first day of class for a particular semester must be immunized against bacterial meningitis. Returning students are those students who have not been enrolled at the university during the previous long semester (Fall or Spring). The vaccine or a booster **must** have been received no earlier than five years and no later than 10 days prior to the first day of class. Students will not be allowed to register for classes until this vaccination requirement is fulfilled.

Prior to registering for classes, you must submit proof of the vaccination, documentation from a doctor if you cannot take the vaccine for medical reasons OR a notarized affidavit of conscientious objection to:

Mailing Address: Health & Counseling Center
3001 South Congress Avenue
Austin, Texas 78704

Fax: 512-464-8842

Phone: 512-448-8686

Email: sirritta@stedwards.edu

A student has a right to claim an exemption from the vaccination requirement for reasons of being a conscientious objector or for medical necessity. Specific documentation for these exemption claims is required. Please consult the Health & Counseling Center webpage for more information. Students taking only online or distance education courses are also exempt from this requirement.

Bacterial meningitis is serious and can progress extremely quickly. It is important that you consult your physician about the need for immunization to prevent the disease.

For more information about meningitis, where to get a vaccine and the timeline for submitting documentation, visit think.stedwards.edu/healthcounseling and click on the meningitis link on the left side, or contact the Health & Counseling Center at 512-448-8686.

COSTS AND FINANCIAL AID

Tuition and Fees

Application fee	\$50
Tuition, evening programs per credit hour	\$1,246
Tuition, MBA with a concentration in Digital Media Management, Fall and Spring per semester*	\$15,575
Summer semester	\$7,310
Tuition, Professional Science Master's in Environmental Management and Sustainability, Fall and Spring per semesters	\$11,214
Technology fee (per semester) for 12 or more registered hours	\$200
Technology fee (per semester) for fewer than 12 registered hours	\$50
Health insurance annual cost (optional)	\$1,412
International student fee	
one–six hours	no charge
seven–11 hours	\$10
12 or more hours	\$40
Parking permit (annual), prorated after fall	\$250
Auditing, per course	\$130
Enrollment deposit	\$150

Student Financial Responsibilities

Students must make financial arrangements with Student Financial Services each semester for their educational expenses. St. Edward's reserves the right to withdraw from coursework any student who fails to make or keep financial arrangements for their educational expenses. Additionally, students who owe a current or past-due balance to the university may be barred from registration. Unpaid balances owed to the university will be subject to assignment to a collection agency (see Past-Due Accounts section).

Payment Options

Students have the following options in the payment of tuition and fees:

1. Students may pay in full at registration.
2. St. Edward's University offers students the Monthly Arrangement Payment Plan. All or part of the semester's expenses may be paid in two, three or four equal monthly installments, depending on when a student enrolls. A nominal enrollment fee is charged each semester for participation in this plan.
3. At a student's request, St. Edward's will bill employers or other entities (such as ROTC or trust funds) that pay for all or part of a student's tuition cost (this does not include family members who pay tuition costs on behalf of a student). Students who take advantage of this plan must submit documentation of their third party's intent to pay before the start of each semester.

4. Students also may apply for participation in student loan programs, such as the Federal Direct Student Loan program, to help cover the cost of their tuition and fees. In order to use these funds to help defray tuition costs, a student must meet all necessary filing requirements with the Office of Student Financial Services by the semester's payment arrangement deadline.

Tuition and fees may be paid with MasterCard, Visa, Discover or American Express. Personal checks, cashier's checks, traveler's checks and money orders also are accepted.

Past-Due Accounts

Any balance owed to St. Edward's after a semester is complete is considered past due and subject to assignment to an outside collector. This involves an additional cost to the student, who may also face litigation and have to pay any attorney's fees and court costs. At the university's discretion, students who owe a past-due balance may be barred from registration.

University Refund Policy

For the daytime MBA with a concentration in Digital Media Management, there is no add and drop period. Students have until the first class to withdraw from courses for a refund.

The schedule for withdrawals and refunds from graduate courses in the evening programs is on the next page. (Note the separate schedule for seven-week courses. Also, some MLA courses follow an alternate schedule.)

Fall 2014 term:

1st week (Aug. 25, 2014–Aug. 31, 2014)	100 percent refund
Aug. 30, 2014	Last day to add a class
2nd week (Sept. 1, 2014–Sept. 7, 2014).....	75 percent refund
Sept. 10, 2014.....	Last day to drop a class, unrecorded on transcript
3rd week (Sept. 8, 2014–Sept. 14, 2014)	50 percent refund
4th week (Sept. 15, 2014–Sept. 21, 2014)	25 percent refund
Nov. 4, 2014	Last day to withdraw, W recorded on transcript, from a full-term class

Spring 2015 term:

1st week (Jan. 12, 2015–Jan. 18, 2015).....	100 percent refund
Jan. 17, 2015.....	Last day to add a class
2nd week (Jan. 19, 2015–Jan. 25, 2015)	75 percent refund
Jan. 28, 2015.....	Last day to drop a class, unrecorded on transcript
3rd week (Jan. 26, 2015–Feb. 1, 2015)	50 percent refund
4th week (Feb. 2, 2015–Feb. 8, 2015).....	25 percent refund
Mar. 30, 2015	Last day to withdraw, W recorded on transcript, from a full-term class

Summer 2015 term:

1st week (May 18, 2015–May 24, 2015).....	100 percent refund
May 23, 2015.....	Last day to add a class
2nd week (May 25, 2015–May 31, 2015)	75 percent refund
June 1, 2015.....	Last day to drop a class, unrecorded on transcript
3rd week (June 1, 2015–June 7, 2015).....	50 percent refund
4th week (June 8, 2015–June 14, 2015).....	25 percent refund
July 15, 2015.....	Last day to withdraw, W recorded on transcript, from a full-term class

For graduate courses that are offered in seven-week sessions:

1st meeting (day of)	Last day to add
2nd meeting (day of)	Last day to drop
3rd meeting (day of)	Last day to withdraw
Day before 2nd meeting.....	100 percent refund
Day before 3rd meeting.....	25 percent refund

Final Deadline

The deadline for changing any academic record is:

Aug. 15 for a course taken the previous fall,
Jan. 15 for a course taken the previous spring, and
May 15 for a course taken the previous summer.

See Academic Regulations section for Registration and Advising and Schedule Adjustment information (page 16).

Consequences of Dropping Coursework

Students who receive financial assistance and do not register for the number of hours their aid is based upon or drop below that number before the end of the term may have their assistance offer revised. This revision may include the return of student loan funds to the lender. Additionally, such students may lose future eligibility for financial assistance depending upon the number of classes they drop.

International students on certain visa types (F-1 and J-1) are required by United States Citizenship and Immigration Services to take a full course load. Dropping below a full course load may put the student out of status with United States Citizenship and Immigration Services. International students should talk with an advisor in the Office of International Education **before** dropping below a full course load.

Consequences of Withdrawing from Short Courses (Modules)

Students who do not successfully complete all short courses (modules) for which they were registered on the first day of the semester (i.e., summer, fall, spring) may be considered “withdrawn” for the purposes of determining eligibility for “earned” financial aid (as discussed in Consequences of Completely Withdrawing from Coursework below). The university may be required to return “unearned” financial aid to the appropriate aid program, and this may result in the student owing a balance to the university.

Students who withdraw from modules that meet during the first session of the semester will be required to confirm their enrollment in any second session courses they wish to complete. If the student does not confirm enrollment in second session courses, the university is required to assume the student has withdrawn from all courses and must return any “unearned” aid.

Consequences of Completely Withdrawing from Coursework

According to institutional policy as well as state and federal regulations, if a student who receives financial assistance completely withdraws from the university:

1. Student Financial Services will calculate the amount of the student's assistance that must be returned to the original funding sources by comparing the amount of assistance "earned" through attending classes with the amount "unearned" because the student withdrew from school before the end of the term. Depending on the withdrawal date, a student may lose all (or a significant portion) of his/her financial assistance.
2. If a student withdraws outside of a tuition refund period, the student may also owe the institution a significant amount of money, especially if the financial assistance, which was paid toward the tuition costs, is returned to the original funding sources. If or when such a balance occurs, payment in full for the debt will be due to the university immediately. Additionally, St. Edward's University will withhold that student's academic transcript until the debt has been paid. If the university is not paid, the debt will be turned over to a collection agency, which will add a collection fee to the already existing debt.

Students who borrowed through the Perkins, Stafford, and/or Federal Direct Student Loan programs while attending the university must also complete the appropriate Exit Loan Counseling session, as required by federal law, before their transcript will be released.
3. Finally, if a student completely withdraws during a term, he/she will lose future eligibility for financial assistance through St. Edward's University (with the possible exception of withdrawal due to extreme mitigating circumstances).

Issuing Refunds to Students

After all tuition, fees and other charges are paid, students with excess funds in their student accounts are issued a refund. The university offers two options to receive the credit balance: students can choose to have their refund credited to their bank account or to have their credit applied to a university-issued stored-value card. Students must log in to the "Billing and Financial Aid" section of their university myHilltop account to select one of these two options.

Financial Aid

Graduate students at St. Edward's may apply for state and federal loans. These programs and related application procedures are briefly described below. For expanded information, visit www.stedwards.edu/stufinan or call the Office of Student Financial Services at 512-448-8523.

Loans

Graduate students can choose to apply for participation in either the Federal Direct Student Loan program or alternative loan programs. To begin the application process for the Federal Direct Student Loan, a student must complete a Free Application for Federal Student Aid, or FAFSA. Federal Direct Student Loans are limited to citizens and permanent residents of the United States. These low-interest loans are deferrable while a student is attending a degree program at least half time (six hours) a term.

Alternative loan programs require the completion of a loan application/promissory note. Generally, these loans require that the borrower pass a credit check or have a credit-worthy cosigner. Like Federal Direct Student Loans, most alternative loans are deferrable while the student is enrolled in a degree program at least half time (six hours) a term.

Application deadline dates and complete application procedures are available from the Office of Student Financial Services.

Satisfactory Academic Progress Requirements for Aid Recipients

In order to maintain eligibility for financial aid, graduate students must annually:

- maintain at least a 3.0 cumulative grade point average
- successfully complete at least 75% of attempted coursework (withdrawing from or failing a course is not considered successful completion)

Students who fail to meet these standards by the end of the academic year (defined as summer, fall and spring) will lose their eligibility for financial assistance although they will be provided an opportunity to appeal.

SERVICES AND FACILITIES

Academic Advising

One key to the success of the graduate program at St. Edward's University is the strong academic advising services provided to students. Advising specialists orient students to the program, counsel them with regard to academic goals and objectives, review options for learning and earning credit, and monitor academic progress through graduation. Each student and his or her advising specialist develop a detailed plan for meeting all degree requirements. The advising specialist also provides referrals to campuswide student services and resources. The faculty may provide further information on the student's program and career goals. All advising specialists and faculty members have voice mail and email. Students are encouraged to leave messages.

Athletics and Campus Recreation

Intercollegiate Athletics and Campus Recreation play an active role in the co-curricular life of many students at St. Edward's. The university is a member of the National Collegiate Athletic Association (NCAA Division II) and the Heartland Conference, fielding men's teams in basketball, baseball, golf, soccer and tennis. Women compete in basketball, golf, softball, soccer, tennis and volleyball. The university's spirit program, consisting of a co-ed cheerleading team and mascot, supports the intercollegiate athletics programs. Admission to all athletic events is free for students with a valid ID card.

Campus Recreation offers a variety of recreational and wellness programs and facilities to members of the campus community. Programming includes intramural sports leagues and tournaments, fitness classes, personal training, and aquatics. Campus Recreation is also home to a vibrant Club Sport program, which houses over 22 clubs and teams that compete against other universities around the nation in various sports and activities. Club Sport teams include men's and women's soccer, lacrosse, rugby, dance, outdoor adventure and numerous other activities available to all students. Additionally, Campus Recreation manages an informal recreation program, where students, faculty and staff are welcome to drop in and utilize the facilities to improve their health and well-being. Housed in the UFCU Alumni Gym, with additional facilities in the **Recreation and Convocation Center**, Campus Recreation facilities include basketball, volleyball and racquetball courts; an indoor swimming pool; and a recently renovated fitness center equipped with new cardio and weight training equipment. Outdoor facilities include a jogging trail and a recreation field.

Additional information may be obtained by calling 512-233-1458.

Campus Ministry

St. Edward's is an independent Catholic university that is grounded in the Holy Cross tradition and embraces the religious diversity of our campus community. Campus Ministry provides opportunities for all students to explore and strengthen their personal understanding of faith in an academic setting. The campus ministers are aware of the differing needs and concerns of adults returning to university studies.

Eucharist is celebrated daily on campus. Reconciliation and other sacramental celebrations are provided year-round and are available by appointment through the Campus Ministry Office. In addition, Campus Ministry offers opportunities for prayer, service, interfaith dialogue and educational opportunities which foster an awareness of faith and religious practice within the community.

Campus Ministry promotes the vision of building community and accompanying people in their relationship with God, celebrating the dignity of the human person. The team of campus ministers seeks to provide an environment where freely chosen beliefs can be deepened and expressed. Questions and inquiries can be directed to Campus Ministry by calling 512-448-8499 or emailing the office at cmin@stedwards.edu.

Career Services

The Office of Career Services is the primary campus resource for students and alumni seeking career direction and guidance. The mission of the office is to provide current and former students the knowledge and opportunities they need to ensure lifelong career success.

The office has a professional staff available to help with career goals and planning, including individual counseling, career assessment, information interviews, career transitions, networking opportunities, job search strategies, workshops, career-related events, Hilltop Careers, and the annual Job and Internship Fair. The website stedwards.edu/careerservices is an additional resource for career information and job opportunities.

For more information on services or to schedule an appointment, visit the Career Services Office in Moody Hall, Room 134, or call 512-448-8530.

Disability Services

Students with disabilities should meet with a disability counselor in Student Disability Services to discuss their special needs. Accommodations are determined and provided on the basis of a qualifying process that includes review of documentation. St. Edward's University does not discriminate on the basis of disability in the admission of students or in the operation of its programs and activities. For more information, call Student Disability Services at 512-448-8561, visit it in Academic Planning and Support Services in Moody Hall 155, or visit it on the web at think.stedwards.edu/disabilityservices.

Health & Counseling Center

Location: Lady Bird Johnson Hall, First Floor
Office Hours: Monday–Thursday: 8 a.m.–6 p.m.
Friday: 8 a.m.–5 p.m.
Phone: Health Services 512-448-8686
Counseling Services 512-448-8538

The Health & Counseling Center is a safe and confidential setting in which students can find assistance to cope with the physical and emotional demands of school, relationships and life. Call or come by the office to schedule an appointment.

The center includes three service units:

- Health Services
- Counseling Services
- Wellness and Outreach Services

Health & Counseling Center records are medical records and are kept confidential in accordance with federal and state laws, as well as ethical principles and standards established by Texas state licensing agencies. Medical records are entirely separate from students' educational records maintained by the Office of the Registrar.

Health Services

Health Services is staffed by nurse practitioners, registered nurses and a medical assistant. Services are provided to current St. Edward's University students **by appointment**. After-hours phone consultation for urgent medical problems is available by calling 512-892-7076. Students with an emergency medical condition are advised to call 911 or to go to the nearest emergency room.

Free services include treatment of minor acute illnesses and injuries, prescriptions for medication when appropriate, some immunizations, health information/education, referrals to specialists, general physical exams, and well-woman exams. Lab tests, some immunizations and some medical procedures are not free but are provided at a low cost.

Health insurance: All students enrolled for six or more credit hours are required to have an insurance plan that provides coverage in the Austin area. The St. Edward's University Student Health Insurance Plan (SHIP) is administered by Academic HealthPlans. Enrollment in the SHIP or submission of an insurance waiver is done each semester during registration for courses. For more information regarding the Policy and the Patient Protection and Affordable Care Act (PPACA) and how it applies to the St. Edward's University Student Insurance Plan, please access the full brochure at www.ahpcare.com/stedwards or contact Academic HealthPlans at (855) AHP-CARE or 855-247-2273.

Detailed information about Health Services is available at think.stedwards.edu/healthcounseling/.

Counseling Services

Counseling Services is staffed with licensed and staff psychologists and with doctoral-level graduate students in Psychology. Counseling for individuals and couples is available to current St. Edward's University students. Many students also schedule consultation sessions to help clarify concerns, make decisions or talk over situations. Services are provided **by appointment**. Crisis consultation by phone is available after hours by calling the University Police Department at 512-448-8444 and requesting to speak to a staff psychologist.

Counseling staff members support students in creating a balanced life, developing fulfilling relationships, embracing change and discovering a clearer sense of self. The providers utilize a brief psychotherapy model that focuses on each student's strengths as a way of formulating solutions to the problems encountered in living. The Health & Counseling Center also provides group therapy.

Additional information about Counseling Services is available at think.stedwards.edu/healthcounseling/counselingservices.

Wellness and Outreach Services

Wellness and Outreach Services provides educational resources, prevention programs and early interventions that positively affect students' well-being. Programming about healthy choices, alcohol and other drugs, suicide prevention, stress management, and physical/mental health is intended to empower students to make informed, positive lifestyle choices, take responsibility for self-care, and promote personal adjustment and growth.

In addition, the Health & Counseling Center offers basic wellness workshops to student groups on campus. These workshops are interactive and provide students with familiarity with nine dimensional model of wellness and information on how to make positive lifestyle choices.

These outreach services, programs and special events are delivered by Health & Counseling Center staff members and the Hiltopper Peer Health Education team. Health & Counseling Center staff often work jointly with other departments, such as Student Life, Residence Life and the Dean of Students, to provide a variety of co-curricular opportunities for learning and personal development.

Additional information, including links to Student Health 101 online magazine and other self-help resources, is available at think.stedwards.edu/healthcounseling/wellnessoutreachservices.

Information Technology (IT)

The Office of Information Technology can assist you with questions concerning your student username and password, email, software, Blackboard, web publishing, network access and the university mobile app, available for iOS and Android. We also offer free anti-virus software for student computers. The Office of IT supports over 10 computer labs on campus, including three 24-hour labs. For lab locations and hours, visit think.stedwards.edu/clams/computer-labs-locations. Real-time lab computer availability can also be viewed in the St. Edward's University mobile app.

For IT support, visit the Office of IT in Moody Hall 309, call 512-448-8443, or send a support request to support@stedwards.edu.

Visit think.stedwards.edu/computerhelp/ for access to the Office of IT knowledge base and for support hours information.

IT Training Instructional Technology provides free computer training workshops to currently enrolled students. Workshops include training on Microsoft Office, Adobe Create Suite, and other university supported software.

For more information go to: think.stedwards.edu/instructionaltechnology/training or contact training@stedwards.edu.

The New Media Center on the second floor of the Munday Library provides digital equipment checkout, training and assistance for students. Services include digital video and presentational technology assistance for student presentations and curriculum-based projects. Contact the Office of IT at 512-448-8443 for more information on these services.

International Student Services

The Office of International Education (OIE) provides advising services to international students. The OIE conducts new international student orientations to help ease students' transitions to the United States and to introduce them to various resources that support their academic and social success on campus. The OIE advises international students on educational, immigration, employment, financial, social and personal concerns. The OIE acts as a liaison between students, schools and departments of the university, agencies of the U.S. government, foreign governments, and private organizations.

Employment and Internships for International Students

International students interested in working or completing internships on or off campus, regardless of whether the experience is paid or unpaid, should contact the OIE to explore their employment eligibility before they begin working or interning.

For more information, call 512-428-1051 or visit the Office of International Education in Moody Hall 102.

Mary Moody Northen Theatre

Mary Moody Northen Theatre (MMNT) is a 178-seat arena theatre which serves as the central venue for the St. Edward's University professional theater training program. Through MMNT, students work alongside professionals in the field and participate in all facets of theatrical production, including acting, stage management, design, technology and administration. We are one of the nation's few undergraduate-only programs incorporating a full season under the Actors' Equity Association U/RTA agreement.

For more than 40 years, MMNT has presented award-winning theatrical productions. Previous guest artists have included William Shatner, Pernell Roberts, Leonard Nimoy, Tim Russ, David Birney and the Saratoga International Theatre Institute (SITI), among others. The theater presents four or five mainstage shows each year and is host to an annual student-directed 10-minute play festival. MMNT's repertory ranges from the classical to the modern, including musicals as well as straight plays. Our productions regularly receive accolades from the local press.

MMNT encourages student attendance by offering special rates for student season tickets and single ticket discounts. Post-performance discussions are scheduled throughout the season. Group rates are available. For a special treat, join us on any opening night and enjoy a post-production reception with the cast and crew.

More information on the production season can be found at www.stedwards.edu/theatre or by calling the MMNT box office at 512-448-8484. The box office is located in the theatre lobby and is open from 1–5 p.m. Monday–Friday when classes are in session. MMNT is a member of the Theatre Communications Group.

Munday Library

The brand new Munday Library is the result of a generous \$13 million donation from Pat and Bill Munday. The new Library has:

- A website that provides on- and off-campus access to full-text article databases, e-books, online research help and tools
- A collection that includes over 200,000 e-books, 80,000 books (both academic and recreational), journals, popular magazines, DVDs and CDs
- 100 computers (approximately) with access to laser printers, ample electronic outlets for laptop computers and wireless printing options
- In-person, phone, chat, Skype and email research help (walk-up or by appointment) with librarians
- 15 group-study rooms
- Two global digital classrooms
- Teaching computer lab for Library instruction classes
- Media equipment check-out and video editing stations
- The Writing Center

- Interlibrary loan and TexShare cards that allow students to borrow materials from academic and public libraries all over the world

Housed in the library are the University's Archives and Special Collections, which includes historical St. Edward's University documents and memorabilia alongside a unique collection of rare books, music and artifacts.

For more information, go to library.stedwards.edu or call 512-416-5869.

Residence Halls and Apartments

St. Edward's University has eight co-ed residence halls available to students: Teresa, East, Basil Moreau, Jacques Dujarié, Edmund Hunt, Le Mans, Lady Bird Johnson Halls and the Casa. Female students have the option of choosing an all-female wing in East Hall. Semiprivate (double) room accommodations are available in all halls. Private rooms are available to upperclassmen in the Casa, Casitas, Hunt, LeMans and Johnson Halls. All halls are air-conditioned and have suite-style baths and restroom facilities, lounge areas, laundry and vending services, study rooms, and computer rooms. East Hall offers community baths. All rooms are equipped with extra-long twin beds, desks, closets, dressers, sinks, cable and Internet access. Each hall is staffed with a residence director and resident assistants who live in the building and are dedicated to addressing students' needs.

All campus residents are required to have a dining plan, which operates on a declining balance system and can be used in the five dining facilities on campus. The South Congress Market and Meadows Coffeehouse are located in the Ragsdale Center. Hunt Hall Café and The Huddle are located on the ground level of Hunt and Le Mans Halls. The Doyle Café is located in Doyle Hall. For specific information concerning meal plan options, contact Auxiliary Services at 512-448-8601.

Apartments located on campus have eight different floor plans to choose from and are available to upperclassmen. All apartments are unfurnished. The community buildings contain laundry rooms, mailboxes, a computer room, a recreational space and the Office of Residence Life. Parking is available on-site. The residence directors and resident assistants live in the complex to respond to students' needs.

Additional information concerning housing may be obtained by calling 512-448-8419. The Residence Life Office is located in Community Building 1, adjacent to the student apartments.

Student Conduct

St. Edward's University has a clear responsibility in the area of student conduct to protect and promote the pursuit of its mission. Any student, faculty or staff member may file a student conduct referral charging a student with an offense of the Student Code of Conduct by making a report to the Dean of Students Office. In all instances of general

discipline, the student has the right to due process and the right to freedom from discrimination and harassment (see *Student Handbook* online at think.stedwards.edu/deanofstudents/studenthandbook/studenthandbook).

The Dean of Students Office has the responsibility and authority to determine the appropriateness of a student conduct referral, accept a student's admission to a charge and impose a sanction, hear cases involving alleged violations of the Student Code of Conduct, and advise both the complainant and the accused student regarding procedures relating to the code. Additional information regarding university student conduct procedures may be obtained by calling 512-448-8408.

Office of Student Life

The Office of Student Life promotes learning beyond the classroom by incorporating the Holy Cross educational philosophy of information, formation and transformation. Through participation in student organizations, events and activities, leadership development opportunities, multicultural and transitional experiences, students are provided information in a context of ethical and moral perspectives designed to facilitate development of the whole person. In addition, Student Life also offers free notary services.

Involvement in Student Organizations: Studies in student development theory indicate that those who are involved in their campus community are more likely to learn leadership and communication skills, teamwork, conflict resolution techniques, time management and responsibility. Becoming involved in an organization affords students the opportunity to put their knowledge to action in a real-life setting, allowing them to develop the skills that will foster success throughout college and beyond. Involvement opportunities through the Office of Student Life include participation in a variety of student organizations such as the Student Government Association, the Student Leadership Team, Recognized Organizations Council, Multicultural Leadership Board, Transitional Experiences Council, University Programming Board, and over 120 other professional, academic, honor, cultural, community service and special interest organizations. For more information on student organizations and student events, visit Collegiate Link and set up a profile. You can access Collegiate Link by visiting the Student Life website and clicking on "Join Collegiate Link."

Participation in Activities and Events: Student Life events and activities programming extends learning beyond the classroom, promotes tradition and the institution's mission and values, and contributes to the development of a vibrant university community. Working to address the needs of the entire campus population, the Office of Student Life offers an array of social, educational, cultural and entertainment programs for the students by the students. The University Programming Board is the largest programming body on the St. Edward's campus and is responsible for planning and producing films, comedy shows, concerts, student talent

showcases, excursions, and a number of traditional events, including Hillfest, Festival of Lights, Homecoming, Casino Night and the End of the Year Party.

Hilltop Leadership Development: Within the university community, theoretical, practical and experiential leadership training and development opportunities are provided through purposeful and collaborative efforts between academics and student services. The Office of Student Life plays a major role in these efforts by serving as the home for the Hilltop Leaders program, the Eco-Lead program, the LeaderShape Institute, Leading Edge, and the Student Leadership Team. Students also develop leadership skills by assuming responsible positions in Student Life organizations and participating in leadership conferences.

Transitional Experiences: Within Student Life, Transitional Experiences provides valuable guidance and support to students experiencing transitions into, through and beyond St. Edward's. The Transitional Experiences Council consists of student leaders who create programs for each year of a students' development, including Campus Connections at Orientation, Welcome Days, including the Legacy Walk, Getting to Year 2, Seniors Staying Connected, and Hilltop Send-off. The Campus Involvement Team are student leaders who showcase their Hilltopper spirit and the value in campus involvement with new students.

Multicultural Experiences: The Office of Student Life offers multicultural programs and initiatives, including the Multicultural Leadership Board, that supports and educates the university's diverse student population through promotion of self-reflection, cultural awareness, understanding and dialogue. Student Life collaborates with various members of the university community to promote an environment in which different perspectives and experiences are explored, valued and shared. This empowers students to create positive social change on campus and in local and global communities.

More Information about Student Life: Visit our office in the Ragsdale Center, Room 304, visit our website at think.stedwards.edu/studentlife/ or call 512-448-8422

Study Abroad

The Office of International Education (OIE) coordinates and facilitates study abroad programming at St. Edward's University. The OIE assists students in selecting from a wide range of short- and long-term opportunities in countries around the world. Students are assisted in program and location selection and predeparture preparations, including the transfer of academic credit and the use of financial assistance for study abroad. To be eligible for study abroad, students must be in good academic standing as defined by their program of study. Students on academic probation are not eligible to apply for study abroad until they have met the requirements for satisfactory academic standing. Students who are on disciplinary probation or have incomplete sanctions are not eligible to study abroad.

For more information, call 512-428-1051 or visit the Office of International Education, Moody Hall 102.

University Parking

Covered parking is available to all students, faculty and staff members of St. Edward's University in the parking garage. A valid parking permit and St. Edward's University ID is required for access and egress. Parking permits are available from the ID Card Office located in Holy Cross Hall G12.

The University Police Department reminds all students, faculty and staff members of St. Edward's University that curbside parking is not permitted by the City of Austin Municipal Code, to allow for emergency vehicle passage. This is not a problem; ample parking is available in the designated parking lots. Details of parking regulations can be accessed on the web at www.stedwards.edu/police/vehicles/index.html. Please read these regulations and consult with UPD over any questions you may have. UPD may be reached at any time by calling 512-448-8444 or during business hours at Holy Cross Hall G2.

University Police

The University Police Department is a service-oriented organization dedicated to providing a safe and secure environment for the university community. Officers are on duty 24 hours a day, seven days a week, and will respond to all calls for on-campus assistance. The department is responsible for disseminating information in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which can be accessed at www.stedwards.edu/police/campus/crime.html. Additional information may be obtained by calling 512-448-8444. The UPD office is located in Holy Cross Hall G2.

Veterans Affairs

St. Edward's University is approved by the Texas Veterans Commission to provide educational benefits to eligible veterans and/or their dependents under applicable public laws relating to veterans' training, Chapters 30, 31, 33 (post-9/11), 35, 1606 and 1607. Eligible veterans are advised to contact the Office of Veterans Affairs at 512-448-8766, for information and assistance in completing required forms for submission to the Veterans Administration. Veterans enrolled under the current public law provisions are subject to the same conditions concerning payment of accounts as those applicable to any other student. Visit think.stedwards.edu/veteranaffairs/ for more information.

Each semester St. Edward's University is required to report to the Department of Veterans Affairs regional office students who fail to meet Satisfactory Academic Progress or who are academically dismissed.

The Veterans Affairs Office is located in the Office of Student Financial Services, Main Building 204.

Writing Center

The Writing Center is a free service for current St. Edward's University students. The Writing Center is on the second floor of the Munday Library (230A). All Writing Center tutors are writing faculty or experienced staff.

Current students may make appointments for in-person help with any writing task (class papers, resumes, applications, project proposals, etc.) seven days a week, up to two weeks in advance, using TutorTrac, the online scheduler linked on the center's web page at academic.stedwards.edu/writing/.

The Writing Center's website (academic.stedwards.edu/writing/) provides more information as well as handouts and helpful links.

Online Writing Lab (OWL)

The Online Writing Lab (OWL) offers free paper review, writing help, and writing workshops for New College and graduate students. To learn more about the OWL, please visit think.stedwards.edu/academicsuccess/owl or email owl@stedwards.edu.

ACADEMIC REGULATIONS

All students are responsible for knowing and conforming to the academic regulations published in the St. Edward's University Graduate Bulletin. Students are bound by the Bulletin in effect at the time of their initial admission to the graduate program regarding degree requirements. Students who are readmitted after two years of inactive status are admitted under the Bulletin in effect at the time of readmission.

The vice president for Academic Affairs is the chief academic officer of St. Edward's University and the official representative of the university in matters pertaining to the scholastic life of the entire student body. Inquiries and requests related to academic policies and procedures described in the *Graduate Bulletin* should be initially addressed to the associate vice president for Academic Affairs. If necessary, the associate vice president for Academic Affairs will consult with the vice president for Academic Affairs before a decision is made.

Regulations made by the vice president for Academic Affairs in addition to, in abrogation of or in the interpretation of the following regulations have the same force as the regulations themselves.

In case of discrepancy between the *Graduate Bulletin* and other publications or academic information provided by any staff member other than the vice president for Academic Affairs, the *Bulletin* takes precedence.

The university reserves the right to modify all courses listed in the *Bulletin* and to cancel courses in which the minimum enrollment is not attained.

Communication

The medium of communication for many academic issues at St. Edward's University is email. Students are required to establish and monitor their account on a regular basis. Students who have been notified of academic/curricular issues via their St. Edward's University academic email account will be considered to have been officially notified. The university is not responsible for ensuring that students receive email that is forwarded to non-St. Edward's accounts. Students also are responsible for updating their mailing address via myHilltop to receive regularly mailed correspondence.

Student email accounts are made inactive when either of the following circumstances applies:

- The student is no longer currently enrolled and must reapply for admission.
- Sixty days have passed since the student graduated.

Course Load

Full-time graduate students are those carrying nine or more term hours. Students enrolled for fewer than nine hours are considered part-time. International students on F-1 and J-1 visas must be enrolled in a full course load of nine hours

each session. Students on other visas, e.g., F-2, J-2, H-1 and H-4, should contact the Office of International Education at 512-421-1051 with questions regarding their course loads.

Course Numbers

All graduate courses are numbered 5000–6999.

Credit Hour

St. Edward's University, in accord with federal guidelines, defines a credit hour as an amount of work represented in intended learning outcomes and verified by student achievement that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour credit or the equivalent amount of work over a different amount of time.
2. Or at least an equivalent amount of work as required in item 1 for other academic activities, including laboratory, studio or performance work, internships, practica, research, capstone projects and other academic work leading to the award of credit.

Seven-week courses and six-week and 12-week summer courses that are compressed are in accord with the same amount of work as stated in item 1 above.

Registration and Advising

Students at St. Edward's University use a web-based registration system to register and make schedule adjustments (adds and drops). New or readmitted students will select and register for courses with the assistance of an advisor. During subsequent terms, students must process their own registration.

New and readmitted graduate students will receive an acceptance packet from the Office of Graduate Admission that will include information on the student computer account. If necessary, students should contact the advisor indicated on the acceptance letter to schedule an advising and/or registration appointment. Students can contact the Office of IT at support@stedwards.edu or 512-443-8443 for assistance with their username and/or password.

The St. Edward's University Office of the Registrar webpages, located at think.stedwards.edu/registrar, contain detailed policy, course schedule, dates and deadlines, registration, and graduation information. Students can access a variety of personal academic information through myHilltop including student schedule, grade report, academic record, address review/update and degree audit.

The academic year for graduate studies is divided into three terms: fall, spring and summer. Each class meets once per week during the scheduled morning, afternoon or evening.

Online and blended courses are also offered. Courses for the MBA with a concentration in Digital Media Management meet twice per week during the day.

Students assume financial and academic responsibility for each registered course. Withdrawing does not automatically absolve a student's financial responsibility for his/her educational expenses. It is the student's responsibility to drop/withdraw from courses. Discontinuing attendance or notifying an instructor of a status change does not constitute a drop or withdrawal. The student is responsible for initiating and completing the drop or withdrawal procedure through myHilltop. If the student fails to complete the process, he or she will receive the grade(s) assigned by the instructor(s) of record and be billed accordingly.

Schedule Adjustments

Each student is responsible for determining, prior to the end of the adjustment period, whether he or she has the appropriate class schedule. Course prerequisites, compatibility with work schedule and class assignments should be considered carefully. All schedule adjustments must be processed by the published deadlines. Students are allowed to withdraw from courses during the posted schedule adjustment period. During this period, the refund schedule set forth by the Office of Student Financial Services is adhered to.

A student may add or drop courses (make schedule adjustments) any time during the registration period. After this period, a student may only withdraw from courses. Consult the online Registrar Dates & Deadlines and Course Schedules for specific course begin, end, add, drop and withdrawal dates and other important deadlines.

A student may withdraw from a course under the following provisions:

1. Through the 12th class day (official headcount day) of any semester (or the equivalent during short terms) without having the course recorded on the transcript.
2. After the 12th class day of the semester (or the equivalent during short terms), through the published last day to withdraw, with a grade of W recorded on the transcript. If the withdrawal procedure is not followed to its conclusion, a grade of F will be entered on the transcript.
3. After the first 10 weeks of a semester, four weeks of a six-week term or eight weeks of a 12-week term, no student may withdraw from a course.

Under other circumstances, the following procedures pertain:

1. After the end of a term, if a student receives a grade of F from an instructor, upon providing to the associate vice president for Academic Affairs sufficient evidence of having initiated but not completed the drop process for the course, a grade of W may be substituted for the F.
2. During the first 10 weeks of long semesters and the comparable period in short terms, an instructor has the option, but is not required, to request the registrar to assign a grade of WA (Withdrawal Due to Absences) to a student who has excessive absences from a class. The determination of what constitutes excessive absences is

the prerogative of the instructor, but the specific policy should be given to the class in writing at the beginning of the semester.

3. The student is responsible for contacting the instructor to ascertain class progress prior to the withdrawal deadline.
4. A student may receive an involuntary administrative withdrawal resulting in a grade of W under specific circumstances. This withdrawal is initiated by the instructor and approved by the appropriate school dean and the associate vice president for Academic Affairs.

NOTE: *A student is not officially dropped from a class, except in the case of a WA, until the student completes the drop process, as published by the Office of the Registrar.*

The deadline for changing any academic record is:

Aug. 15 for a course taken the previous fall,
Jan. 15 for a course taken the previous spring, and
May 15 for a course taken the previous summer.

Students may request, for extenuating circumstances only, a registration schedule change, refund request or withdrawal after the deadline through a petition process. Students must submit the appropriate petition form and substantiating documentation to the associate vice president for Academic Affairs. Petitions are evaluated on a case-by-case basis. The associate vice president for Academic Affairs approves or denies administrative adjustments. The Refund Committee evaluates and approves or denies refund requests. Petitions will not be considered after the deadlines for changing any academic record.

Academic Integrity

St. Edward's University expects academic honesty from all members of the community, and it is the university's policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of the university's code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). Some offenses are more egregious than others; therefore, a range of penalties are available. Whenever possible, the instructor will try to determine the intent of the offender, since the error could be a result of careless work rather than an intent to deceive. **The maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.** In cases of mitigating circumstance, the instructor has the option of assigning a lesser penalty.

After obtaining sufficient evidence that such dishonesty has occurred, the instructor will discuss the question with the student. Instructors who impose a penalty for serious academic dishonesty will report this penalty to the dean or director of the program in which the course is offered. The dean or director will report confirmed cases of dishonesty to the associate vice president for Academic Affairs, and a record of all offenses will be kept by the Office of the Associate Vice

President for Academic Affairs. Offenses that resulted in failure in the course will then be reported to the Office of the Registrar.

The associate vice president for Academic Affairs will determine whether an earlier serious offense by the student has been recorded. A second serious offense merits an automatic appeal. If the appeal is denied, the associate vice president for Academic Affairs will dismiss the student from the university and notify the registrar and the dean or director. A procedure for student appeal is already established and is outlined in detail in the *Student Handbook*, but it should be noted that for appeals of decisions regarding academic dishonesty, the student must appeal to the dean of the school or program director within five working days after being notified by the instructor.

Good Standing

For program requirements, see the Good Standing section for each program in this *Bulletin*.

Probation and Dismissal

The academic status of graduate students is reviewed at the end of each term. If a student fails to achieve at least a cumulative B (3.0 GPA) average for any term, the degree program's Graduate Committee will assign a probationary academic status. A student is subject to dismissal if he or she fails to demonstrate satisfactory academic performance. Students also will be placed on academic probation should they earn two grades of less than a B. Students who earn three grades of less than a B are automatically dismissed from graduate school.

Residency Time Limit

At least 24 hours of graduate work must be completed at St. Edward's, exclusive of any foundation coursework needed. Students must complete all coursework in their master's degree plan within six years from the time of enrollment in the program (excluding foundation courses and including credit granted by transfer to the graduate program). Extensions are given occasionally, under special circumstances, subject to approval by the appropriate graduate committee.

Transcripts

Current St. Edward's University students can view an unofficial transcript through myHilltop.

Requests for official transcripts of the permanent record must be submitted to the Office of the Registrar. St. Edward's University defines the permanent record as the student's academic history at the university. Alumni and former students of St. Edward's University have a period of one year from the date of last attendance or graduation in which to contest any information contained on their official transcript. After that date all information contained on the transcript will be considered permanent and will not be altered or changed.

Official transcript requests must be submitted in writing (fax or mail), in person or via myHilltop. To order or request your transcript, contact the Office of the Registrar or visit think.stedwards.edu/registrar/transcripts for detailed information. There is no fee for official transcripts. Transcripts are not issued to students who have not met their financial obligations to the university. **Transcripts cannot be returned or issued by fax.**

Transfer of Credits

The graduate program dean or the dean's designated representative may accept a maximum of 12 semester hours (nine in the case of the Master of Liberal Arts and Master of Accounting) earned at the graduate school of a regionally accredited institution. A student must be currently enrolled for transfer work to be posted to the academic record. Official transcripts for courses completed in past terms must be submitted to the Office of the Registrar no later than the published university-wide certification deadline for the student's intended graduation term. Failure to submit such transcripts will nullify the graduation certification and preclude participation in the ceremony for that term. *See the sections on each program in this Bulletin for more specific information on transferring credit.*

Credit from Another Graduate Degree

Students pursuing a graduate degree at St. Edward's who have a master's degree in a related field may not transfer coursework from the first degree to meet degree requirements in the St. Edward's program. Waivers for specific courses required at St. Edward's may be granted if those courses were taken for another degree, but the credit hours may not be counted toward completion of the St. Edward's degree.

Formal Withdrawal from the University

Students wishing to withdraw from the university must complete the formal withdrawal process and withdraw from courses during the posted schedule adjustment period, if applicable. Students who do not plan to return to the university must also complete the formal withdrawal process.

Students who receive financial assistance and withdraw should refer to the Consequences of Withdrawals areas in the Costs and Financial Aid section of this Bulletin (pages 8 and 9) since withdrawing can significantly impact a student's eligibility for future financial assistance as well as the educational expenses owed to the university. Students assume financial and academic responsibility for each registered course. Withdrawing does not absolve a student's financial responsibility for his/her educational expenses. It is the student's responsibility to drop or withdraw from courses. Discontinuing attendance or notifying an instructor of a status change does not constitute a drop or withdrawal. The student is responsible for initiating and completing the drop or withdrawal procedure by completing the formal withdrawal process and utilizing myHilltop, if applicable. If the student fails to complete the process, he/she will receive the grade(s) assigned by the instructor(s) and be billed accordingly.

A student's withdrawal from the University is official only after he or she submits an official withdrawal form and completes an interview with his or her advising specialist. Download the form at think.stedwards.edu/registrar/forms-0. Students may also contact the Director of University Retention Programs at 512-428-1037 to obtain the form and begin the formal withdrawal process.

NOTE: *The university reserves the right, under specific circumstances, to cancel registration for nonpayment. Instructors have the option to withdraw students for nonattendance but are not required to do so. It is the student's responsibility to confirm any drop or withdrawal transaction.*

Military Activation

If a current student is a member of the active reserve, ready reserve, inactive reserve or national guard and receives orders for active duty status, he or she has the option to (1) receive a refund of tuition for the courses that he or she is registered for in the semester in which he or she is to be activated, with the student's transcript reflecting unrecorded drops for that term; or (2) receive a grade of I (Incomplete) for each course the student was registered for at the time of activation. The student would have one year from the date of withdrawal from St. Edward's to complete the course requirements. Submission of the course requirements and methods of communication would be determined by the instructor(s). If the student does not fulfill the course requirements within the allotted time, the I grade will convert to a W grade. Should the course be discontinued or the original instructor is unavailable, a W will be assigned. Options are exclusive and may not be combined.

Students who receive orders for active duty and who stop out for more than 36 months are bound by the *Bulletin* in effect when they reenter. Returning students will be allowed readmission upon completion of a Returning-Student application. Additionally, an official transcript is required from every postsecondary institution attended during the student's absence, even if credit was not earned, a course grade was not received or the course is nontransferable. Coursework from one college posted on the transcript of another will not satisfy this requirement. Official transcripts are to be sent to the appropriate Office of Admission in an envelope sealed by the originating institution. The transcript will not be considered official if the student has had access to the actual transcript.

Grades

Scale

The following grading scale is used in the graduate programs:

- A Four grade points per term hour:
Superior performance.
- B Three grade points per term hour:
Good performance.
- C Two grade points per term hour:
Below average performance.
- D, F Grade not acceptable for degree credit; required course must be repeated; student subject to dismissal.

- N No pass.
- P Pass.
- W Withdrawal. Assigned by the registrar after the official headcount day if the student dropped the course following the specified procedures. W grades are not computed in the GPA.
- WA Withdrawal due to absences. An instructor has the option to, but is not required to, request the registrar to assign a grade of WA to a student who has excessive absences from a class. The determination of what constitutes excessive absences is the prerogative of the instructor, but the specific policy should be given to the class in writing at the beginning of the term.
- I Incomplete. A grade of I may be given only in exceptional cases in which extenuating circumstances that occur in the last 10 days of the semester interfere with the completion of final coursework and must be requested by the student for consideration. A grade of Incomplete is given at the sole discretion of the instructor and with approval of the dean or program director. Work must be completed and the grade received in the Office of the Registrar by Oct. 1 for all summer term courses, March 1 for fall semester courses and July 1 for spring semester courses or a grade of F will be entered on the transcript. If a student is certified to graduate and receives an Incomplete, the course must be graded by the deadline for graduation credits, which is earlier than the above dates.
- NG No grade submitted by the instructor.
No credit awarded.

Computing the GPA

1. Although credit hours may be transferred from another accredited college or university, only grades earned at St. Edward's University (graduate courses numbered 5000–6999) are computed in the GPA.
2. Any course may be repeated for credit; however, both the old and new grades will be figured into the cumulative average and the course may be counted in the degree program only once.
3. If the final course grade received from an instructor is thought to be either in error or academically indefensible, a student may appeal the grade by following the procedures found in the *Student Handbook* under Academic Grievance Policy.
4. In any case in which an error has been made in registration for a course, an instructor's reporting of a grade to the registrar, or the entering of the grade on the official transcript, the student must report the error to the Office of the Registrar by March 1 for a course taken in the fall term. For a course taken in the spring or summer sessions, the error must be reported by Oct. 1. **The student is responsible for verifying grades assigned to the academic record by the deadline shown.**
5. Once entered, work is not removed from the transcript.

Final grades

All faculty and instructors at St. Edward's use Web Grade Entry to enter final course grades. Final grades are available as they are posted by the instructor. If you have questions regarding your final grade, please contact your instructor.

Final grade reports are not automatically mailed by the Office of the Registrar. Currently enrolled or active St. Edward's students may view their grades and request a final grade report through myHilltop. To view grades, log in and click on the link titled Grades in the left frame. Be sure to change your option settings to the appropriate term and year. If you require an official printed copy, click on the Request Official Grade Report button at the bottom of the page. After you submit the request, you will see the grade report request date, status and mailing address.

All grade reports are mailed to the academic correspondence address. Please verify your address using the **Address Review and Update** option. Grade reports will generally be processed and mailed each week on Monday. Grade reports will not be processed until there is at least one grade entered for the requested term.

Graduation

Each student's academic record is evaluated to verify completion of the requirements for graduate degrees. Students who believe they are eligible for graduation must submit an Intent to Graduate form (available online) by the following deadlines for the term they intend to graduate:

Fall (December) graduation:	Aug. 15
Spring (May) graduation:	Dec. 15
Summer (August) graduation:	April 15

It is the student's responsibility to file the Intent to Graduate form by the date indicated in order to be eligible for graduation certification for that term. Students who fail to meet certification deadlines will be required to submit another Intent to Graduate form to be eligible to graduate during the following term. Students are encouraged to contact their advising specialist regarding any questions they may have about graduation requirements.

In addition, the following conditions pertain:

1. Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.
2. In order for the **diploma** to be granted and transcripts to be issued, the student must have met all of his or her financial obligations to the university. Additionally, all Perkins, Stafford, and Federal Direct Student Loan borrowers must have completed the appropriate Exit Loan Counseling session, as required by federal law.
3. The diploma will be issued bearing the name on the academic record. Changes must be received in the

Office of the Registrar by the specified deadline or a reprinting fee will be charged.

Diplomas conferred by St. Edward's University reflect the degree type only. Therefore, the concentration will not be printed on the diploma.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day St. Edward's University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the St. Edward's University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of St. Edward's University

who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for St. Edward's University.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Edward's University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the information that St. Edward's University has identified as directory information that may be released without consent.

Name; permanent and local addresses; email address; phone number(s); place of birth; major, minor or certificate; class; anticipated degree and completion date; degree and date conferred; dates of attendance; current and previously registered hours; previously attended institutions; photos/images; officially recognized sports participation, including height and weight of team members; awards; and honors.

A student has the right to prevent disclosure of directory information by filing a Request to Withhold Directory Information form with the Office of the Registrar. Such requests remain in force until rescinded in writing by the student, former student or alumnus/a.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within St. Edward's University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of

alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)) Revised 12/01/2011

Name Change on Academic Record

It is the policy of the Office of the Registrar at St. Edward's University not to change the official name on academic records for current or former students without (1) a marriage license with the new name specified, (2) a divorce decree specifically stating that the student's name has reverted to the name used prior to the marriage and that identifies the name, or (3) a court order specifying name change and identifying the new legal name of the individual. Name changes will not be processed for students who do not have an active academic status. If on entry to the university the student's name is determined to be incorrect, the name will be changed to the student's legal name.

Student Right-to-Know

In compliance with federal student right-to-know regulations, information pertaining to graduation rates (nonathlete cohort data) may be obtained from the Office of the Registrar during regular business hours.

Student Voter Registration Information

In compliance with federal and state statutes, St. Edward's University hereby notifies enrolled students that they may obtain voter registration information and a voter registration application by accessing the website of the Office of the Secretary of State for the state of Texas at www.sos.state.tx.us.

MASTER OF ACCOUNTING (MACT)

Mission

The Master of Accounting (MACT) program provides students with a nationally recognized professional degree that prepares them for successful careers and leadership positions in public accounting, corporate accounting, financial services, government accounting and nonprofit accounting. The integrated program enables graduates to meet the educational requirements to obtain licensure as certified public accountants within the United States and its territories. Students in the program are prepared to be confident and self-disciplined, to be able to articulate their ideas orally and in writing, and to have a sense of ethical and social responsibility toward the world community.

Career Opportunities

Graduates of the program are prepared for entry- and mid-level professional accounting positions in all sectors of the economy. They will have the accounting, analytical and research skills needed to advance to top-level positions.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum overall grade point average of 2.75 in the last 60 hours of study and an overall Accounting grade point average of 2.75.
3. Competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade less than a B. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test or its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Completion of ACCT 2301, Principles of Accounting I, and ACCT 2303, Principles of Accounting II, or equivalent with a grade of C or higher.
6. Completed application form with official transcripts, other supporting documents and application fee.

Admission Criteria for Students Pursuing the 150-hour Integrated BBA/MACT Degree

1. Currently enrolled in the undergraduate accounting program and completed 75 hours of undergraduate course credit, including 12 hours of upper-division accounting course credit.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum overall grade point average of 3.0.
3. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
4. Completed application form with supporting documents.

Admission Categories

Admission to the MACT program and 150-hour Integrated BBA in Accounting/MACT program requires approval of the MACT Program Director. Students are admitted to the MACT program in one of the following categories:

Unconditional Admission: All admission formalities have been completed. Minimum stated criteria for admission are met. Applicants to the 150-hour Integrated BBA in Accounting/MACT program may be admitted unconditionally only with an overall GPA of 3.5 or higher, in addition to the other criteria listed for that program.

Conditional Admission: Applicants may be admitted to the MACT program conditionally if they meet either the grade point average requirements or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant must normally possess at least three years of full-time work experience. Applicants to the 150-hour Integrated BBA in Accounting/MACT program may be admitted conditionally with an overall GPA of 3.0 or higher, in addition to the other criteria listed for that program. Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of graduate credit will be dismissed from the MACT program.

MACT

Transient Students: Applicants who are registered at another accredited graduate school and have written permission from the dean of that school to take specific courses at St. Edward's University may, upon presentation of the authorizing documents, take the specified courses. Tuition is at the regular graduate rate.

Readmission

Students who are not enrolled for three consecutive terms after completing one or more MACT courses must reapply if they wish to continue in the MACT program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

Permission is required to audit MACT courses. Courses audited at St. Edward's will not be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Transfer of Credit

New Students

The director of the MACT program may accept a maximum of nine semester hours earned at the graduate school of another regionally accredited university to meet the requirements at the 6000 level of the MACT program. To be considered for transfer, credits must be submitted at the time of application, and students must request transfer credit prior to creation of the student's degree plan. Courses must carry a grade of B or higher, and credits may not have been earned as part of a completed degree. Accounting coursework completed more than three years prior to the first semester of enrollment in the MACT program will not be counted toward the MACT degree at St. Edward's University, whether transferred or taken in residence. Non-Accounting business coursework completed more than six years prior to the first semester of enrollment in the MACT program will not be counted toward the MACT degree at St. Edward's University, whether transferred or taken in residence.

Current Students

Degree-seeking students in the MACT program who wish to enroll in an advanced-level graduate course at another college or university and then transfer credit earned to St. Edward's must obtain permission in advance from the dean and the MACT director. Transfer credit requires a grade of B or higher and must be documented by receipt of an official transcript mailed directly to St. Edward's University by the granting institution. Most other universities will require a letter of good standing from the dean at St. Edward's University before allowing non-degree-seeking students to enroll.

Good Standing

A graduate student is considered to be in good academic standing and making satisfactory progress if he or she maintains a 3.0 GPA in all coursework and if all conditions of admission have been met.

Academic Standards, Probation and Dismissal

To remain in good academic standing, MACT students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MACT program. Students who earn three grades of less than a B are automatically dismissed from the MACT program.

Degree Requirements

1. Completion of at least 21 semester hours of the 30 semester hours at St. Edward's University with a cumulative graduate GPA of 3.0 or above.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation by the dean of The Bill Munday School of Business.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

PROGRAM OF STUDY

The MACT program consists of 30 semester hours of Core, Advanced and Elective courses.

NOTE: Students in this program without an undergraduate degree in Accounting will be required to complete the following additional undergraduate-level Accounting coursework in order to satisfy prerequisite requirements: Intermediate Accounting I and II, Cost Accounting, Accounting Systems, Federal Taxation of Individuals, and Auditing. The Texas State Board of Public Accountancy also requires 24 hours of business courses other than in Accounting in order to sit for the CPA exam (see their website at www.tsbpa.state.tx.us/ for additional information).

Core Courses (18 hours):

ACCT 6303	Business Law, Contracts and Equity for Accountants
ACCT 6305	Advanced Federal Taxation
ACCT 6309	Accounting Theory and Practice
ACCT 6310	Advanced Accounting Problems
ACCT 6312	Accounting Ethics
ACCT 6314	Internal Auditing

Advanced Courses (6 hours):

Select two of the following:

ACCT 6301	Cost Management
ACCT 6306	Accounting Systems
ACCT 6318	Fraud and Forensic Accounting
ACCT 6350	Accounting Internship
ACCT 6399	Special Topics in Accounting

Elective Courses (6 hours):

These courses may be chosen from the current evening MBA offerings or from current advanced Accounting offerings and will require MACT director approval. Students who have not met the TSBPA's requirement of 24 credit hours of non-accounting coursework should choose MBA courses. Students who have not met the TSBPA's requirement of 2 credit hours of professional communication coursework should take MGMT 6302, Organizational Behavior and Communications, as one of their electives.

COURSE DESCRIPTIONS

Prerequisite Courses

ACCT 5331 Intermediate Accounting I

This course covers recording business transactions in accordance with U.S. Generally Accepted Accounting Principles. The course also provides exposure to International Financial Reporting Standards and the use of FASB's Accounting Standards Codification website. Topics include: accounting for cash, receivables, inventories, investments, intangible assets, current liabilities and contingencies, revenue recognition, and plant, property, and equipment. Prerequisites: ACCT 2301 and ACCT 2303 or equivalent.

ACCT 5332 Intermediate Accounting II

This course is a continuation of Intermediate I (ACCT 5331). It continues the coverage of recording business transactions in accordance with U.S. Generally Accepted Accounting Principles. The course also provides exposure to International Financial Reporting Standards and the use of FASB's Accounting Standards Codification website. Topics include: accounting for taxes, pensions, bonds, and corporate capital. Prerequisite: ACCT 5331.

ACCT 5333 Cost Accounting

Accumulating, analyzing and reporting information relevant for managerial decision-making. Topics include standard and direct costing using job order and process cost methodologies; variance analysis; accounting for material, labor and overhead; budgeting and capital budgeting; relevant costs; lean accounting. Computer spreadsheet applications. Prerequisites: ACCT 2301 and ACCT 2303 or equivalent.

ACCT 5342 Government and Nonprofit Accounting

Fund accounting and reporting for government and nonprofit entities including: state and local governments, colleges, hospitals and other public sector organizations. Prerequisite: ACCT 5332.

ACCT 5343 Auditing

An introduction to the theory, concepts and principles of auditing, emphasizing audit evidence, audit risk, ethical conduct and legal restrictions, professional standards, audit planning, and audit reports. Prerequisites: ACCT 5332 and ACCT 5333.

ACCT 5346 Accounting Information Systems

Analysis of fundamental accounting information systems. Emphasis on semantic modeling and systems design; relationship of system and organization; objectives, policies, procedures and plans. Prerequisites: ACCT 5331.

ACCT 6304 Taxation – Individuals and Managers

Introduction to the broad structure of income tax law as it applies to individual tax issues. Issues associated with the personal tax return and, consequently, tax planning are covered. Prerequisites: ACCT 5331.

Core, Advanced and Elective Accounting Courses

ACCT 6301 Cost Management

A study of how to design and operate a cost management system that is both a source of information for decision making and a part of the firm's planning and controlling system. Topics covered include strategic planning, budgeting, responsibility centers, behavioral considerations, transfer pricing, return on investment and performance measures. Prerequisite: ACCT 2301 and ACCT 2303 or equivalent.

ACCT 6303 Business Law, Contracts and Equity for Accountants

A detailed legal analysis of the Uniform Commercial Code, including sales, commercial paper, bank deposits and collections, electronic transfer funds, letters of credit, secured transactions, and creditors' remedies. This course may also include discussions of the Bankruptcy Act, the legal analysis of the Uniform Partnership Act, and the Business Corporations Act.

ACCT 6305 Advanced Federal Taxation

Introduction to advanced topics: taxation of corporations and stockholders' transactions in stocks; income taxation of partnerships and fiduciaries; gift and estate taxation; and tax research techniques. Prerequisite: ACCT 6304 or introductory tax course.

ACCT 6306 Accounting Systems

Theory, procedures, and practices related to accounting system analysis, design, implementation, and controls. Emphasis on systems design; relationship of system and organization; and objectives, policies, procedures and plans. Spreadsheet and data base projects. Prerequisites: ACCT 5343 and ACCT 5346 or equivalents.

ACCT 6309 Accounting Theory and Practice

Covers accounting theory and the conceptual framework for generally accepted accounting principles and procedures. Includes professional pronouncements and reporting regulations as well as issues involved in the preparation of financial statements. Prerequisite: ACCT 6310.

ACCT 6310 Advanced Accounting Problems

The application of GAAP related to the proper accounting for consolidations, mergers and acquisitions, and the preparation of consolidated financial statements. Accounting for partnerships, reorganizations, estates and foreign currency translations and transactions is covered. Prerequisites: ACCT 5331 and ACCT 5332 or equivalents.

ACCT 6312 Accounting Ethics

A study of ethical issues in the accounting profession, including analysis of core values and ethical reasoning applied to ethical dilemmas as well as the professional standards of integrity, objectivity and independence. Approved by the Texas State Board of Public Accountancy to qualify candidates to sit for the Certified Public Accountant exam in Texas. Prerequisite or concurrent registration: ACCT 5343 or equivalent.

ACCT 6314 Internal Auditing

A study of internal audit from a broad perspective that includes information technology, business processes and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, internal controls, audit techniques and emerging issues. Prerequisites: ACCT 5343 or equivalent.

ACCT 6318 Fraud Examination and Forensic Accounting

A study of occupational fraud and abuse, as well as fraud prevention, detection, and forensic accounting techniques. Topics include: perpetrator behavior and demographics, asset misappropriation, fraudulent financial statements, corruption, fraud investigations and corporate governance policies.

ACCT 6350 Accounting Internship

Applied learning in a formal professional internship with a public or private entity. Internship positions must require the use of advanced skills and independent judgment while the intern performs complex work. Candidates sitting for the CPA exam cannot count more than one three-hour internship (at either the undergraduate or graduate level) toward the 30-accounting-hour requirement. Must be completed prior to the final semester of coursework and subsequent to 18 hours of upper-division Accounting coursework.

ACCT 6399 Special Topics

Topical issues in accounting. May be repeated when topics vary.

Business Elective Courses

These courses may be chosen from the current evening MBA 6000-level offerings or from current advanced Accounting offerings and will require MACT director approval. Students who have not met the TSBPA's requirement of 24 credit hours of non-accounting coursework should choose MBA courses. Students who have not met the TSBPA's requirement of 2 credit hours of professional communication coursework should take MGMT 6302, Organizational Behavior and Communications, as one of their electives.

Purpose

Many of the complex issues that face today's traditional-aged college students are associated not only with their accumulating a knowledge base but also with their developing intellectually, socially and emotionally. Similarly, adult students, who are fast becoming the majority student population in this country, in addition to concern for their academic growth, have their own varied personal and career needs that they are living through and that may affect their educations. New student-development professionals are entering a field for which professional training and education are required.

The St. Edward's University Master of Arts in College Student Development provides the knowledge and skills that will allow such professionals to enter and advance their careers. It does this by requiring the development of counseling and conflict resolution skills; by providing knowledge of and insight into the roles and purposes of college development services; by offering instruction in administration and leadership, legal and ethical issues, organizational behavior, and mentoring; and by providing for practical applications of college student development skills.

Career Opportunities

This program is designed for those who will assume a variety of roles, including career counselor, residence life director, orientation supervisor, admission and financial assistance officer, student life personnel, or any other student-development position. In addition, because of the broad base of courses required in the program, graduates will be prepared to move from one student services area to another as their careers develop.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the college level evidenced by a minimum GPA of 3.0 on the last 60 semester hours of work or a 2.75 GPA on all college-level work.
3. Aptitude for graduate study indicated by competitive scores on the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a St. Edward's graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade below B for graduate-level work. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment; professional work experience is highly desirable.
6. Completed application form with supporting documents and application fee submitted to the Office of Admission.
7. Once past the initial screening process, applicants may be invited to an interview (in person or via phone) with the program director.

Admission Categories

Students are admitted to the MACSD program in one of the following categories:

1. **Unconditional Admission:** All admission formalities have been completed. Minimum stated criteria for admission are met.
2. **Conditional Admission:** Bachelor's degree, minimum requirements for either the GPA or the GRE score are met, and the MACSD Committee identifies the potential to responsibly engage in graduate work. Normally applicants must have at least three years of full-time work experience to be considered for conditional admission. Conditionally admitted students whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MACSD program.

3. **Non-degree-seeking:** Persons holding an earned master's degree from an accredited institution may enroll in MACSD courses to enhance their knowledge.

For admission, non-degree-seeking students must complete an appropriate application and provide official transcripts to the Center for Academic Progress, Attention: Graduate Admission. Those accepted as non-degree-seeking are subject to the following academic policies:

- A. Non-degree-seeking students may take MACSD courses for which they meet the prerequisites.
- B. Coursework completed by non-degree-seeking students at St. Edward's will apply toward an MACSD degree program only with written permission of the dean.
- C. The academic performance of all non-degree-seeking students is reviewed at the completion of each term, after which students receive written notification of any change in status. Non-degree-seeking students whose cumulative St. Edward's graduate GPA falls below 3.0 will be automatically dismissed.
- D. A request for admission as a degree-seeking student will require separate application, and the same policies that govern regular admission will apply.
- E. Tuition is at the regular graduate rate.

Non-degree-seeking admission may also be granted to applicants who are registered at another accredited graduate school and have the written permission of the dean of that school to take a specific course or courses at St. Edward's University, i.e., a letter of good standing, to meet degree requirements at the other institution. St. Edward's University admission standards are free of discrimination on the grounds of race, color, creed, gender, age, disability or national origin.

Readmission

Students who do not attend courses for three consecutive semesters after completing one or more MACSD courses must reapply if they wish to continue in the MACSD program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and on the student's most recent academic or admission status.

Auditing

Permission is required to audit MACSD courses. Courses audited at St. Edward's University will not be accepted later as transfer credit to another institution or at St. Edward's University.

Transfer of Credit

New Students

The MACSD program can accept a maximum of 12 semester hours of graduate credit earned at another regionally accredited college or university. A grade of B or higher is required, and the course must not have been credited toward another degree. Coursework completed more than six years prior will not be accepted as transfer credit toward the MACSD degree at St. Edward's University.

Current Students

Degree-seeking students who wish to enroll in graduate coursework at another regionally accredited college or university for transfer to St. Edward's University must obtain prior approval. Once the course has been completed (with a grade of B or better) and St. Edward's University has received an official transcript, the credit will be transferred to meet the university's degree requirements.

Good Standing

To remain in good academic standing, MACSD students must maintain a cumulative GPA of 3.0 or above.

Academic Probation

To remain in good academic standing, MACSD students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MACSD program. **Students who earn three grades of less than a B are automatically dismissed from the MACSD program.**

Degree Requirements

1. Completion of the required 36 hours of coursework with a cumulative graduate GPA of 3.0 from St. Edward's University.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation completed by the dean of New College.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

Academic Load

Students will typically carry an academic load of six to nine credit hours. Students may not take more than 12 credit hours (four courses) during a given term unless authorized by the program director.

PROGRAM OF STUDY

Curriculum

CNCO 6351	Counseling Skills and Techniques
CNCO 6355	Counseling Diverse Populations
CNSL 6362	Career Development and Planning
CSDV 6310	College Student Development: Theory and Practice
CSDV 6317	Research and Assessment in College Student Development
CSDV 6320	College Student Development Services
CSDV 6330	Administration and Leadership in College Student Development
CSDV 6340	Legal and Ethical Issues in College Student Development
CSDV 6350	Organizational Behavior for College Student Development
CSDV 6360	Mentoring, Training and Leadership Development for College Student Services
CSDV 6370	Internship <i>or</i>
CSDV 6371	Research Apprenticeship in College Student Development
CSDV 6399	Special Topics in College Student Development
MTCR 6341	Introduction to Conflict Resolution <i>or</i>
MTCR 6342	Mediation

COURSE DESCRIPTIONS

CNCO 6351 Counseling Skills and Techniques

This course is designed to train students in skills necessary to establish and maintain an effective helping relationship. Basic methods, skills and techniques of counseling such as paraphrasing, reflecting, clarification and summarizing are taught using both lecture and experiential means. Students have the opportunity to practice these and many other basic skills through role-playing, videotaping and supervised counseling sessions.

Outcome:

- Demonstrate skills necessary to establish and maintain effective helping relationships.

CNCO 6355 Counseling Diverse Populations

This course in multicultural counseling focuses on developing theories and strategies that match the individual and cultural background of the client, as well as on expanding counseling to include the multiple helping roles of family, community and cultural groups. The course serves as an introduction to the literature, concepts and skills required to counsel people from populations considered diverse. Coursework emphasizes factors of diversity such as ethnicity, gender, social identification, physically challenged (e.g., hearing impaired, learning disabled) and the appropriate counseling interventions for working with such populations. Cultural identity development theories are also covered in this course. Prerequisite: CNCO 6351.

CNSL 6362 Career Development and Planning

A study of trends in the world of work — career development theories and practical applications; career education; and sources and uses of occupational, educational and social information. Emphasis is on developing skills for assisting individuals and groups in career development and planning.

Outcomes:

- Describe the most prominent career theorists and their strengths and weaknesses.
- Administer and interpret a battery of career assessment instruments.
- Develop a career portfolio reflecting one's own goals, skills, knowledge and experience.
- Research potential positions and increase career options.

CSDV 6310 College Student Development: Theory and Practice

This course focuses on college student development theories and their practical application to higher education. The historical, philosophical and theoretical framework of college student research and the variables that affect college choice, college transitions and the impact of the college experience are explored. Relevant research and literature on the student population in contemporary American colleges and universities, with emphasis on student development theory and the impact of campus environments on student development, are examined. Selected problems and issues in postsecondary education, such as individual development models, theories of cultural identity and ethical considerations, are also analyzed.

CSDV 6317 Research and Assessment in College Student Development

This course presents a practical approach to assessment and evaluation in college student development by providing an in-depth study and application of quantitative and qualitative research methods coupled with program assessment and evaluation design and utilization. The student is required to integrate the concepts of research design with the use of statistical analysis in multiple applications that are focused on factors and issues unique to the operation of student service programming.

CSDV 6320 College Student Development Services

This course provides an examination of the various organizational functions that pertain to college student development services. The conceptual and philosophical foundations for college student development services and the various administrative units involved in carrying out their mission are explored along with contemporary issues relevant to college student development, including recruitment, affirmative action and leadership/management.

CSDV 6330 Administration and Leadership in College Student Development

This course provides an introduction to the structure and governance of the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions. External and internal constraints and contemporary issues are examined from conceptual, practical and policy perspectives for an understanding of the roles and challenges of higher education in American society.

CSDV 6340 Legal and Ethical Issues in College Student Development

This course examines the legal and ethical principles relevant to institutions of higher education as these institutions implement and manage student development services. Students acquire familiarity with the legal rules and cases on such topics as sexual harassment, hate crimes, alcohol and drug abuse, assault (sexual and otherwise), acquaintance rape, ADA regulations, and discrimination in general. In addition, the ethical values of privacy, confidentiality, respect, trust and sensitivity to diversity are examined, along with the principles needed to ensure that such values are an integral part of any student development program.

CSDV 6350 Organizational Behavior for College Student Development

This course involves the study of college student services from an organizational-systems viewpoint composed of the key processes, practices and dimensions/characteristics that are integral to optimal performance at all levels of individual, group and organizational endeavors. The course not only emphasizes logic-driven and rational approaches to organizational challenges but also requires students to develop their innate creative abilities and perspective agility to frame issues, solve problems and innovatively engage students against a backdrop of emergent everyday issues that are oftentimes complex, uncertain, unclear and unpredictable in their implications.

CSDV 6360 Mentoring, Training and Leadership Development for College Student Services

This course provides the critical elements of analytical/intellectual and reflective examination of core issues and challenges in the practice of leadership, mentoring and training in the field of college student services. With an emphasis on practical application, students engage in observations, discussions, assessments and examinations of extant theories within the context of their own related experiences. Contemporary definitions are examined, models are explored, and responsibilities/privileges of student service professionals are synthesized by students toward the development of a personal philosophy and repertoire of skills/tools needed for professional success.

CSDV 6370 Internship in College Student Development

This course is a supervised professional internship in the field of college student development services. Students, with the assistance of faculty members (where necessary), locate a college, university or organization where they can be employed or do volunteer work and can be supervised while earning academic credit, gaining experience in their own or a related field, learning skills that cannot be taught in classrooms, applying theories and skills learned in their academic program, and broadening their career opportunities. A written proposal that includes, at a minimum, the anticipated learning outcomes, placement site, expected duties, name of the site supervisor and methods of evaluation must be submitted to the MACSD program director 30 days prior to registration. Ordinarily, this course is taken during a student's final term of enrollment. Approval of the MACSD program director is required.

CSDV 6371 Research Apprenticeship in College Student Development

This course is a supervised professional research-based experience that builds on or integrates the concepts students have learned in the field of college student development services. Students, with the assistance of faculty members (where necessary), locate a college, university or organization where they can work with a college student development office on a research project applicable to evaluating and/or improving services. A written proposal defining the topic to be researched, sources and research design to be used must be presented to the MACSD director 30 days prior to registration. Ordinarily, this course is taken during a student's final term of enrollment. Approval of the MACSD program director is required.

CSDV 6399 Special Topics in College Student Development

This course covers contemporary issues in College Student Development. May be repeated when topics vary.

MTCR 6341 Introduction to Conflict Resolution

This course provides an overview of conflict resolution and mediation in terms of history, types and responses. This course provides students with experiential learning to develop their ability to analyze conflict in order to determine the most effective method of conflict resolution to apply in a situation. Personal reflection of how one processes information and responds to conflict is also explored.

MTCR 6342 Mediation

This course focuses on the development of mediation skills through intensive practicing, with students working in small groups with a coach. The course provides individuals with the opportunity to acquire documentation that they have received 40 hours of mediation training, the standard that will likely be adopted for certification and the standard specified in Texas legislation for mediators performing court-ordered mediations. In addition, students are assigned readings from the major texts in the mediation field and study the ethical implications of mediation practice, the philosophy of different models of mediation and different applications for mediation.

MASTER OF ARTS IN COUNSELING (MAC)

Purpose

The purpose of the Master of Arts in Counseling program at St. Edward's University is to provide a degree that affords students the opportunity to:

1. advance their personal, intellectual and professional development and functioning;
2. explore and recognize the effects of their personal beliefs, values, issues and behaviors on their counseling practices;
3. integrate and synthesize issues around ethical decision making in counseling situations; and
4. develop the knowledge, skills and experience necessary to begin post-master's supervised experience as a professional counseling intern or marriage and family therapy associate.

The MAC program also offers a curriculum that enables graduates to apply for licensure as a Licensed Professional Counselor (LPC), a Licensed Marriage and Family Therapist (LMFT) or both licenses in the state of Texas. The MAC program fosters excellence in teaching and learning in an environment that includes the classroom and a wide variety of field placements in the Central Texas region. In keeping with the mission of St. Edward's University, through their learning experiences, students are helped to understand themselves, to clarify their personal values and to provide service to the community.

Career Opportunities

The MAC program offers an educational and training experience that prepares students to work as professional counselors or marriage and family therapists in a variety of settings, including hospitals, residential treatment centers, nonprofit agencies, government, for-profit organizations and private practice. As graduates of the program, students may choose to focus on working with children, adolescents, adults, families or couples. To become a licensed professional counselor, graduates of the MAC program must (1) pass the national NCE examination to fulfill the Texas state board requirement to become Licensed Professional Counselors and (2) complete 3,000 hours of supervised field experience with a temporary license (LPC-1). To become a Licensed Marriage and Family Therapist, graduates of the MAC program must (1) pass the state LMFT examination to fulfill the Texas state board requirement and (2) complete 3,000 hours of postgraduate supervised field experience with a temporary license (LMFT-A) and a board-approved LMFT supervisor.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the college level evidenced by a minimum GPA of 3.0 on the last 60 semester hours of work or a 2.75 GPA on all college-level work.
3. Aptitude for graduate study indicated by competitive scores on the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a St. Edward's graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade below B for graduate-level work. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment; professional work experience is highly desirable.
6. Complete an application form with supporting documents and application fee submitted to the Office of Admission.
7. Two letters of recommendation are required.
8. Once past the initial screening process, applicants may be invited to an interview (in person or via phone) with the admission committee.

Admission Categories

Students are admitted to the MAC program in one of the following categories:

1. **Unconditional Admission:** All admission formalities have been completed. Minimum stated criteria for admission are met.
2. **Conditional Admission:** Applicants may be admitted to the MAC program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant **must evidence at least three years of full-time work experience**. *Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MAC program.*
3. **Non-degree-seeking:** Persons holding an earned master's degree from an accredited institution may enroll in MAC courses to meet the academic coursework requirements of the Texas State Board of Examiners for the Licensed Professional Counselor (LPC) or to meet coursework required for the Licensed Marriage and Family Therapist (LMFT).

Non-degree-seeking admission may also be granted to applicants who are registered at another accredited graduate school and have the written permission of the dean of that school to take a specific course or courses at St. Edward's University, i.e., a letter of good standing, to meet degree requirements at the other institution. St. Edward's University admission standards are free of discrimination on the grounds of race, color, creed, gender, age, disability or national origin. For admission, non-degree-seeking students must complete an appropriate application and provide official transcripts to the Center for Academic Progress, Attention: Graduate Admission. Those accepted as non-degree-seeking are subject to the following academic policies:

- A. Non-degree-seeking students may take MAC courses for which they meet the prerequisites.
 - B. Coursework completed by non-degree-seeking students at St. Edward's will apply toward a MAC degree program only with written permission of the dean.
 - C. The academic performance of all non-degree-seeking students is reviewed at the completion of each term, after which students receive written notification of any change in status. Non-degree-seeking students with a cumulative St. Edward's graduate GPA below 3.0 will be automatically dismissed.
 - D. A request for admission as a degree-seeking student will require separate application, and the same policies that govern regular admission will apply.
 - E. Tuition is at the regular graduate rate.
4. **Transient Students:** Applicants who are registered at another accredited graduate school and have written permission from the dean of that school to take specific courses at St. Edward's University may, upon presentation of the authorizing documents, take the specified courses. Tuition is at the regular graduate rate. Transient students should have already completed at least 12 hours of graduate work at their residential university and have successfully completed the equivalent courses in the MAC program of CNCO 6351 (Counseling Skills) and CNCO 6352 (Counseling Theories).

Readmission

Students who do not attend courses for three consecutive semesters after completing one or more MAC courses must reapply if they wish to continue in the MAC program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form, application fee and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim, current résumé and letter of intent). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

The MAC program does not permit auditing of any courses except with special approval and permission.

Transfer of Credit

New Students

The MAC program can accept a maximum of only 12 semester hours of graduate credit earned at another regionally accredited college or university. A grade of B or higher is required, and the course must not have been credited toward another degree. Coursework completed more than six years prior will not be accepted as transfer credit toward the MAC degree at St. Edward's University. The transfer of CNCO 6351, Counseling Skills and Techniques, is not allowed because MAC faculty must directly observe student's counseling skills. No transfer of credit will be allowed except under specific circumstances after a student has enrolled in the MAC program.

Current Students

Degree-seeking students in the MAC program who wish to enroll in an advanced-level graduate course at another college or university and then transfer credit earned to St. Edward's must obtain prior approval from the dean. Transfer credit requires a grade of B or higher and must be documented by receipt of an official transcript mailed directly to St. Edward's University by the granting institution. *Students may not transfer more than one elective from another university. Students may not request to take courses at another university for courses that are offered every semester at St. Edward's. Such requests are rarely granted and will be approved only under extenuating circumstances.* Once students have enrolled in the MAC program, they will not be allowed to enroll for courses at other universities except under specific circumstances (see Transfer of Credits on page 18).

Professional Performance Fitness Evaluation

Students who are admitted into the Master of Arts in Counseling program will receive a Professional Performance Fitness Evaluation (PPFE) packet during their first term. In order to maintain performance standards of all students in the MAC program, members of the counseling faculty, using their judgment, will evaluate counseling students' fitness and performance using this instrument on an as-needed basis. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performance in practice situations and the counseling discipline's code of ethics. Students must receive adequate (average or above) performance reviews by faculty and site supervisors in order to maintain good standing in the MAC program.

Practicum: The PPFE is used to document inadequate performance in practicum. Students will be given a set of guidelines for hours and performance standards regarding practicum performance at the pre-practicum meeting that is held before each semester. Students who are ready for practicum will be notified of this meeting and are required to attend. Students will also be expected to read the guidelines, practicum manual and all other supporting documents carefully and demonstrate understanding and compliance with all standards required.

Students will be allowed to repeat any practicum course a second time if they do not pass it in the first attempt. If the student does not pass a practicum after the first attempt, a PPFE will be filed with the MAC program by the field supervisor and/or the instructor of the course, placing the student under the supervision of the MAC Faculty Review Committee. A student may be placed on probation by the committee and asked to sign a remediation plan if there is just one PPFE submitted. If, in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal and/or professionally unbecoming at any time during the course of training (including coursework, practica and internships), the faculty member may complete a PPFE on the student. A Faculty Review Committee will be called to review the performance and behavior of the student and make recommendations to the director. The Faculty Review Committee, at its discretion, will determine whether a student may qualify to continue to be on probation with a remediation plan or shall be dismissed from the program. This above policy is in accordance with the informed consent that all students sign in the first core class in the MAC program and also follows the language of the American Counseling Association's Code of Ethics (1996), specifically Section F.3.a (pages 45–46), which states:

Counselors (educators), through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impact performance. Counselors assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them. Such recourse exists through a formal and written appeal to the dean of the program, which must be received by the dean within 10 working days. The decision of the dean will be final.

And/or Section C.2.g of the ethical guidelines, Professional Competence, which states:

Counselors refrain from offering or accepting professional services when their physical, mental, or emotional problems are likely to harm a client or others. They must address the signs of impairment, seek assistance for problems, and if necessary, limit, suspend, or terminate their professional responsibilities.

Good Standing

A student who is not on academic probation is in good standing.

Academic Probation

To remain in good academic standing, MAC students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. **Students who earn three grades of less than a B are automatically dismissed from the MAC program.** The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student who is on academic probation of the conditions that must be met by the student to return to good standing and avoid dismissal from the MAC program.

Students may also be placed on probation by the Faculty Review Committee in response to a PPFE regarding their professional fitness and performance.

Degree Requirements

1. Completion of the required 54 hours of coursework with a cumulative graduate GPA of 3.0 from St. Edward's University for the LPC or LMFT concentration. Students completing the combination LPC/LMFT concentration are required to complete 60 hours of coursework with a cumulative GPA of 3.0.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation completed by the dean of New College.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

NOTE: *Diplomas conferred by St. Edward's University will indicate that the student has graduated with a Masters of Arts in Counseling. The diploma will not indicate the student's concentration.*

Academic Load

Students will typically carry an academic load of six to nine credit hours. Students may not take more than nine credit hours (three courses) during a given term unless authorized by the program director. Students who wish to enroll in practicum and also enroll in an additional three courses, for a total of 12 credit hours, must receive prior approval from the MAC program director or the clinical director.

Pass/No Pass Grading

Practicum I, II and III in the MAC program are graded on a pass/no pass basis only. Pass/no pass grades are included in the cumulative hours but are not included in the GPA.

PROGRAM OF STUDY

The Master of Arts in Counseling program meets the academic coursework requirements for the student's chosen concentration of the Licensed Professional Counselor (LPC), the Licensed Marriage and Family Therapist (LMFT), or both licenses, should the student choose the combined track of the LPC and the LMFT concentrations. For licensure by either or both of the Texas state boards for the LMFT or LPC, students must complete post-masters supervised work hours and pass the written licensing exam(s). LPC candidates must complete 3,000 hours of post-masters supervised work experience. For more information on the LPC, contact the Texas State Board of Examiners of Professional Counselors at 512-834-6658 or visit the Texas Department of State Health Services website. Candidates for the LMFT must complete two full years of supervised work experience (also 3,000 hours) served concurrently and pass a written exam. For more information, contact the Texas State Board of Licensed Marriage and Family Therapists at 512-834-6657 or visit the Texas Department of State Health Services website.

Upon completing the MAC concentration degree plans, students will be able to:

- Demonstrate knowledge of the theoretical foundations of counseling, describe their own professional style and approach, and integrate theory and style into practice
- Demonstrate an understanding of applied ethical standards and the ability to practice counseling using ethical and moral principles
- Demonstrate the skills required for effective client evaluation and assessment, treatment planning, and implementation of appropriate counseling strategies and techniques and appropriate follow-up methods
- Understand the characteristics of various social, cultural and ethnic groups and the impact these characteristics have upon the counselor and counseling profession
- Demonstrate an understanding of the ways in which behavior, attitudes and values, both their own and those of others, impact professional counseling relationships
- Demonstrate the ability to conceptualize, analyze, critique and report research data, studies and abstracts
- Meet the academic requirements to apply for a temporary license from the Texas State Board of Licensed Professional Counselors, the Texas State Board of Licensed Marriage and Family Therapists, or both

Students who meet the above requirements will receive a Master of Arts in Counseling degree from St. Edward's University.

Core Courses

The MAC requirement of 54–60 term hours of study for any of three concentrations begins with the following eight core courses, which are prerequisites for all of the remaining counseling courses. Each student should expect to take a final examination in each of the eight core courses in order to have completed that course successfully. A student who does not pass a core course final examination will be required to repeat that course. Students are required to enroll in CNCO 6351, Counseling Skills and Techniques, and CNCO 6352, Counseling Theories, during their first semester of studies in the MAC program.

Core courses required of all concentrations for all counseling students:

CNCO 6317	Critical Evaluation of Research in Counseling
CNCO 6351	Counseling Skills and Techniques
CNCO 6352	Counseling Theories
CNCO 6354	Abnormal Human Behavior
CNCO 6355	Counseling Diverse Populations
CNCO 6356	Human Growth and Development
CNCO 6363	Legal and Ethical Issues for Health Care Professionals
CNCO 6364	Introduction to Systems Theories in Counseling

Concentration I: LPC (54 hours)

The following courses, in addition to the eight core courses, are required for the LPC concentration.

CNSL 6353	Group Counseling
CNSL 6357	Drugs: Therapy and Abuse
CNSL 6359	Assessment, Diagnostics and Treatment Planning
CNSL 6361	Assessment Techniques
CNSL 6362	Career Development and Planning

MAC

In addition, students will select three electives, which should be undertaken during the last three terms of study.

CNEL 6332	Overview of Treatment with Children and Adolescents
CNEL 6335	Special Topics/Settings (may be repeated with different topics) (May be cross-listed with CNSL 6366. Students in the LPC track must register for CNEL 6335 in order to receive credit. If an LPC track student registers for CNEL 6335, they cannot receive credit for CNSL 6366, and vice versa.)
CNSL 6365	Introduction to Assessment in Marriage and Family Therapy

Two practicum courses are also required. Students might be unable to work full-time and work at a practicum site at the same time. Students must take these courses during their last two or three consecutive terms.

CNSL 6368	Counseling Practicum I
CNSL 6369	Counseling Practicum II

Concentration II: LMFT (54 hours)

The following courses, in addition to the eight core courses, are required for the LMFT concentration.

CNEL 6332	Overview of Treatment with Children and Adolescents
CNEL 6335	Special Topics/Settings (Advanced Elective)
CNSL 6331	Techniques in Marriage and Family Therapy
CNSL 6353	Group Counseling
CNSL 6359	Assessment, Diagnostics and Treatment Planning
CNSL 6365	Introduction to Assessment in Marriage and Family Therapy
CNSL 6366	Advanced Topics in Marriage and Family Therapy (May be cross-listed with CNEL 6335. Students in the LMFT track must register for CNSL 6366 in order to receive credit. If an LMFT track student registers for CNSL 6366, they cannot receive credit for CNEL 6335, and vice versa.)

Three practicum courses are also required. Students might be unable to work full-time and work at a practicum site at the same time. Students must take these courses during their last two or three consecutive terms.

CNSL 6368	Counseling Practicum I
CNSL 6369	Counseling Practicum II
CNSL 6370	Counseling Practicum III

Concentration III: LPC and LMFT Combined (60 hours)

The following courses, in addition to the eight core courses, are required for the LPC/LMFT concentration.

CNEL 6332	Overview of Treatment with Children and Adolescents
CNSL 6331	Techniques in Marriage and Family Therapy
CNSL 6353	Group Counseling
CNSL 6357	Drugs: Therapy and Abuse
CNSL 6359	Assessment, Diagnostics and Treatment Planning
CNSL 6361	Assessment Techniques
CNSL 6362	Career Development and Planning
CNSL 6365	Introduction to Assessment in Marriage and Family Therapy
CNSL 6366	Advanced Topics in Marriage and Family Therapy (May be cross-listed with CNEL 6335. Students in the LMFT track must register for CNSL 6366 in order to receive credit. If a dual-track student registers for CNSL 6366, they cannot receive credit for CNEL 6335, and vice versa.)

Three practicum courses are also required. Students might be unable to work full-time and work at a practicum site at the same time. Students must take these courses during their last two or three consecutive terms.

CNSL 6368	Counseling Practicum I
CNSL 6369	Counseling Practicum II
CNSL 6370	Counseling Practicum III

COURSE DESCRIPTIONS

Counseling: Core Courses

The following eight core courses are prerequisites for the advanced counseling courses. After completing all core courses, students must declare their concentration of an LPC, an LMFT or a joint LPC/LMFT.

Students are required to enroll in CNCO 6351, Counseling Skills and Techniques, and CNCO 6352, Counseling Theories, during their first semester of studies in the MAC program.

CNCO 6317 Critical Evaluation of Research in Counseling

This course provides an understanding of research methods, statistical analyses, needs assessment and program evaluation. Students will be exposed to the importance of research and to the opportunities and difficulties in conducting research in the counseling profession. Studies in this area include, but are not limited to, the following:

- basic research methods, including qualitative, quantitative, single-case designs, action research and outcome-based research (quasi-experimental and experimental designs);
- use of technology and statistical methods in conducting research and program evaluation;
- principles, models and applications of needs assessment and program evaluation and use of findings to effect program modifications; and
- ethical and legal considerations in research and use of human subjects.

CNCO 6351 Counseling Skills and Techniques

This course is designed to train students in skills necessary to establish and maintain an effective helping relationship. Basic methods, skills and techniques of counseling such as paraphrasing, reflecting, clarification and summarizing will be taught using both lecture and experiential means. Students will have the opportunity to practice these and many other basic skills through role-playing, videotaping and supervised counseling sessions.

Outcome:

- Demonstrate skills necessary to establish and maintain effective helping relationships.

CNCO 6352 Counseling Theories

An introduction to selected theories of counseling and psychotherapy, including psychoanalysis with Freud and other neo-Freudians, such as Alfred Adler's individual psychology; person-centered; gestalt; rational-emotive; reality; behavioral; and brief psychotherapies.

Outcome:

- Demonstrate knowledge of selected theories of counseling and psychology.

CNCO 6354 Abnormal Human Behavior

This course presents various approaches to understanding abnormal behavior and experience, patterns of mental disorders, their etiology, and how persons suffering from disorders can be helped.

Outcomes:

- Understand abnormal behavior and experience, patterns of mental disorders, etiology, and diagnosis of mental disorders.
- Describe methods used to treat various mental disorders.

CNCO 6355 Counseling Diverse Populations

This course in multicultural counseling focuses on developing theories and strategies that match the individual and cultural background of the client, as well as on expanding counseling to include the multiple helping roles of family, community and cultural groups. The course serves as an introduction to the literature, concepts and skills required to counsel people from populations considered diverse. Coursework emphasizes factors of diversity such as ethnicity, gender, social identification, physically challenged (e.g., hearing impaired, learning disabled), and the appropriate counseling interventions for working with such populations. Cultural identity development theories are also covered in this course. Prerequisite: CNCO 6351.

Outcomes:

- Demonstrate awareness of one's own biases, blind spots, positions of privilege, and the nature of oppression and discrimination.
- Affirm and practice diversity sensitive counseling and ethics of multiculturalism: Recognize, validate, and affirm diversity in self and others and represent the ethical values of the profession (LPC as well as LMFT).

CNCO 6356 Human Growth and Development

Covers sequential stages of the life cycle, from infancy through the aging process, and explores the philosophical, physiological, intellectual, emotional and sociological explanations of the processes and stages of human growth and development throughout the lifespan.

Outcomes:

- Describe developmental changes, which occur throughout the entire life cycle.
- Describe the impact of the “nature/nurture” argument on social and psychological development.
- Develop ability to integrate and apply knowledge and theories of human development to counseling situations.

CNCO 6363 Legal and Ethical Issues for Health Care Professionals

An examination of the laws, regulations and ethical issues affecting health care professionals in the state of Texas; case studies, fundamental legal procedures, health care law, and practical preventative measures that health care professionals should take to avoid civil and criminal liability are also addressed. This course is designed to allow health care professionals to explore a wide range of legal and ethical issues that they will encounter in present-day practice. Issues concerning end of life, extraordinary care, euthanasia, abortion, advanced genetic testing and treatment techniques, together with professional organization code of ethics and standards of preparation that health care professionals should meet and maintain, are included.

Outcomes:

- Demonstrate an understanding of laws, regulations and legal reporting.
- Describe framework affecting health care laws.
- Describe practical preventative measures health care professionals must use.

CNCO 6364 Introduction to Systems Theories in Counseling

This is a survey course that introduces the student to the basic components of systems thinking as contrasted with the traditional individual or medical models of assessment, diagnosis and treatment. The course provides a historical perspective on the development of systems models in psychology, with a broad introduction to major models of practice such as the Bowenian, Structural, Strategic, and Milan and Postmodern models such as Solution-focused, Narrative and Collaborative Language Systems. Students also explore the history and integration of diversity issues such as race, ethnicity, SES and religion in systems models, especially in the latter half of the 20th century and early 21st century. This course is the prerequisite for all the LPC as well as LMFT concentration courses. Prerequisite: CNCO 6352.

Advanced Counseling Courses**CNSL 6331 Techniques in Marriage and Family Therapy**

This course is designed for students enrolled in the LMFT or combined LPC/LMFT concentration. This course focuses exclusively on building and practicing marriage and family therapy skills using different models. The focus of the course is on experiential clinical work. Prerequisites: All CNCO courses and CNSL 6365. This course may be taken concurrently with CNSL 6366 or CNSL 6370, Counseling Practicum III.

CNSL 6353 Group Counseling

This course provides an overview of group dynamics and group processes with an emphasis on group counseling. This includes exploration of group counseling models and group leadership skills and techniques, including planning, facilitating and application of counseling theories to group work. Prerequisite: CNCO 6351 and CNCO 6352.

Outcomes:

- Demonstrate awareness of group dynamics and group processes with an emphasis on group counseling.
- Demonstrate knowledge of group processing models and group leadership skills and techniques.

CNSL 6357 Drugs: Therapy and Abuse

Provides comprehensive information on the applications and actions of psychotropic drugs, both in therapy and in the etiology and treatment of drug-use disorders. Students learn specific interventions, counseling and psychotherapy techniques that focus on psychotropic drugs as both adjunctive therapeutic agents and as causes and symptoms of other disorders.

Outcome:

- Demonstrate awareness of the applications and actions of psychotropic drugs in therapy and in the etiology and treatment of drug use disorders.

CNSL 6359 Assessment, Diagnostics and Treatment Planning

Focuses on major clinical disorders as described in the DSM-IV-TR. Building on knowledge obtained in CNCO 6354, this course emphasizes designing treatment plans for various disorders. Students draw on research for effective treatment, pharmacotherapy and literature on empirically supported treatments for various diagnoses. Prerequisite: CNCO 6354.

Outcome:

- Understand various assessments, diagnoses and treatment plans utilized in various settings for psychotherapy.

CNSL 6361 Assessment Techniques

Principles, concepts and procedures of systematic assessment of client needs; covers standard tests of general intelligence, special abilities and achievement, including administration, scoring and interpretation of these instruments.

Outcomes:

- Understand and explain principles, concepts and procedures of systematic assessment in counseling.
- Demonstrate ability to administer and interpret standardized tests used to assess clients in the counseling setting.

CNSL 6362 Career Development and Planning

A study of trends in the world of work — career development theories and practical applications; career education; and sources and uses of occupational, educational and social information. Emphasis is on developing skills for assisting individuals and groups in career development and planning.

Outcomes:

- Describe the most prominent career theorists and their strengths and weaknesses.
- Administer and interpret a battery of career assessment instruments.
- Develop a career portfolio reflecting own goals, skills, knowledge and experience.
- Research potential positions and increase career options.

CNSL 6365 Introduction to Assessment in Marriage and Family Therapy

This course is designed to introduce students to the assessment and diagnostics of couples and family functioning. Students simulate couples and family counseling situations to assess client needs from a systemic perspective. Prerequisites: All core (CNCO) courses. (Required for LMFT and LPC/LMFT combined track students. Advanced elective for LPC students.)

Outcomes:

- Demonstrate ability to administer, score and interpret at least two methods of assessment in marriage and family work.
- Understand and apply appropriate codes of ethics in marriage and family assessment.

CNSL 6366 Advanced Topics in Marriage and Family Therapy

This is an advanced techniques and special topics course. The design of the course is based on student needs and changes each term. The course material focuses on particular issues and problems that couples and family therapists may have to face in clinical practice, such as divorce, violence, sexual abuse, substance abuse, etc., and the impact of these issues on the assessment, conceptualization and treatment of couples and families. This course may be cross-listed with CNEL 6335. Students in the LMFT track must register for CNSL 6366 in order to receive credit. If a dual track student registers for CNSL 6366, they cannot receive credit for CNEL 6335 and vice versa. Prerequisites: All CNCO courses and CNSL 6365. This course may be taken concurrently with CNSL 6331, Techniques in Marriage and Family Therapy, and CNSL 6370, Counseling Practicum III.

Outcomes:

- Understand and apply advanced skills in marriage and family therapy.
- Develop a personal model and style of conducting marriage and family therapy.

CNSL 6368 Counseling Practicum I

Includes instruction in advanced counseling methods and techniques, development of a personal theory of counseling, and counseling practice with supervision. Students may document 150 or more of the practicum 300 required hours of work in a supervised field setting. Students must document a minimum of 35 hours of direct counseling and 65 hours of administrative hours to pass Practicum I. Students are required to take practica in consecutive terms. Students are required to plan their practicum experiences during the last two or three terms and obtain approval from the director of Clinical Services of the MAC program before registering. This course is graded on a pass/no pass basis. **Students who wish to enroll in practicum and also enroll in an additional three courses, for a total of 12 credit hours, must receive prior approval from the MAC program director or the clinical director.** Prerequisite: All core (CNCO) courses. Students are strongly encouraged to take CNSL 6353, CNSL 6361 and CNSL 6362.

Outcomes:

- Demonstrate advanced counseling methods and techniques.
- Develop a personal theory of counseling and counseling practice.

CNSL 6369 Counseling Practicum II

A supervised professional field-based experience, primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional and must document the remainder of the 300 practicum hours, with 100 of those hours in the provision of direct counseling services with clients. Emphasis is on the transition from student to professional counselor. Students are required to take practica in consecutive terms. Students are required to carry a client load in Practicum II and obtain supervision regardless of how many hours have been documented in Practicum I. Students must obtain approval from the director of Clinical Services in the MAC program before registering. This course is graded on a pass/no pass basis. **Students who wish to enroll in practicum and also enroll in an additional three courses, for a total of 12 credit hours, must receive prior approval from the MAC program director or the clinical director.** Prerequisites: All core (CNCO) courses and CNSL 6368.

Outcomes:

- Demonstrate appropriate strategies and interventions that integrate theory, ethics, client assessment information and professional counseling skills.
- Demonstrate an understanding of the client-counselor relationship.

CNSL 6370 Counseling Practicum III

Students in the LMFT concentration and the LPC/LMFT combined concentration must complete a third term of practicum, which requires an additional 150 hours of supervised field placement work. Students must document their completion of the 450 clock hours between all three practica under the supervision of a mental health professional. Students are required to take practica in consecutive terms. Students pursuing the LMFT or combined concentration must document at least 50 direct clinical hours of work with couples and families from a systemic perspective. These 50 hours with couples and families are required to be accrued across all three practica. Students must carry a client load in Practicum III and obtain supervision regardless of how many hours have been documented in Practicum I and II. Students must obtain approval from the director of Clinical Services in the MAC program before registering. This course is graded on a pass/no pass basis. **Students who wish to enroll in practicum and also enroll in an additional three courses, for a total of 12 credit hours, must receive prior approval from the MAC program director or the clinical director.** Prerequisites: All core (CNCO) courses, CNSL 6365 and 6369.

Outcomes:

- Demonstrate appropriate strategies and interventions that integrate theory, ethics, assessment and techniques in marriage and family therapy.
- Understand and apply appropriate codes of ethics and skills in conducting marriage and family therapy.

Advanced Counseling Electives:**CNEL 6332 Overview of Treatment with Children and Adolescents**

This course is designed to provide students with an understanding of appropriate assessments and therapeutic techniques specifically for counseling children and adolescents. Students learn the interaction between developmental needs of each of these age groups and the counseling techniques appropriate to those needs. Various therapeutic modalities are discussed, demonstrated and practiced. Specific topics for counseling these age groups are discussed, including childhood depression, ADD, adolescent suicide risk and substance abuse. Techniques for consulting with and involving parents are also described. Prerequisites: All core (CNCO) courses.

Outcomes:

- Demonstrate ability to assess and diagnose child and adolescent disorders.
- Demonstrate ability to integrate theory and strategy in treating children and adolescents.
- Demonstrate ability to provide appropriate counseling skills and techniques with children and adolescents.

CNEL 6335 Special Topics/Settings (may be repeated with different topics)

This course is designed to allow exploration of current and contemporary topics and settings in counseling. Among the possible topics and settings to be considered are the following: crisis and trauma management; death, dying and grief therapy; spirituality in counseling; essentials of private practice; couples therapy and sex therapy. This course may be cross-listed with CNSL 6366. Students in the LPC track must register for CNEL 6335 in order to receive credit. If

an LPC track student registers for CNEL 6335, they cannot receive credit for CNSL 6366 and vice versa.
Prerequisites: All core (CNCO) courses. Priority will be given to students enrolled in Practicum I, Practicum II and Practicum III.

Outcome:

- Specific outcomes are related to course topic chosen.

MASTER OF ARTS IN ORGANIZATION DEVELOPMENT (MAOD)

Nature and Purpose

The purpose of the Master of Arts in Organization Development program is to serve working professionals by helping them increase their knowledge in the area of change management. The purpose of learning more about planned change and change management is so students who are individual contributors, supervisors, managers or consultants can:

- improve their ability to deal with professional and organizational change;
- enhance their workplace competence regarding how to influence, respond to and initiate change efforts; and
- advance their professional practice in complex and turbulent times.

True to the mission of St. Edward's University, the MA in Organization Development program nurtures its students toward embracing personal responsibility when leading or implementing change in their personal and professional lives and in their communities.

Career Opportunities

The Master of Arts in Organization Development program provides educational experiences for individuals with administrative positions as well as professionals who have careers in human resources, organization development and training. Those who work in industry, government, nonprofits and education will enhance their knowledge with the attainment of this degree because the study of change management applies across organizational settings.

The curriculum for the Master of Arts in Organization Development program provides the means by which individuals may discover and refine their knowledge and abilities to address change personally and professionally. This unique program encourages students to integrate and synthesize dynamic models of change into their own lives and experiences. Courses are taught with adult education principles using a variety of in-class methodologies, such as presentations, discussions, role plays, group work and case studies. In the final two terms students use action research to identify and plan a personal or organizational change project to which they apply and refine their organization development skills toward the completion of the project. Working on the change issue or opportunity enables students to have a practical and challenging consulting experience at the end of their studies.

Curriculum Delivery Method

The Master of Arts in Organization Development program is a cohort program, delivered in seven-week sessions. Students progress through the curriculum as part of an intact learning community. The classes run from 6:30 to 10:00 pm for two seven-week sessions per term, three terms per year. This enables students who take the consecutive courses to complete the 36-hour course requirement in two calendar years.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum GPA of 2.75 in the last 60 hours of study.
3. Aptitude for graduate study indicated by competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a St. Edward's graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 and no grade below B for graduate-level work. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment. Professional work experience is highly desirable. The majority of Master of Arts in Organization Development students have more than five years of professional work experience.
6. Completed application form with supporting documents and application fee.

Admission Categories

Students are admitted to the Master of Arts in Organization Development program in one of the following two categories:

1. **Unconditional Admission:** All admission formalities have been completed. Minimum stated criteria for admission are met.
2. **Conditional Admission:** Applicants may be admitted to the Master of Arts in Organization Development program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant must normally evidence at least three years of full-time work experience. Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the Master of Arts in Organization Development program.

Readmission

Students who are not enrolled for three consecutive terms after completing one or more Master of Arts in Organization Development courses must reapply if they wish to continue the program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Good Standing

A student who is not on academic probation is in good standing.

Academic Standards, Probation and Dismissal

To remain in good academic standing, Master of Arts in Organization Development students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the Master of Arts in Organization Development program. **Students who earn three grades of less than a B will automatically be dismissed from the Master of Arts in Organization Development program.**

Degree Requirements

1. Completion of the required 36 hours of coursework with a cumulative St. Edward's University graduate GPA of 3.0 or above.
2. Intent to Graduate on file with academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation completed by the dean of The Bill Munday School of Business.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

PROGRAM OF STUDY

The Master of Arts in Organization Development program requires 36 semester hours. The curriculum is delivered with a series of courses that are taken in a prescribed order.

Core Courses (36 hours):

All Master of Arts in Organization Development students must successfully complete the following accelerated three-credit-hour courses:

YEAR ONE

Term 1

MAOD 6317 Organizational Systems, Culture and Complexity
MAOD 6341 Adult Learning

Term 2

MAOD 6342 Organization Development Principles and Practices
MAOD 6319 Conflict Analysis and Resolution

Term 3

MAOD 6307 Human Resource Management
MAOD 6314 Leadership Development

YEAR TWO

Term 4

MAOD 6308 HRD/Performance Improvement
MAOD 6315 Legal and Ethical Issues

Term 5

MAOD 6316 Methods of Research
MAOD 6344 Consulting and Group Process Facilitation

Term 6

MAOD 6390 OD Action Research
MAOD 6391 Capstone

COURSE DESCRIPTIONS

MAOD 6307 Human Resource Management

This course provides an overview of the field of Human Resource Management and HRM's organizational role and function, critically examining personnel theory and practice, and human resource challenges facing business, government and nonprofit organizations.

MAOD 6308 HRD/Performance Improvement

This course covers theories and models regarding individual, group and organizational performance and the practical application of development processes across organizational systems.

MAOD 6314 Leadership Development

Relevant leadership development practices and research will be explored. This course emphasizes the achievement of performance goals through a learning contract methodology. Students will also provide and receive feedback throughout the course.

MAOD 6315 Legal and Ethical Issues

This course emphasizes the examination of the laws, regulations and legal framework affecting organizations in the state of Texas. Basic legal procedure, personnel law, and practical, preventative measures that OD professionals need to take into consideration regarding ethical decisions and personnel litigation are introduced.

MAOD 6316 Methods of Research

This course presents the application of research methods with an emphasis on logical and creative solutions to problems. The student is required to integrate the concepts of research design, implementation and analysis in applications ranging from descriptive surveys to qualitative research.

MAOD 6317 Organizational Systems, Culture and Complexity

In this course, students gain a broad-based theoretical understanding of systems theory and complexity theory as it applies to organizations. This knowledge, plus the application of models in organizational settings, enhances students' ability to examine organizational performance.

MAOD 6319 Conflict Analysis and Resolution

This course provides students with knowledge about conflict resolution and mediation in terms of history, types and responses. An experiential learning approach is used to develop students' ability to analyze conflict so as to determine the most effective method of conflict resolution to apply to a situation. Personal reflection of how one processes information and responds to conflict is also examined.

MAOD 6341 Adult Learning

In this course students review a variety of theories applied to the delivery of adult learning activities, including behavioral, progressive, cognitive, humanist and social. Methodologies and structures for facilitating adult learning make up a significant portion of this course.

MAOD 6342 Organization Development Principles and Practices

This seminar course provides students with a foundation of knowledge and skills to create planned organizational change through education and interventions. It is designed to look at the major competencies required of practitioners in the profession and to provide students with both a conceptual and an experiential look at the fields of OD and HRD. Issues such as professional ethics, productivity, talent management and information technology are examined.

MAOD 6344 Consulting and Group Process Facilitation

This course focuses on using facilitation processes in group settings. Through reading and skills practice, students will acquire knowledge and experience using group process skills to assist groups with focus groups, team building, strategic planning, group decision-making, and group conflict resolution endeavors.

MAOD 6390 Action Learning

This course uses action learning to design the implementation of a real-world project, refining students' understanding of organization development. Students will draw upon what they have learned in their previous MAOD program coursework and lay a foundation for completing a planned change project in the MAOD 6391, capstone course. Must be taken in sequence in the final term.

MAOD 6391 Capstone

Students will significantly expand their professional understanding of organization development with a formal evaluation process and they will integrate their knowledge with skills in a real-world organization development planned change project identified in MAOD 6390. Prerequisite: MAOD 6390.

MAOD 6399 Special Topics

This course provides opportunities for contemporary issues, special topics curriculum or special projects in Organization Development. Offerings are provided on a need or demand basis and special approval from the MAOD Director is required prior to enrollment. Course may be repeated when topics vary.

MASTER OF ARTS IN TEACHING (MAT)

Nature and Purpose

The Master of Arts in Teaching at St. Edward's University is an innovative, rigorous program designed to prepare educators and teachers to respond to the challenges in today's schools and lead transformative social change in education in the 21st century. The innovative curriculum distinguishes the Master of Arts in Teaching at St. Edward's University from traditional master's programs in education.

At its core, the program focuses on helping the student learn strategies for facilitating change in schools and within learning organizations. Students develop a deeper understanding of teaching to enhance learning and effect positive change in schools and diverse educational settings. The student acquires proficiency in the use of instructional technology for planning, assessment and action research. Students gain new insights into how diversity, politics and ethical issues shape educational policy and practice. Students explore the role of data in decision making and designing curriculum and instruction. The program explores best practices for communicating with and involving parents and community partners in school and workforce initiatives to enhance student and workplace performance.

Objectives

Master's candidates who are accepted into the program will have the opportunity to:

- develop a deeper understanding of teaching and learning;
- learn ways to foster democracy and social justice in school settings;
- learn how to develop networks and utilize partnerships;
- use data to evaluate programs and practices;
- utilize technology for instruction, assessment and research;
- deepen their knowledge of educational policy and legal issues;
- learn to promote collaboration; and
- explore the role that teachers, working together, can achieve in transformative change in schools and the workplace.

Career Opportunities

The degree offers exciting career opportunities for educators who seek leadership roles in public, private, corporate and other educational settings. The MAT degree offers graduate students the opportunity to obtain initial teacher certification from an exemplary, university-based program while pursuing a master's degree. The MAT degree with an emphasis in Teacher Leadership or Special Education allows licensed teachers the opportunity to expand their influence in schools without leaving the classroom by sharing in decision making as campus/district-based instructional specialists and by serving as mentors and coaches in new teacher induction. The MAT with an emphasis in Sports Management provides opportunities for career growth in athletics, and the MAT program with an emphasis in Conflict Resolution is geared toward professionals who seek administrative or supervisory positions in human resources both in and outside of educational settings. By bringing students together to write and reflect on leadership and teaching, by applying skillful research-based models of 21st-century leadership, and by integrating technological approaches to research, learning and evaluation, the MAT program provides its participants the opportunity to develop the intellectual skills and moral reasoning necessary for building leadership capacity in schools and learning organizations.

ADMISSION AND ACADEMIC INFORMATION

NOTE: *Effective Fall 2013, the MAT program will no longer accept admission applications from new or returning students.*

Auditing

Permission is required to audit MAT courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or St. Edward's University.

Transfer of Credit

Current Students

Degree-seeking students who desire to enroll in graduate coursework at another regionally accredited college or university and then transfer credit earned to St. Edward's must obtain prior approval from the dean of the School of Education. Once the course has been completed (with a grade of B or better) and St. Edward's University has received an official transcript, the credit will be transferred to meet the university's degree requirement.

Good Standing

A student who is not on academic probation is in good standing. Students in the MAT program are required to complete benchmark essays and maintain an electronic portfolio throughout the MAT program.

Academic Probation

To remain in good academic standing, MAT students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of the conditions that must be met by the student to return to good standing and avoid dismissal from the MAT program. Students who earn three grades of less than a B are automatically dismissed from the MAT program.

MAT Student Review Committee (SRC)

MAT students seeking initial teaching certification are expected to demonstrate knowledge, skill and certain teaching behaviors related to the profession. These behaviors are delineated, implicitly or explicitly, in the Code of Ethics and Standard Practices for Texas Educators and by the National Council for Accreditation of Teacher Education (NCATE). As described in the *Graduate Bulletin* each year, MAT students are required to meet academic standards (knowledge and skill) each semester (GPA, successful course completion, etc.). Students admitted into the MAT program will also be closely monitored — informally and formally — by all faculty members regarding the behaviors described below.

Upon completion of each semester in the MAT program, faculty members will informally advise a student regarding any concerns with the student's ability to meet the standards in the Educator Codes of Ethics and Behaviors (below). Formal concerns will be documented in writing and submitted to the MAT program director as soon as possible. A Student Review Committee (SRC) will convene at the request of the MAT program director and will consist of at least three faculty members from the School of Education and/or MAT. The SRC will discuss the problems, concerns and issues and make a recommendation to the dean of the School of Education regarding the student's standing in the MAT program and initial teacher certification concentration. SRC recommendations may include, but are not limited to, the following three options for the student:

1. A "growth plan" with specific interventions for the student.
2. A different MAT concentration (other than initial teacher certification) to the student.
3. Other graduate programs at St. Edward's University.

The standards and behaviors are as follows:

1. The student demonstrated proficiency and competence in both oral and written English.
2. The student was both consistent and punctual in attending classes, meetings, advising sessions, internship placements/assignments, etc.
3. The student met deadlines for required work (i.e. completed papers, projects, etc., on time).
4. The student performed an equitable share of the work on group assignments and collaborated with others to solve problems.
5. The student received feedback in an appropriate and reasonably nondefensive manner.
6. The student expressed feedback in a constructive way (i.e., specific, concrete, nonjudgmental, positive as well as negative).

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7. The student dealt with and expressed frustrations in appropriate, direct, nonaggressive ways (did not raise voice, use labels or name-calling, become physical).
8. The student maintained a reasonable level of mental and physical health under pressure or in stressful situations.
9. The student treated all people with respect (i.e., refrained from pejorative statements or negative actions based upon race, gender, religious affiliation, etc., and treated all people fairly).
10. The student voiced concerns, criticisms, and complaints in an appropriate and constructive manner (maintained composure, took responsibility for his/her role in the situation, proposed solutions, accepted the outcome without resentment).
11. The student interacted in a respectful, professional manner with pupils, peers, instructors and supervisors, both in the university classroom and in field assignments.

MAT Internship 1 and 2

(These internships require a criminal background check.)

In the specific cases when problems arise with MAT students who are enrolled in either Internship 1 (MTTC 6341) or Internship 2 (MTTC 6342), the MAT program director will convene the SRC to specifically address the concerns voiced by mentor teachers, internship cooperating teachers or supervisors, and/or school site administrators. The SRC will make recommendations to the dean of the SOE regarding the appropriate course of action and the student's standing in the MAT program. The SRC will make recommendations that may include but are not limited to the following:

1. A different MAT concentration (other than initial teacher certification) is recommended to the student. The student would then possibly need to complete additional courses to earn the MAT degree.
2. The grade in the internship courses (MTTC 6341 and/or MTTC 6342) be based on possible course completion assignments, papers, and/or projects that would take the place of the field component requirement of the internship. Given that the field experience is required for teacher licensure in the state of Texas, the student will not be recommended for a teaching certificate, but could complete the MAT degree. This may necessitate the assignment of an "incomplete" in accord with university policy.
3. The student drop (if time permits) the internship course (MTTC 6341 and/or MTTC 6342) and substitute a course(s) approved by the MAT director and/or dean of the School of Education.
4. The SRC may also consult other directors and/or deans for additional recommendations related to courses and course substitutions.

Degree Requirements

1. Completion of the required hours of coursework according to the student's degree plan with a cumulative St. Edward's University graduate GPA of 3.0 or higher.
2. Completion of a minimum of 24 hours of coursework at St. Edward's University.
3. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
4. Certification for Graduation completed by the dean of the School of Education.
5. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

NOTE: *Diplomas conferred by St. Edward's University reflect the degree type only with no indication of the student's concentration.*

Academic Load

Students will normally take an academic load of six to nine hours. Students may not take more than 12 graduate hours during a given term.

PROGRAM OF STUDY

The Master of Arts in Teaching is a 36-hour degree program with six different degree emphases. The MAT program offers various certificates for both non-degree- and degree-seeking students. The degree plans offer emphases in the following concentrations:

- Education concentration in Initial Teacher Certification
- Education concentration in Teacher Leadership
- Education concentration in Conflict Resolution
- Education concentration in Special Education
- Education concentration in Sports Management
- Interdisciplinary concentration in Liberal Arts

NOTE: Students who seek initial teacher certification may be required to complete additional undergraduate-level coursework in order to satisfy requirements to be certified to teach in the state of Texas. Students who are seeking teacher certification in the state of Texas will be subject to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.

MAT Internship:

(Internships require a criminal background check.)

The MAT internship is an important step in helping the MAT student to become a certified teacher in Texas. The student will receive assistance and guidance in selecting the most appropriate type of internship experience but is ultimately responsible for procuring the internship. Students should be familiar with the requirements set forth by the Texas State Board for Educator Certification and should direct any related questions to the program director or the certification officer in the School of Education. Currently in Texas, there are generally two ways to fulfill the internship requirement for state certification.

For students admitted to the MAT Initial Teacher Certification program, the internship options are as follows:

Option 1: “Teacher of Record” in a school for one year and enrolled in MTTC 6341 and MTTC 6342.

Option 2: Student-intensive field experience for one semester (30–40 hours in field placement) and a student teacher for one semester and enrolled in MTTC 6341 and MTTC 6342 (equivalent student teaching course number will be substituted).

Option 1

This first option is selected by students who have been hired by a school district to teach full-time and will become the “teacher of record” for the whole school year. In this scenario, students have taken the initiative to apply for a teaching position and have been hired by a school district. They have also applied for a probationary certificate with the State Board for Educator Certification. Under this first option, the MAT student will enroll in the two internship classes (MTTC 6341 and MTTC 6342) over the course of the year, while fulfilling the requirements of the teaching position and contract.

Option 2

The second option begins with enrollment in MTTC 6341 for semester one of the internship year and includes three to five hours per week of intensive field experience on a campus in a local school district. A mentor teacher on that campus is identified and agrees to participate in the field experience, providing mentoring and guidance during the semester. Furthermore, a mentor from St. Edward’s is also assigned and provides guidance and assistance to both the student and campus mentor. For the second semester of the internship, students will register for a student-teaching semester, or MTTC 6342. The design of this intensive 12–15 week student-teaching semester is similar to student-teaching conducted in undergraduate certification programs at St. Edward’s University and will replace the curriculum used for MTTC 6342 explained in Option 1.

Curriculum

The MAT curriculum is divided into three areas. Core courses and courses in the research sequence are the same for every degree plan. Courses in the concentration vary according to program emphasis. The three areas are:

Core courses (15 hours)

Concentration courses (15 hours)

Research sequence (6 hours)

1. MAT: Initial Teacher Certification

NOTE: Students who seek initial teacher certification may be required to complete additional undergraduate-level coursework in order to satisfy requirements to be certified to teach in the state of Texas. Students seeking certification in Texas are required to submit to a criminal background check. The following degree plan explains the courses required for the degree.

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

MTTC 6340	Education Psychology and Learning Theory
MTTC 6341	Curriculum, Instruction and Assessment — Internship I
MTTC 6342	Curriculum, Instruction and Assessment — Internship II
MTTC 6352	Ethics, Legal Issues and Classroom Management
MTTC 6353	Content Literacy Instruction with Multilingual Learners

Research Sequence (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II

2. MAT: Teacher Leadership

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

MTTL 6331	Teachers as Scholar-Practitioner Leaders
MTTL 6332	Curriculum Leadership
MTTL 6333	Critical Literacy, Race and Culturally Responsive Pedagogies
MTTL 6334	Mentoring, Peer Coaching and Professional Learning
MTTL 6335	Identity, Culture and the Politics of Recognition

Research Sequence (6 hours):

Students choose either the Action Research or the Thesis option (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II
MTRS 6370	Thesis Research
MTRS 6371	Thesis Writing

3. MAT: Special Education

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

MTSE 6341	Effective Instructional/Behavioral Strategies for Students with Disabilities
MTSE 6342	Teaching Reading, Language Arts, and Math to Students with Disabilities
MTSE 6343	Teaching Students with Emotional/Behavioral Disabilities
MTSE 6344	Teaching Students with Autism Spectrum Disorders
MTSE 6345	Special Education Law

Research Sequence (6 hours):

Students choose either the Action Research or the Thesis option (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II
MTRS 6370	Thesis Research
MTRS 6371	Thesis Writing

NOTE: *This special education concentration is geared toward certified teachers who desire to gain additional certification in special education. Students have the option to apply for this concentration as “certificate-seeking” taking only the six special education courses. After completing the six courses, students will be authorized to take the special education exam offered by the Texas Education Agency/State Board for Educator Certification.*

4. MAT: Conflict Resolution

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

MTCR 6341	Introduction to Conflict Resolution
MTCR 6342	Mediation
MTCR 6343	Conflict Resolution: Topics and Settings
MTCR 6344	Facilitation Skills
MTCR 6347	Negotiation Theory and Practice

Research Sequence (6 hours):

Students choose either the Action Research or the Thesis option (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II
MTRS 6370	Thesis Research
MTRS 6371	Thesis Writing

5. MAT: Sports Management

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

MTSM 6331	Sports Management: Theory and Application
MTSM 6332	Sports and Recreation Facilities Design and Operations
MTSM 6333	Legal Aspects of Sports Management
MTSM 6334	Critical Issues and Ethical Dilemmas in Sports Management

Students choose one of the following courses:

MTSM 6338	Internship in Sports Management
MTSM 6339	Special Topics Research in Sports Management

Research Sequence (6 hours):

Students choose either the Action Research or the Thesis option (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II
MTRS 6370	Thesis Research
MTRS 6371	Thesis Writing

Certificate in Sports Management

A student may earn the Certificate in Sports Management by completing the four required courses (12 hours) indicated below, in addition to two electives selected from the MAT curriculum for which the student has satisfied all prerequisites with a GPA of 3.0 or above.

MAT Degree

Students who satisfactorily complete all six courses (18 hours) for the certificate in addition to the MAT core courses (15 hours) and research sequence (6 hours) with a GPA of 3.0 or above will earn an MAT degree with a Sports Management concentration and certificate.

Concentration: 12 hours

Required courses:

MTSM 6331	Sports Management: Theory and Application
MTSM 6332	Sports and Recreation Facilities Design and Operations
MTSM 6333	Legal Aspects of Sports Management
MTSM 6334	Critical Issues and Ethical Dilemmas in Sports Management

Additional Courses: 6 hours

Students must take the following two courses:

MTSM 6338	Internship in Sports Management
MTSM 6339	Special Topics Research in Sports Management

The Sports Management concentration is designed to provide opportunities for students to earn a certificate in Sports Management, either with or without the MAT degree.

6. MAT: Liberal Arts

Core Courses (15 hours):

MTCO 6301	Foundations of Education
MTCO 6303	Integrating Technology in the Classroom
MTCO 6307	Leadership, Politics and Policy in American Education
MTCO 6309	Assessment in Curriculum and Instruction
MTCO 6311	Instructional Practices in Teaching Students with Special Needs

Concentration Courses (15 hours):

LACC 6301	Liberal Arts Perspectives
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Students choose at least one course from two of the following categories (6 hours):

LATI	— Interpreting the World
LATC	— Community and Identity
LATS	— Spirituality and Self

Students choose two electives from the following categories (6 hours):

LATI, LATC, LATS, LADS, LAEC courses

Research Sequence (6 hours):

Students choose either the Action Research or the Thesis option (6 hours):

MTRS 6361	Action Research I
MTRS 6362	Action Research II
MTRS 6370	Thesis Research
MTRS 6371	Thesis Writing

Other Certificate Options

Students may elect to be admitted as certificate-seeking students, earning up to three distinct certificates without being degree-seeking MAT students: one in Instructional Technology, one in Curriculum Leadership, and one in Mentoring and Supervision. The Mentoring and Supervision and Curriculum Leadership certificates are intended for experienced educators. Certificate-seeking students may also apply to become a degree-seeking MAT student and transfer successfully completed courses toward the MAT degree.

Certificate in Instructional Technology

The technology course in the MAT program is designed to provide opportunities for non-degree-seeking students to earn a certificate without earning the MAT degree. The certificate description is provided below:

This certificate is earned after successfully completing and demonstrating proficiency in the competencies in MTCO 6303. Students who earn this certificate will be able to:

- Become more effective in instructional decision making and classroom management
- Design effective instruction while integrating technology in their teaching practice
- Effectively select and utilize various software applications for delivery, assessment and evaluation of instruction
- Implement effective learner-centered instructional strategies

Certificate in Mentoring and Supervision

The mentoring and supervision course in the MAT program is designed to provide opportunities for non-degree-seeking students to earn a certificate without earning the MAT degree. A certificate description is provided below:

This certificate is earned after successfully completing and demonstrating proficiency in the competencies in MTTL 6334. Students who earn this certificate will be able to:

- Apply theories and practices that emphasize democratic school leadership that promote school change
- Become campus facilitators who provide skilled mentoring and guidance to others

- Create and foster professional learning communities in diverse educational settings
- Become skilled in peer coaching, peer guidance and mentoring
- Achieve enrichment in state-approved teacher assessment, evaluation and appraisal systems (Professional Development and Appraisal System, or PDAS, and Instructional Leadership Development, or ILD)

Certificate in Curriculum Leadership

The curriculum leadership course in the MAT program is designed to provide opportunities for non-degree-seeking students to earn a certificate without earning the MAT degree. A certificate description is provided below:

This certificate is earned after successfully completing and demonstrating proficiency in the competencies in MTTL 6332. Students who earn this certificate will be able to:

- Effectively demonstrate sound principles and theories of curriculum leadership and curriculum design
- Assist others in discerning best practices for guiding school improvement through transformative curriculum processes
- Provide campus and district leadership in developing curriculum frameworks, benchmark and assessment measures, and learner-centered instructional models
- Initiate effective models of curriculum, instruction and assessment
- Promote a culture of reflective curriculum practitioners
- Assist school administrators in creating a culture of student achievement and teacher empowerment

Basic Certificate in Mediation

A student may earn the Basic Certificate in Mediation by satisfactorily meeting the requirements of the Mediation course, MTCR 6342, and by successfully completing the hours required by the Texas Mediators Roundtable.

Upon earning the Basic Certificate in Mediation, an individual will be able to:

- Analyze elements of conflict situations
- Know, understand and analyze various types and techniques of conflict resolution
- Identify and effectively employ basic conflict resolution communication skills and mediation skills in appropriate situations
- Know and understand various models of mediation and the role of mediators in conflict resolution
- Demonstrate effectiveness in mediation role-plays
- Understand and apply the ethics of mediation

For the Basic Certificate in Mediation, the following course is required:

MTCR 6342 Mediation

COURSE DESCRIPTIONS

MTCO 6301 Foundations of Education

An overview of the historical, social, cultural and philosophical aspects of American education as a basis for understanding the contemporary importance of schools in the national and community life of a culturally diverse and pluralistic society. This historical survey covers the emergence of the factory model of schooling, the bureaucratization of public schools, school organization as affected by race and social class, and efforts to reform schools into effective learning communities. Students also study ways and means of organizing their own classroom, including the use of small group work, whole group work, direct teaching and inquiry learning.

MTCO 6303 Integrating Technology in the Classroom

This course is designed to help classroom teachers broaden their technology skills and integrate technology into their teaching. Research, theory and principles of instruction are explored in the context of the classroom teaching experience, emphasizing the learning potential of technology as a medium for teaching and learning.

MTCO 6307 Leadership, Politics and Policy in American Education

An in-depth and critical examination of questions guiding current discourses in public and private educational settings, which are related to global issues on education within the international sector. School governance, politics, finance, local control, standardization, changing demographics, citizenship, social justice and equity are examples of societal issues that are explored. Students are encouraged to define their roles as educators in a democracy through dialogue and critical conversations on contemporary educational issues facing a global society.

MTCO 6309 Assessment in Curriculum and Instruction

In this course, students will develop specific knowledge and skills related to assessment literacy. Assessment literacy will allow pre-service teachers to develop and maintain high-quality, equitable classroom instruction in the face of the pressures, indeed the “high stakes,” related to current local, state and federal accountability policies. Given that “high-stakes” testing has increased in importance, properly preparing teachers to deal with the rigors and intricacies of standardized assessment and the resulting assessment data has become even more crucial for teacher success.

MTCO 6311 Instructional Practices in Teaching Students with Special Needs

This course is an introduction to the special populations of exceptional children. It focuses on litigation resulting in the mandated provision of services for children with special needs; definitions, etiologies, prevalence, characteristics, learning environments, instructional needs and general assessment of exceptional children; and the special education technology appropriate for children with special needs. The course also focuses on the framework, principles, tools and strategies of differentiated instructional practice for mixed-ability classrooms.

MTCR 6341 Introduction to Conflict Resolution

This course provides an overview of conflict resolution and mediation in terms of history, types and responses. This course provides students with experiential learning to develop their ability to analyze conflict so they can determine the most effective method of conflict resolution to apply in a situation. Personal reflection of how one processes information and responds to conflict also is reviewed.

MTCR 6342 Mediation

This course focuses on the development of mediation skills through intensive practicing, with students working in small groups with a coach. The course provides individuals with the opportunity to acquire documentation that they have received 40 hours of mediation training, the standard that will likely be adopted for certification and the standard specified in Texas legislation for mediators performing court-ordered mediations. In addition, students are assigned readings from the major texts in the mediation field and study the ethical implications of mediation practice, the philosophy of different models of mediation and different applications for mediation.

MTCR 6343 Conflict Resolution: Topics and Settings

This course provides opportunities for the student to acquire a perspective on how historical beliefs, values and attitudes have shaped our Judeo-Christian dispute resolution culture and habits. It explores beliefs, values and attitudes that shape the practicing conflict resolution professional’s understanding of conflict and its resolution. Topics vary each semester in order to include current events in the discussion and provide opportunities for the individual to enhance his or her capacity to perceive and describe conflictive situations in unique settings.

MTCR 6344 Facilitation Skills

This course focuses on using conflict resolution skills in situations that involve groups. Students acquire facilitation and group consensus-building skills. Through reading and skills practice, students acquire knowledge and experience using group process skills to assist groups with team building, strategic planning, public policy development, group decision making and group conflict resolution.

MTCR 6347 Negotiation Theory and Practice

The goal of this course is to provide students with theoretical foundations and practical application of negotiation strategies, processes and skills across settings. Emphasis is placed on negotiation effectiveness utilizing experiential learning methods.

MTSE 6341 Effective Instructional/Behavioral Strategies for Students with Disabilities

The primary focus of this course is to provide instructional and behavioral strategies for special education students with mild disabilities who are often served in the general education classroom. The role of the classroom teacher in the special education process is addressed, as is, information about curricular and instructional modifications. A field-based component is required as part of this course.

MTSE 6342 Teaching Reading, Language Arts, and Math to Students with Disabilities

This course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students' access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas. A field-based component is required as part of this course.

MTSE 6343 Teaching Students with Emotional and Behavioral Disorders

This course addresses topics associated with teaching students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services and current issues. A field-based component is required as part of this course.

MTSE 6344 Teaching Students with Autism Spectrum Disorders (ASD)

This course provides information of etiological theories, characteristics, specialized assessment methods and specific instructional strategies pertaining to the management of children/youth with ASD.

MTSE 6345 Special Education Law

This course provides information on the background and history of special education law, Individuals with Disabilities Education Act (IDEA), special education case law, and other federal education statutes.

MTSM 6331 Sports Management: Theory and Application

This course presents current theories on management and leadership and their applications in the area of sports administration through a simulation exercise. Students identify problem areas and write case studies of these areas, applying the concepts learned in the course.

MTSM 6332 Sports and Recreation Facilities Design and Operations

This course attempts to give the student a broad, applied introduction to an array of sports and recreational facility types and their design, function and operation. Students review design, planning and operational aspects of nonprofit and for-profit municipal, state and federally operated indoor and outdoor facilities. Students are required to select, schedule and coordinate external site visits for their class; critique sports or recreational facilities; and complete a comprehensive planning/design project.

MTSM 6333 Legal Aspects of Sports Management

This course introduces the student to the legal issues related to the administration and management of athletic and physical education programs. Critical issues include the broad area of negligence; event and facility management; participant eligibility; the First, Fourth and 14th Amendments to the Constitution; intentional torts; product liability; and contracts. The concept of risk management is emphasized throughout the course. Case law is used to illustrate the application of the law in everyday situations. Students are actively involved in groups with case studies and class presentations and discussions.

MTSM 6334 Critical Issues and Ethical Dilemmas in Sports Management

This course introduces the student to critical issues and ethical decisions related to the leadership and management of athletic and physical education programs. Topics to be investigated include, but are not limited to, equality, fairness, gender, violence, professionalism, race, sexual orientation and the media.

MTSM 6338 Internship in Sports Management

This course provides elective internship opportunities in the internal and external community that are designed in consultation with MAT faculty and for which a student may receive academic credit. The student, with the assistance of faculty, locates a school, organization or agency placement where he or she can be employed or do volunteer work and can

be supervised while gaining experience, developing skills that cannot be taught in the classroom, applying theories and broadening career opportunities. A written proposal that includes, at minimum, anticipated learning outcomes, placement site, expected duties, name of supervisor and method of evaluation must be submitted to the director of the MAT program for approval no later than 30 days prior to registration.

MTSM 6339 Special Topics Research in Sports Management

Students are encouraged to carry out original research. A written proposal briefly defining the research topic, review of literature and research design is to be submitted to the director of the MAT program for approval no later than 30 days prior to registration.

MTTC 6340 Educational Psychology and Learning Theory

A survey of major influences in educational psychology, including Piaget, Erickson, Maslow, Kegan and Gilligan. This course examines different models of literacy education and general theories of learning, including Bloom's Taxonomy, Dewey's theory of experiential learning, Vygotsky's theory of social constructivism, Bruner's theory of intersubjectivity and Gardner's theory of multiple intelligences.

MTTC 6341 Curriculum, Instruction and Assessment — Internship I

(Requires a criminal background check)

A field-based exploration of the principles of instructional design and the development and evaluation of integrated, interdisciplinary, inclusive and culturally responsive curriculum. Basic models of instruction including direct instruction, discovery and experiential learning, concept induction, concept attainment, and differentiated instruction to address the needs, interests and abilities of diverse students are investigated. Designing developmentally appropriate assessments is introduced. Requires a minimum of 30 hours in the field.

MTTC 6342 Curriculum, Instruction and Assessment — Internship II

(Requires a criminal background check)

A field-based synthesis seminar course that offers the continued and deeper application of constructivist principles to the design and development of integrated, interdisciplinary, inclusive and culturally responsive curricula. This course is designed to help teachers improve their assessment and evaluation literacy. An emphasis is placed on the various approaches to assessment including performance tasks, observations and portfolios; test construction and design; grading procedures; and reporting practices including self-assessment, student conferences and parent conferences, as a part of designing effective instructional delivery systems. Requires 13 weeks, full-time placement in the field.

MTTC 6352 Ethics, Legal Issues and Classroom Management

A case-based exploration of the ethical and legal issues associated with various classroom management models and approaches in diverse educational settings. Emphasis is placed on effective management models used in various settings (e.g., rural and urban schools, public and private schools, and charter and alternative schools). Explores ways to facilitate a positive learning environment based upon constructivist principles in learner-centered classrooms.

MTTC 6353 Content Literacy Instruction with Multilingual Learners

A study of reading and writing processes and strategies appropriate for literacy instruction and assessment in linguistically diverse classrooms. Strategies designed to develop critical thinking, reading, writing and study skills in content area learning (e.g., mathematics, science, social studies and literature) are explored. Strategies to promote fluency and reading comprehension with English language learners and appropriate second-language teaching methodology are facilitated with practical application to the classroom.

MTTL 6331 Teachers as Scholar-Practitioner Leaders

An examination of theories, trends and models in leadership. Philosophical underpinnings of scholar-practitioner leadership is explored in relation to situating the teacher as leader in educational practice. This course provides a theoretical frame for the study of contemporary issues related to teacher leadership in postmodern times.

MTTL 6332 Curriculum Leadership

An exploration of historical and contemporary research and best practices for guiding school improvement through the design, development and evaluation of curriculum design. Emphasis on site-based curriculum development, faculty inquiry and the role of assessment in curriculum design to facilitate campus-based and district-based instructional improvement.

MTTL 6333 Critical Literacy, Race and Culturally Responsive Pedagogies

A survey of theorists and practices that support an understanding of constructing critical literacy, race and alternative pedagogies to foster social justice and democratic practices in diverse educational settings. Print, film, music and cyber

texts are utilized to explore the role of teacher-leader as cultural worker and to develop a critical lens for evaluating social, cultural, and normative practices and ideologies in schools.

MTTL 6334 Mentoring, Peer Coaching and Professional Learning

Advanced inquiry into the philosophies, theories and practices that emphasize democratic leadership and provide an ecological, social perspective of school change. Professional development through mentoring and peer coaching with practical applications for facilitating inquiry and fostering professional learning communities in diverse educational settings is emphasized. Topics include situated learning, shared decision making, professional learning communities and inquiry as stance. A practicum in peer coaching, consultation or mentoring is required.

MTTL 6335 Identity, Culture and the Politics of Recognition

Postformal inquiry into the development of teacher identity with an emphasis on the role of power, discursive and nondiscursive practices, and the politics of recognition in the professional setting. Theories of adult development and methods of narrative inquiry are also explored to foster understanding of the process of identity making within emergent teacher-leaders.

Research Sequence Courses**MTRS 6361 Action Research I**

Design and development of an action research proposal focused upon a question or problem specific to the student's actual practice in the educational setting for the purpose of improving social and instructional practice. The use of human subjects, the ethics of educational research and research protocols are examined. Prerequisites: Academic advisor approval and completion of all courses preceding.

MTRS 6362 Action Research II

Capstone seminar designed to guide the student through the implementation of the research proposal developed in Action Research I. Research phases include the collection of data, analysis, writing and presentation of the research study proposed in Action Research I. Prerequisites: Academic advisor approval and successful completion of Action Research I.

MTRS 6370 Thesis Research

Individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area related to the student's teaching field or practice. Requires a proposal defense. Prerequisites: Academic advisor approval and completion of all courses preceding.

MTRS 6371 Thesis Writing

Completion of thesis research and writing. Requires a final defense. May be repeated. Prerequisites: Academic advisor approval and completion of all courses preceding.

MTRS 6372 Advanced Graduate Studies

Directed study may be arranged on an individual basis subject to approval by the faculty member and with permission of the School of Education.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Mission

The Master of Business Administration program challenges working professionals to develop the knowledge, skills and leadership ability to more effectively advance their personal and professional goals. MBA students learn effective business practices by building on a solid foundation of business principles and theory. True to the mission of St. Edward's University, the MBA program encourages students to embrace personal responsibility for ethical behavior and service to their communities.

Career Opportunities

Earning an MBA opens up a broad range of career opportunities in business, government and the nonprofit sector. Graduates of the program gain the knowledge, skills and experience necessary to advance toward top-level management responsibilities in a variety of private and public organizations.

MBA Program

The MBA program offers students the option of earning a general MBA degree or the option to select an area of emphasis in Accounting, Finance, Global Business, Management or Marketing. The MBA program also offers a graduate certificate program in Finance.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum GPA of 2.75 in the last 60 hours of study.
3. Aptitude for graduate study indicated by competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade of less than a B. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment. Professional work experience is highly desirable. A large majority of MBA students have more than five years of professional work experience.
6. Completed application form with supporting documents and application fee.
7. Other conditions of admittance may be contained in the acceptance letter.

Admission Categories

Students are admitted to the MBA program in one of the following categories:

Unconditional Admission: All admission formalities have been completed. Minimum stated criteria for admission are met.

Conditional Admission: Applicants may be admitted to the MBA program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant must have completed at least three years of full-time work experience. Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MBA program.

Transient Students: Applicants who are registered at another accredited graduate school and have written permission from the dean of that school to take specific courses at St. Edward's University may, upon presentation of the authorizing documents, take the specified courses. Tuition is at the regular graduate rate.

Certificate-seeking: Persons who meet the minimum admission criteria for unconditional admission or conditional admission may pursue the graduate certificate program outlined in this bulletin. Certificate-seeking students are subject to the same conditions and restrictions as degree-seeking students.

Readmission

Students who are not enrolled for three consecutive terms after completing one or more MBA courses must reapply if they wish to continue the MBA program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

Permission is required to audit MBA courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Transfer of Credit

New Students

The director of the MBA program may accept a maximum of 12 semester hours earned at the graduate school of another regionally accredited university to meet requirements at the 6000 level of the program (Core and Advanced courses). To be considered for transfer, credits must be submitted at the time of application, and students must request transfer credit prior to creation of the student's degree plan. Courses must carry a grade of B or higher, and credits may not have been earned toward completion of another degree. Coursework completed more than six years prior will not be counted toward the MBA degree at St. Edward's University, whether transferred or taken in residence.

Current Students

Degree-seeking students in the MBA program who wish to enroll in an advanced-level graduate course at another college or university and then transfer credit earned to St. Edward's must obtain permission from the dean. Transfer credit requires a grade of B or higher and must be documented by receipt of an official transcript mailed directly to St. Edward's University by the granting institution. Most other universities will require a letter of good standing from the dean at St. Edward's University before allowing non-degree-seeking students to enroll.

Good Standing

A graduate student is considered to be in good academic standing and making satisfactory progress if he or she maintains a 3.0 GPA in all coursework and if all conditions of admission have been met.

Academic Standards, Probation and Dismissal

To remain in good academic standing, MBA students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MBA program. **Students who earn three grades of less than a B are automatically dismissed from the MBA program.**

Degree Plan

The degree plan for each student depends on the foundation course that the student must complete or be waived from and the number of semester hours (up to 12) the student may transfer in as Core or Advanced courses. The graduate advisor specifies each student's individual degree plan at the time of admission.

Degree Requirements

1. Completion of at least 24 semester hours of the 36 semester hours at St. Edward's University (not to include foundation coursework) with a cumulative graduate GPA of 3.0 or above.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation by the dean of The Bill Munday School of Business.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

NOTE: *Diplomas conferred by St. Edward's University reflect the degree type only, with no indication of the student's area of emphasis.*

PROGRAM OF STUDY

The MBA program consists of one three-semester-hour foundation course and 36 semester hours of core, advanced and capstone courses. After reviewing the student's transcripts at the time of admission, the graduate advisor determines whether the foundation course must be completed.

Foundation, Core, Advanced Elective and Capstone Courses

Foundation Course: 3 Semester Hours

The foundation course prepares students for their core, advanced and capstone courses. Students must complete or be waived from the foundation course before enrolling in most core and any advanced coursework, in accordance with the designated prerequisites for 6000-level courses.

The foundation course requirement of the MBA program can be satisfied through provision of evidence of equivalent undergraduate course credit earned with a grade of C or higher, according to the following guidelines: (1) provision of evidence of three semester hours of credit for the equivalent course at the graduate level, or (2) the passing of a CLEP or DSST exam in lieu of one or more undergraduate courses. However, once students enroll in the MBA program, they may not take undergraduate courses or CLEP or DSST exams to meet the foundation degree plan requirement. (See the Academic Enrichment and Tutoring web page, think.stedwards.edu/academicsuccess/testcenter, or contact your advisor for more information about CLEP and DSST exams.)

Foundation: 3 Semester Hours (or Course-Equivalent Undergraduate Work)

FINC 5308 Fundamentals of Accounting and Finance (or six semester hours of financial and managerial accounting and three semester hours of upper-division managerial finance or investments)

Core: 18 Semester Hours

The core courses of the MBA program give the student the necessary knowledge base to address the more complex problems and theoretical constructs of the next phases of the program.

Advanced Electives: 15 Semester Hours

The advanced elective courses lead students to synthesize knowledge and to build their understanding of complex organizational systems that are necessary for sound decision making. Students choose elective courses to broaden problem-solving skills and deepen knowledge from a variety of advanced electives or choose an area of emphasis by taking nine or more advanced elective hours from selected areas.

Capstone: 3 Semester Hours

Students have the option to take a either a global course with travel required or a non-travel capstone course. The capstone course leads students to integrate their knowledge, skills and experience in a strategic management project. Working in teams, students complete a hands-on project that requires investigation and formulation of business strategies that determine the character, direction and success of private, nonprofit or public organizations. Students will also develop a complete business plan based on their idea for starting a business or a nonprofit organization.

GENERAL MBA PROGRAM**Foundation, Core, Advanced Elective, and Capstone Courses*****Foundation Course (3 hours)***

The following course is required of all MBA students unless it has been satisfied as indicated in the foundation section under “Program of Study.”

FINC 5308 Fundamentals of Accounting and Finance

Core Courses (18 hours)

ACCT 6315 Accounting for Managers
FINC 6301 Financial Management
MGMT 6302 Organizational Behavior and Communications
MGMT 6305 Managing the Global Organization
MGMT 6321 Business Law and Ethics
MKTG 6301 Marketing Management

Advanced Elective Courses (15 hours)

Choose five Electives (may be any 6000-level ACCT, FINC, GBUS, MGMT, or MKTG advanced course assuming prerequisites have been met)

Capstone Course (3 hours)

BUSI 6350 MBA Capstone
or
GBUS 6350 MBA Global Business Capstone

Areas of Emphasis

The MBA program provides an opportunity to choose an area of emphasis, though this is not a requirement. Students may choose an area of emphasis by taking three or more advanced elective courses (nine hours) from Accounting, Finance, Global Business, Management, or Marketing.

NOTE: *Diplomas conferred by St. Edward's University reflect the degree type only, with no indication of the student's area of emphasis.*

Accounting

The Accounting emphasis is designed for students who wish to meet the educational requirements for examination toward professional certification as a Certified Public Accountant in the state of Texas. If a student does not have an undergraduate accounting degree, other courses outside the MBA program must be completed before enrolling in some of the advanced accounting courses. The objective of this emphasis is to prepare students for the Certified Public Accountant exam and the Certified Managerial Accountant exam as well as a career in various areas of accounting. In order to meet the education eligibility requirements for the Certified Public Accountant exam, students choosing this area of emphasis should take ACCT 6310, Advanced Accounting Problems, instead of ACCT 6315, Accounting for Managers; students should also take ACCT 6312, Accounting Ethics, and ACCT 6309, Accounting Theory and Practice, as advanced electives to meet CPA exam eligibility requirements. Students may choose their remaining advanced accounting electives from the following: ACCT 6304, ACCT 6305, ACCT 6306, ACCT 6314, ACCT 6318, ACCT 6350, and ACCT 6399 (see Course Descriptions under Accounting for prerequisites).

Finance

The Finance emphasis provides students with a synthesis of the theoretical, practical and ethical issues that face financial managers today. It is designed to immerse students in the issues and ideas that will assist them in making well-informed, thoughtful decisions in a financial management environment. The focus on case methodology in the electives phase further aids students in developing critical thinking, writing and numerical skills in the major areas of finance. Students may choose advanced finance electives from the following: FINC 6304, FINC 6305, FINC 6306, FINC 6310, FINC 6313, FINC 6315, FINC 6316, and FINC 6399 (see Course Descriptions under Finance for prerequisites).

Global Business

The Global Business emphasis provides students with the necessary skills and knowledge to research, plan and prepare a viable business plan for the creation of a new enterprise in a global environment or to engineer the growth of an existing organization. Through classroom and experiential projects, students will learn how to determine the feasibility of a proposed enterprise, characterize its market constituency, identify the company's competitive advantage and gauge

the demand for a proposed venture. The global business aspect of the global business emphasis will position students to capitalize on the increasingly global nature of business and the demand for global business expertise. Students may choose advanced global business electives from the following: FINC 6304, GBUS 6301, GBUS 6311, GBUS 6399, MGMT 6312, MGMT 6324, MGMT 6325, and MKTG 6303 (see Course Descriptions under Finance, Global Business, Management, and Marketing for prerequisites).

Management

The Management emphasis places particular attention on understanding the role of the business firm in society; the management functions of planning, leading, organizing and controlling; and the tools with which modern management performs those functions. Production methods, marketing techniques, finance issues and industrial relations are also examined. The objective is to produce managers who can combine competence in imaginative new uses of management theory with sensitivity to the realities of human organizations. Students may choose advanced management electives from the following: MGMT 6304, MGMT 6312, MGMT 6316, MGMT 6318, MGMT 6320, MGMT 6323, MGMT 6324, MGMT 6325, and MGMT 6399 (see Course Descriptions under Management for prerequisites).

Marketing

The Marketing emphasis focuses on strategic use of the marketing mix and the crucial concept of customer relationship management. Students learn how to use the tools of promotion, pricing, distribution and product positioning to help an organization acquire and retain customers. The managerial perspective on marketing research is also examined. Students may choose advanced marketing electives from the following: MKTG 6302, MKTG 6303, and MKTG 6399 (see Course Descriptions under Marketing for prerequisites).

MBA FINANCE CERTIFICATE PROGRAM

The Finance certificate has been designed for individuals who have already earned an MBA but would like to return for advanced education in finance or individuals who, although qualified to enter the MBA program, are only interested in pursuing graduate courses in finance. Students who have previously completed the finance concentration in the MBA program will not qualify to receive the Finance certificate.

Finance Certificate (21–24 hours)

Foundation:

FINC 5308 Fundamentals of Accounting and Finance (waived with six hours of undergraduate financial and managerial accounting *and* three semester hours of upper-division managerial finance or investments)

Core:

ACCT 6315 Accounting for Managers
FINC 6301 Financial Management
FINC 6305 Investment Planning

Students must successfully complete four of the following options:

FINC 6304 Global Finance
FINC 6310 Financing the Entrepreneurial Venture
FINC 6313 Taxation — Individuals and Managers
FINC 6315 Advanced Corporate Finance
FINC 6316 Financial Statement Analysis
FINC 6399 Special Topics in Finance (may be repeated as topics vary)

DUAL MBA/MSCIS PROGRAM

Students interested in pursuing both the MBA and the MSCIS from St. Edward's University may do so, if admitted to both programs, by completing the following coursework (exclusive of required foundation coursework for each program and assuming prerequisites are met):

Required MBA Courses:

ACCT 6315	Accounting for Managers
FINC 6301	Financial Management
MGMT 6302	Organizational Behavior and Communications
MGMT 6305	Managing the Global Organization
MGMT 6318	Managerial Problem Solving
MGMT 6320	Project Management
MGMT 6321	Business Law and Ethics
MGMT 6325	Global Scenario Planning
MKTG 6301	Marketing Management
MBA	Elective
BUSI 6350	MBA Capstone

MBA Hour Requirements: 33

Required MSCIS Courses:

MCIS 6306	Database Systems
MCIS 6307	Strategic and IT Management
MCIS 6308	Internet and Network Technologies
MCIS 6312	Data Security Management
MCIS 6316	Modern Methods in Software Engineering
MCIS 6317	Business Intelligence Methods
MCIS 6327	Disaster Recovery and Business Continuity
MCIS 6399	Special Topics in Information Systems
MCIS 6350	Information Systems Capstone

MSCIS Hour Requirements: 27

COURSE DESCRIPTIONS

FOUNDATION COURSE

FINC 5308 Fundamentals of Accounting and Finance

Students will survey the key concepts in financial and managerial accounting and three general areas of finance — financial markets and institutions, investments, and financial management. Students will relate the fields of accounting and finance to other business disciplines and will develop an understanding of how finance and accounting decisions affect ethical business decision-making. Students will learn to construct basic financial statements and to interpret financial statement information and will develop an understanding of the accounting concepts used in managerial decision-making. Students will also develop a solid understanding of the mechanics of valuation (time value of money concepts) and solve for value using a spreadsheet application and financial calculator. Concepts covered include time value of money, interest rates, financial instruments, budgeting, financial statements, cost analysis and financial ratios.

CORE AND ADVANCED ELECTIVE COURSES

Accounting

ACCT 6301 Cost Management

Study of how to design and operate a cost management system that is both a source of information for decision making and a part of the firm's planning and controlling system. Topics covered include strategic planning, budgeting, responsibility centers, behavioral considerations, transfer pricing, return on investment and performance measures. Prerequisite: FINC 5308 or equivalent.

ACCT 6304/FINC 6313 Taxation — Individuals and Managers

Introduction to the broad structure of income tax law as it applies to individual tax issues. Issues associated with the personal tax return and, consequently, tax planning are covered. Prerequisite: FINC 5308 or equivalent for ACCT 6304; FINC 6301 for FINC 6313.

ACCT 6305 Advanced Federal Taxation

Introduction to advanced topics: taxation of corporations and stockholders' transactions in stocks; income taxation of partnerships and fiduciaries; gift and estate taxation; and tax research techniques. Prerequisite: ACCT 6304 or introductory tax course.

ACCT 6306 Accounting Systems

Analysis of fundamental accounting systems. Emphasis on systems design; relationship of system and organization; and objectives, policies, procedures and plans. Prerequisites: ACCT 5346 and ACCT 5343 or equivalents.

ACCT 6309 Accounting Theory and Practice

Covers accounting theory and the conceptual framework for generally accepted accounting principles and procedures. Includes professional pronouncements and reporting regulations as well as issues involved in the preparation of financial statements. Prerequisite: ACCT 6310.

ACCT 6310 Advanced Accounting Problems

Accounting for consolidations, mergers and acquisitions: purchasing and pooling methods, cost and equity accounting, and consolidated financial statements. Accounting for partnerships, reorganizations, estates and global accounting. Prerequisites: ACCT 5331 and ACCT 5332 or equivalents.

ACCT 6312 Accounting Ethics

Utilizing the case method, students discuss and apply the ethical standards and models used for decision making in real-world situations. This course incorporates the ethical guidelines related to independence and integrity as required of all certified public accountants, and it is required for those who take the CPA exam. Prerequisite or concurrent registration: ACCT 5343 or equivalent.

ACCT 6314 Internal Auditing

A study of internal audit from a broad perspective that includes information technology, business processes and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, internal controls, audit techniques and emerging issues. Prerequisites: ACCT 5343 or equivalent.

ACCT 6315 Accounting for Managers

This course focuses on the content, interpretation and uses of accounting information. This includes analysis of financial statements as well as other accounting information for planning, control, management analysis and decision making within a business. Prerequisite: FINC 5308 or six hours of undergraduate accounting (financial and managerial). MBA students with an Accounting concentration *cannot* take this course and are required to take ACCT 6310, Advanced Accounting Problems.

ACCT 6316/FINC 6316 Financial Statement Analysis

Designed to focus on providing a framework for using financial statement data in a variety of business analysis and valuation contexts. The effective analysis of a set of financial statements requires an understanding of the economic characteristics and current conditions of a firm's businesses, the particular strategies the firm selects to compete in each of these businesses, and the accounting principles and procedures underlying the firm's financial statements. This course assumes students have a current understanding of marketing, management, finance and accounting. Prerequisite: FINC 5308 or equivalent for ACCT 6316; FINC 6301 for FINC 6316.

ACCT 6318 Fraud and Forensic Accounting

A study of occupational fraud and abuse in various organizations, as well as fraud prevention, and forensic techniques used in the detection of fraudulent activities. Examples of topics include asset misappropriation, cash schemes, fraudulent financial statements, and ethics and corporate governance policies aimed at fraud prevention. Case studies are used for active learning.

ACCT 6350 Accounting Internship

Applied learning in a formal professional internship with public or private entities. Internship positions must require the use of advanced skills and independent judgment while the intern performs complex work. Candidates sitting for the CPA exam cannot count more than one three-hour internship (at either the undergraduate or graduate level) toward the 30-Accounting-hour requirement. Must be completed prior to the final semester of coursework and subsequent to 18 hours of upper-division Accounting coursework.

ACCT 6399 Special Topics in Accounting

Topical issues in accounting. May be repeated when topics vary.

Finance**FINC 6301 Financial Management**

Every topic in this course relates directly to the goal of the corporate financial manager: to make decisions that increase the value of the firm. Students analyze, model and evaluate several financial management issues as they relate to the value of the firm. Specific financial management topics covered in depth include agency problems and ethical issues, capital budgeting, capital structure and capital markets, financial planning and forecasting, dividend decisions, and risk management. Students also write and speak about finance in this course so that they can communicate effectively with or as the finance professionals within an organization. Prerequisites: FINC 5308 and ACCT 6315 for non-Accounting students; ACCT 5331 or the equivalent for Accounting students.

FINC 6304 Global Finance

This course begins with a survey of the structure and behavior of the global financial markets. Students extend the concepts and principles covered in the core finance class to multinational corporations as well as study the impact of multinational activity on the world. Specific global finance topics covered in depth include global risk management, parity conditions, global movement of capital, governmental effects on financial management decisions, and import and export activity. Prerequisite: FINC 6301.

FINC 6305 Investment Planning

The design and integration of different investment vehicles into a portfolio are the focus of this course. Specific topics covered include modern portfolio theory and efficient markets, investment suitability given risk tolerance, portfolio performance measurement, common stock and bond valuation techniques, asset allocation, regulation of securities markets, global market investing, and ethics in investment planning and management. Prerequisite: FINC 6301.

FINC 6306 Bond Portfolio Management

The primary objective of this course is to develop a thorough understanding of the role of the bond portfolio manager by considering and assessing how the actions of the portfolio manager affect the risk and value of the bond portfolio under management. There is a strong emphasis on the portfolio management process, which encompasses investment goals, bond valuation, interest rate theory, and risk management. Major topic areas include yield curve analysis, interest rate

volatility, treasury securities, corporate bonds, credit analysis, municipal bonds, mortgage- and asset-backed securities, embedded options, liability funding, interest rate futures, options, and swaps. Prerequisite: FINC 6301.

FINC 6310 Financing the Entrepreneurial Venture

By exploring the funding process from idea conception to IPO, with stress on early stage finance and developing a financing plan that matches the growth of the venture, this course is designed for individuals interested in starting, joining or managing a high-potential entrepreneurial enterprise. Risks and benefits of the various sources of early stage funding are explored, including angel funding, federal/state/local grant funding, and strategic customer and supplier partnerships, in addition to venture finance. The concepts, issues and techniques of deal valuation, structure and negotiation are brought to life with case studies and guest speakers that include venture capitalists, angel investors, successful entrepreneurs and CEOs. Prerequisite: FINC 6301.

FINC 6313/ACCT 6304 Taxation — Individuals and Managers

This course presents the broad structure of income tax law, the importance of income tax planning, and the potential income tax implications that result from the selection of various forms of business entities, intrafamily asset transfers, property transactions, tax-advantaged investments, charitable gifting and tax-planning alternatives. Prerequisite: FINC 5308 or equivalent for ACCT 6304; FINC 6301 for FINC 6313.

FINC 6315 Advanced Corporate Finance

This case-based course is designed to prepare students to consider theoretical, practical and ethical aspects of corporate financial management. It is recommended that students take this course after taking all other Phase III electives for the Finance concentration. Topics covered include maximization of shareholder versus total corporate value; acquisition, merger and divestiture of operating companies; capital structure and dividend policies and applications; real option valuation for capital budgeting purposes and managerial decision making; risk management using derivatives; raising money in the capital markets; corporate governance; and globalization. All cases have a significant ethical component. Prerequisite: FINC 6301.

FINC 6316/ACCT 6316 Financial Statement Analysis

Designed to focus on providing a framework for using financial statement data in a variety of business analysis and valuation contexts. The effective analysis of a set of financial statements requires an understanding of the economic characteristics and current conditions of a firm's businesses, the particular strategies the firm selects to compete in each of these businesses, and the accounting principles and procedures underlying the firm's financial statements. This course assumes students have a current understanding of marketing, management, finance and accounting. Prerequisite: FINC 6301 for FINC 6316; FINC 5308 or equivalent for ACCT 6316.

FINC 6399 Special Topics in Finance

This course is a topical issues course that may be repeated when topics vary. Prerequisite: FINC 6301.

Global Business

GBUS 6301 Global Business Management

This course introduces students to global business and trade. It provides an understanding of the fundamental factors that impact decision making in the global setting, such as cultures, economic conditions, political/legal systems, human resources, marketing and the nature of competitive climates. By exploring the process of entrepreneurship from market need to creative problem solving in the business environment, this course is designed for individuals interested in starting, joining or managing a high-potential global enterprise, as well as those who wish to familiarize themselves with the concepts, issues and techniques of entrepreneurship. The goals of this course are to introduce the tools and teach the skills necessary to create and grow a successful new venture in a global environment.

GBUS 6311 Global Business Growth

Global Business Growth focuses on developing skills in identifying, analyzing and solving problems representative of global entrepreneurial situations. Students assume the role of entrepreneur/owner/founder. Business research and case analysis are emphasized.

GBUS 6399 Special Topics in Global Business

This is a seminar series that focuses on a particular country or region. Students are engaged in an analysis of the culture, government regulations, and financial and economic environment to develop an understanding of the opportunities and challenges of doing business in that area of the world. Students must be in good academic standing in order to enroll in this course. Special requirements: this course requires travel to a foreign country for approximately 7-10 days; specific travel documentation will be required in advance.

Management

MGMT 6302 Organizational Behavior and Communications

The application of behavioral science theory to an understanding of organizational behavior and performance. Topics such as motivation, delegation and leadership are covered. Additionally, students examine how an organization's structure may affect performance and productivity. Students will have the opportunity to improve their oral and written communication skills based on content covered in the course. These skills will be reinforced throughout the curriculum. Taken during the first term in the MBA program.

MGMT 6304 Operations Management

This course is designed to provide students with a foundational understanding of the inputs-to-outputs conversion process in a firm. In addition to presenting the evolutionary changes within the field of operations, this class provides students with a comprehensive exposure to various planning, control and decision-making tools and techniques. Topics covered include, but are not limited to, forecasting, capacity planning, facility location and layout, process design, work and employee scheduling, inventory management, quality assurance, and just-in-time concepts. Considerable emphasis is put on newer and emerging concepts that facilitate operating flexibility and reduce product design and production time. Included is an awareness and understanding of the interdependencies that exist between operations and other functional areas within an organization.

MGMT 6305 Managing the Global Organization

This course draws on a number of disciplines and integrates them into a comprehensive and interactive learning experience by linking them with the application of systems thinking, strategic planning and global leadership. In this course students examine the individual functions of global organizations by assessing how the organizations operationalize their purpose, values, and goals to efficiently deliver high quality products and services designed to meet the needs of all organizational stakeholders. The ethical implications at each level of the decision making-process are interwoven throughout this course.

MGMT 6312 Global Project Management

Increasingly, managers are required to manage global projects. The complexities of a multidisciplinary endeavor are substantially increased when international differences such as culture, language, time, priorities and rules are considered. This course examines the art and science of managing a project across national lines.

MGMT 6316 Quality Management

This class is designed to provide students with a solid understanding, based on theory and actual practice, of this critically important segment of business. The foundational aspects of this class are built on the philosophy and techniques offered by many quality experts. A practical application of this understanding assists the student in developing a personal and internalized appreciation for quality. This is accomplished through readings, case studies and involvement in projects within organizations.

MGMT 6318 Managerial Problem Solving

This course is designed to provide the requisite understanding of and experience identifying and solving today's management problems. It examines the evolution of how businesses have approached their problems and developed solutions. The course introduces a variety of analytical tools and techniques, both quantitative and qualitative, and looks at how they may be applied to solving the different types of problems that arise in the fields of operations, marketing, accounting and finance, as well as in the public and nonprofit sectors. Successful completion of this course includes the identification, successful framing and solving of a managerial problem.

MGMT 6320 Project Management

In this course, students learn the fundamentals of project management, including scope definition, work planning, project control, and resource, change and risk management. The course's techniques can be applied to any area within a company. In addition, this course includes special topics related to information technology projects. Various methodologies and alternative approaches are surveyed, and the class includes an introduction to project planning and control tools. The course is interactive and includes hands-on exercises in which students apply their learning to the completion of their class project. The course familiarizes students with project planning and execution processes and provides an understanding of the key success factors for managing a project in any industry. Delivery of the course consists of short lectures, in-class exercises and the development of a final project.

MGMT 6321 Business Law and Ethics

The substantive content of this course includes a review of the historical origins of United States laws, an examination of current legal statutes and the common law of commercial transactions, together with systems of judicial conflict resolution and the rules and standards of ethical conduct. As critical components of this course, we will brief and discuss legal cases, apply ethical principles to genuine ethical dilemmas arising from actual business events, identify and resolve moral issues of management and business, analyze case studies of actual commercial moral dilemmas, and provide an understanding of the social and commercial environments within which legal and moral issues in business arise.

MGMT 6323 Business Negotiation and Dispute Resolution

This course works with students to develop integrative and distributive negotiation skills. Emphasis is placed on understanding the sources of conflict and determining the appropriate means for resolution. Mediation, arbitration and various hybrids are examined. This course is structured to provide students with the opportunity to participate in several dispute resolution alternatives.

MGMT 6324 Global Human Resource Management

When a company operates globally, human resource management is much different than when operating domestically. In today's environment even small businesses find themselves dealing with international operations that have a different set of guidelines for how human resource issues are managed and led. Businesses involved in global partnerships and markets face unique and complex challenges regarding hiring, motivating and compensating employees. This course examines the major human resource issues that are most likely to impact global business operations. Cultural differences, compensation practices, discrimination, labor relations, termination laws, employment trends, ethics and related topics are explored.

MGMT 6325 Global Scenario Planning

Scenario planning is a strategy for identifying an organization's core competencies as found in its vision, mission, goals and values and examining those competencies through a filter of the external forces that determine opportunities and threats to the business in selected possible futures. As organizations compete in a global environment, creating stories about what the future could look like for the organization allows it to track which indicators or forces are most likely to impact the success of the organization. This allows for proactive rather than reactive responses that can provide a competitive advantage. In this course, students research the forces in the global environment that could impact future business strategy and write scenarios for specific organizations.

MGMT 6399 Special Topics in Management

Topical issues in management. May be repeated when topics vary.

Marketing**MKTG 6301 Marketing Management**

This course offers a high-involvement approach to marketing policy decision making. Emphasis is placed on problem solving that synthesizes the interrelated elements of the marketing mix. This is accomplished through the use of a marketing simulation, the development of a marketing plan and the use of cases. Class discussion is used to explore the social and ethical responsibility of marketers and the implications of a global marketplace.

MKTG 6302 Fundamentals of Marketing Research

This class takes a methodological approach to marketing and consumer research problems and opportunities, using both primary and secondary research. We examine the information needs of marketing managers and discuss how to use that information for effective marketing decisions. This class covers important concepts and issues in marketing research, including techniques for gathering primary and secondary data. A variety of qualitative and quantitative techniques commonly used in marketing research are discussed in this class. Students partake in all phases of a marketing research project including questionnaire creation, data collection, data analysis and presentation of the findings. Prerequisite: MKTG 6301.

MKTG 6303 Global Marketing

This course focuses on the importance of global marketing. The primary objective of this course is to provide the student with an understanding of global marketing as a managerial challenge. Cases and class discussion are used to evaluate the global marketing environment (competition, economics, technology, culture and politics) and its impact on global marketing decisions. Ethical issues faced by global marketers are analyzed. Prerequisite: MKTG 6301.

MKTG 6399 Special Topics in Marketing

Topical issues in marketing. May be repeated when topics vary. Prerequisite: MKTG 6301.

CAPSTONE COURSES**BUSI 6350 MBA Capstone**

The Capstone course focuses on top management policy formation and administration by building on and integrating the core concepts in both the private and the public sectors to enhance development of a general management point of view. Students investigate the formulation, implementation and evaluation of strategies that determine the character, direction and success of the organization. Students integrate their learning of business disciplines and strategy through student consulting projects in actual companies, in addition to individual business plans developed for their own or others' existing or start-up companies. Prerequisites: Completion of foundation and core coursework. Final term only.

GBUS 6350 MBA Global Business Capstone

The Capstone course focuses on management policy formation and administration by developing and integrating the core concepts from private and public sectors to enhance development of a general management perspective. Students investigate the ideation, formulation, implementation and evaluation of strategies that determine the character, direction and success of the organization. Students integrate their learning of business disciplines and strategy through consulting projects placed in actual companies, in addition to individual business plans developed for their own or others' existing or start-up companies. Prerequisites: Completion of foundation and core coursework. Students must be in good academic standing in order to enroll in this course. Special requirements: This course requires travel to a foreign country for approximately 7-10 days; specific travel documentation will be required in advance. Final term only.

MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN DIGITAL MEDIA MANAGEMENT (DMBA)

Nature and Purpose

The Master of Business Administration with a concentration in Digital Media Management uses an interdisciplinary approach bridging concepts from one discipline to another in a real-world environment. Students will develop skills in core business competencies; expand their knowledge of digital media and entertainment; and complete an immersion program examining industries, conducting market research, analyzing business plans and financial statements, and consulting for a real-world multimedia enterprise.

The internationally recognized and award-winning MBA in Digital Media Management is designed for highly motivated students who would like to focus their full-time efforts on pursuing a unique graduate business degree that creates a new type of manager able to function at the intersection of the digital creative arts, business and technology, often in an atmosphere of constantly disruptive innovation. There are five semesters during this daytime MBA comprised of 54 hours of course credits. In year one, the emphasis is on core MBA disciplines and is followed by the summer internship. The concentration, digital media management, is the focus of year two, culminating in a comprehensive Capstone project in which teams provide business consulting services to a digital media entity. This unique MBA lays a foundation that prepares students for careers not only in the entertainment industry (film, music and video games), but also in social media and other digital media areas connected to the digital distribution of all media, goods and services.

Career Opportunities

Upon completion of this program, students will be uniquely positioned to pursue a variety of career opportunities embracing the management side of interactive gaming, music, film and television, artist representation, promotion, production, publishing and licensing, digital marketing, and more.

Delivery Method

The program is delivered in accelerated seven-week sessions, with two seven-week sessions per long term. There is also a required eight-week summer session between the first and second year of the program, during which students complete an internship.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Minimum GPA of a 3.0 in the last 60 hours of undergraduate study.
3. Aptitude for graduate study indicated by competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade of less than a B.
4. International applicants: a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
5. Two letters of recommendation.
6. A self-assessment essay describing experience and career aspirations.
7. Once past the initial screening process, applicants may be invited to an interview (in person or via phone) with the admission committee.

Admission Categories

Students are admitted to the program in one of the following categories:

Unconditional Admission: All admission formalities have been completed. Minimum stated criteria for admission are met.

Conditional Admission: Applicants may be admitted to the DMBA program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the DMBA program.

Readmission

Should a student be unable to complete the first term, the student will be eligible to reapply to the program for the following year. However, the application will be considered on a competitive basis with other applicants. No partial credit will be earned based on the degree of program completion or course completion.

Should a student complete the first term but be unable to pursue the second term, a student in good academic standing will be eligible to join the next cohort at the beginning of the next January term.

Auditing

Permission of The Bill Munday School of Business dean is required to audit MBA courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Good Standing

A graduate student is considered to be in good academic standing and making satisfactory progress by maintaining a 3.0 GPA in all coursework and meeting all conditions of admission.

Academic Standards, Probation and Dismissal

To remain in good academic standing, DMBA students must maintain a cumulative GPA of 3.0 or above. However, students who earn two grades of less than a B or one grade of less than a C during the first term will be automatically dismissed from the program. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the DMBA program. Students who earn three grades of less than a B are automatically dismissed from the DMBA program.

Degree Plan

Prematriculation Courses

It is recommended that students should have completed the following coursework at the undergraduate level or demonstrated mastery of the material by passing the appropriate CLEP (College Level Examination Program) or DSST test(s).

4 hours of Accounting

3 hours of Finance

3 hours of Marketing

2 hours of Microeconomics

2 hours of Macroeconomics

6 hours of Communication coursework that includes oral and written communication

3 hours of Statistics

Degree Requirements

1. Completion of the required 54 hours of coursework with a cumulative graduate GPA of 3.0 or above from St. Edward's University.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation completed by the dean of The Bill Munday School of Business.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

NOTE: *Diplomas conferred by St. Edward's University reflect the degree type only with no indication of the student's concentration.*

PROGRAM OF STUDY

The MBA with a Concentration in Digital Media Management program provides students with an interdisciplinary approach bridging concepts from one discipline to another in a real-world environment. Students begin their cohort MBA experience with an extensive orientation that includes an introduction to graduate business studies, team-building exercises, and practical knowledge and skills sessions.

During the first year, students develop their skills in the required core business competencies: management, digital marketing, accounting, finance, research, information systems, economics, statistical applications, as well as develop knowledge about digital media and entertainment. Course delivery format is in accelerated seven-week sessions. A standardized examination of core business knowledge concludes the first year, and a passing grade is required to continue in the program.

During the second year, in addition to those courses specifically focusing on digital media management curricula, students spend one seven-week session in an immersion program researching industries, conducting market research, analyzing business plans and financial statements, and conducting comprehensive SWOT (strengths, weaknesses, opportunities and threats) analysis typically for a real-world digital media or entertainment enterprise. Generally, students research and prepare a comprehensive business plan or conduct other significant research that culminates in an oral defense before professors, classmates, media executives and business leaders. The spring sessions are scheduled around SXSW® to ensure that students participate in this unique learning opportunity.

Year One — Fall Semester

First 7 Weeks

DMBA 6210	Introduction to Economics in a Digital World (2 hours)
DMBA 6216	Digital Marketing (2 hours)
DMBA 6217	Introduction to Digital Media and Entertainment (2 hours)

Break

Second 7 Weeks

DMBA 6208	Accounting I (2 hours)
DMBA 6214	Human Relations and Organizational Behavior (2 hours)
DMBA 6224	Business Communications (2 hours)

Spring Semester

First 7 Weeks

DMBA 6215	Managing the Organization (2 hours)
DMBA 6218	Accounting II (2 hours)
DMBA 6227	Information Systems (2 hours)

SXSW® Immersion

Second 7 Weeks

DMBA 6213	Finance (2 hours)
DMBA 6223	Interactive Technology and E-Commerce (2 hours)
DMBA 6236	Research Strategies and Methodologies in Digital Media (2 hours)

Summer Session

8 Weeks

DMBA 6609	Summer Internship (6 hours)
	<ul style="list-style-type: none"> • Internship Preparation • Six-Week Internship • Internship Reflection

Year Two — Fall Semester

First 7 Weeks

DMBA 6211	Business Law and Ethics (2 hours)
DMBA 6225	Project Management (2 hours)
DMBA 6240	Applied Digital Convergence and Evolution (2 hours)

Break

Second 7 Weeks

DMBA 6221	New Venture Creation (2 hours)
DMBA 6226	Branding and Promotion (2 hours)
DMBA 6231	Digital Law, Policy and Ethics (2 hours)

Spring Semester

First 7 Weeks

DMBA 6220	Independent Research (2 hours)
DMBA 6244	The Digital Consumer (2 hours)
DMBA 6246	Global Digital Media (2 hours)

SXSW® Immersion

Second 7 Weeks

DMBA 6629	Capstone Project (6 hours)
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COURSE DESCRIPTIONS

DMBA 6208 Accounting I

Accounting provides financial information to managers and investors for financial decision making by collecting, summarizing, reporting and analyzing the information. This course focuses on preparing and analyzing financial statements, creating budgets for planning and control, and making long- and short-term financial decisions.

DMBA 6210 Introduction to Economics in a Digital World

This course introduces economics for students with limited exposure to economic theories at the undergraduate level by discussing individual economic agents (primarily consumers and business firms) with a particular emphasis of how these principles impact digital business. The emphasis will be on the transition to a digital economy and its implications for businesses, consumers and the global economy. Topics include: the economics of media creation, production, and distribution; payment systems; advertising and subscriptions; market structures; network effects; and geographical clustering.

DMBA 6211 Business Law and Ethics

This course provides a working knowledge of the U.S. legal system and how it affects business decisions. It also develops the reasoning and analytical skills needed to apply ethical concepts to business decisions. Topics include contract creation, business torts and crimes, and business structures and governance. Students develop the ability to differentiate between what is legal and what is ethical.

DMBA 6213 Finance

In this course, students make financial decisions that add value. In particular, students develop a solid understanding of valuation of different assets, including projects based on their creative ideas. They build on the knowledge acquired in the accounting course by examining and analyzing financial statements and by projecting expected cash flows. Each student presents an in-depth study of one area of finance (capital budgeting, working capital management, financial planning and forecasting, risk analysis, stock valuation, mergers and acquisitions, etc.) for a firm of their choice. The major course goal is to develop the skills to analyze, justify and recommend financial decisions that add value to the firm.

DMBA 6214 Human Relations and Organizational Behavior

This course focuses on using the psychological and sociological principles and practices of human relations and organizational behavior in order to manage the increasing diversity in today's workplace. Strategies for managing individuals, groups and teams in order to achieve both personal and organizational goals are examined. This course also covers the different types of employment relationships within the media, film, gaming and music industries and the primary unions that affect these employment relationships. In this course, students develop their communication skills as they develop their own styles for providing a motivating environment in which employees can thrive.

DMBA 6215 Managing the Organization

Cutting-edge research and analysis are examined to determine how outstanding organizations are structured and managed. Students explore how to manage the interactions of internal and external systems that determine an organization's effectiveness. Students analyze the individual functions of an organization and their interactions and then redesign these interactions in a way that would allow the organization to more effectively design, develop, produce and deliver high-quality products and services that will meet the needs of all organizational stakeholders.

DMBA 6216 Digital Marketing

This course provides an overview of the broad responsibilities in today's marketing management, especially in the digital business environment. Topics include analyzing marketing opportunities, developing marketing strategies, shaping the market offering, and managing and delivering marketing programs.

DMBA 6217 Introduction to Digital Media and Entertainment

This course explores the evolution, market and drivers for the emerging digital media and entertainment industries. Topics covered include production, delivery and management of digital media and how games, film and music businesses differ from traditional businesses. The course also introduces students to career options, industry trends and digital media technology.

DMBA 6218 Accounting II

Accounting provides financial information to managers and investors for financial decision making by collecting, summarizing, reporting and analyzing the information. This course focuses on preparing and analyzing financial statements, creating budgets for planning and control, and making long- and short-term financial decisions. This course is a continuation of Accounting I, and the description and objectives remain the same.

DMBA 6220 Independent Research

This course is designed to close the gap between the interests of the student and the Digital MBA program. In this course, the student will, in collaboration with a digital media professor, propose, develop, research and execute a research project on a digital media topic and in a digital industry of the student's choosing. The student's proposal, which must be approved in advance, will include an industry group that will act as the evaluation board for the project. Depending on the nature of the project, students may then present their project to the rest of the Digital Media Management program.

DMBA 6221 New Venture Creation

This course explains the requirements for starting, joining or managing a high-potential digital media enterprise. It focuses on the concepts, issues and techniques of digital media entrepreneurship. Students explore the process of creating a new venture in digital media from a potential entrepreneur's personal needs and competency assessment to identification of a market niche through problem solving in the business environment. Through the introduction of tools and skills necessary to create and grow a successful new venture, students enhance their capacity to envision, anticipate and orchestrate what is necessary for a new digital media venture to succeed. The central focus of the course is the critical role of opportunity creation and recognition of the entrepreneurial team as a key success factor in new-enterprise formation and building.

DMBA 6223 Interactive Technology and E-Commerce

This course provides the knowledge required to design, develop, implement and maintain e-commerce systems to support a digital media business. Students are introduced to the tools necessary to develop and implement an Internet site using various methods and standards and strategically analyze marketing and customer traffic data from that site. The course also includes an introduction to the various software tools that support a digital media business, including image-, audio- and video-editing software and hardware along with how to determine the best tools for specific applications.

DMBA 6224 Business Communications

This course seeks to turn a manager into an effective communicator and collaborator and examines written and oral presentation techniques in the business environment. The course places special emphasis on effective business writing in a variety of business contexts, as well as group and individual oral presentation skills. In this course students learn about, discuss and practice using the skills required for effective business communications, including research, proposal writing, presentation development, presenting and extemporaneous speaking. The class is designed to give students practice in using the communication tools they will need in many of the other classes in the program, including research and use of APA (American Psychological Association) publication guidelines, business proposal, memo, letter and research-paper writing and presentation preparation, development and delivery.

DMBA 6225 Project Management

This course focuses on the business function that plans, organizes, coordinates and controls the resources needed to dependably and efficiently produce a company's goods and services with quality outputs and outstanding customer service. The course includes project management fundamentals along with projects and discussions of project management in digital media industries, such as gaming and event and venue management.

DMBA 6226 Promotion and Branding

This course focuses on external promotional communication strategies and execution. Topics include brand development and management, advertising, sales promotions and public relations, and media planning. Research strategies specific to branding issues and advertising/promotional effectiveness will also be discussed.

DMBA 6227 Information Systems

This course provides the knowledge required to design, develop, implement and manage data and information technology systems to support a digital media or brick-and-mortar business. Students are introduced to server and networking technologies, hardware and processing devices, systems and application software classifications, database and digital asset management technology, and Internet and e-commerce technology. Issues of cost, scaling and maintenance are discussed and analyzed. Students develop skills and techniques for determining team composition and effectiveness, as well as the ability to act as the bridge between management and IT departments.

DMBA 6231 Digital Law, Policy and Ethics

This course provides a foundation for answering key questions facing copyright holders, technology developers, artists, musicians and consumers. Students explore legal and regulatory developments regarding copyright and related intellectual property issues, the impact of emerging technology in the development of new business models, the FCC's jurisdiction over digital media, and the ethical issues created by digital media.

DMBA 6236 Research Strategies and Methodologies in Digital Media

This course describes the common reasons for conducting marketing research and how the research can be used to support the marketing strategy and implementation process. Topics include qualitative and quantitative techniques commonly used for gathering marketing intelligence and the tools necessary to analyze the results; as well as an overview of graphical and numerical descriptive statistics, probability distributions for discrete and random variables, sampling distributions,

confidence intervals and hypothesis testing, correlation and regression. The emphasis is on developing statistical reasoning skills and concepts; computational skill is secondary. Students are taught the use of statistical software to handle the computations.

DMBA 6240 Applied Digital Convergence and Evolution

This course explores the digital information revolution and the explosion in the creation and methodologies of information distribution as well as how the nature and form of digital information is continually evolving. Students study the interaction of technologies, tools and events involved in the circulation of text, sound, video and data from content creation to the various points of content consumption. Students evaluate the social, political, cultural, ethical, business, educational and economic effects of the digital age and analyze emerging trends and technologies. Topics include disruptive changes, successes and failures, and various technology adoption models. Strategies for managing technology evolution will also be considered.

DMBA 6244 The Digital Consumer

In this course, students will research and plan a marketing campaign aimed at the new “digital consumer” of both digital and traditional media and services. Starting with an analysis of the habits and trends of the digital audience, students will gain an understanding through both traditional and online market research of how to best reach these new global markets for both digital and nondigital goods and services. Although special emphasis will be given to traditionally digital products such as music and movies, other strategic markets and products are also examined and analyzed.

DMBA 6246 Global Digital Media

This course begins with an introduction to the current and projected use of digital media throughout the world. Students investigate global distribution channels, the advantages and disadvantages of production in other countries, the market forces that impact pricing, and the ethical and cultural issues that affect all aspects of the digital media industry outside of the United States. Students also analyze the complexities and growing number of transnational media conglomerates.

DMBA 6609 Summer Internship

• Internship Preparation

The summer internship begins with a mandatory in-class orientation. The goal is to provide students with the skills and tools necessary to be successful in their internships. The basics of etiquette and dressing for success in their given industries are addressed. For students who will be interning in another country, the appropriate cultural components are incorporated. Students continue their skills in effective communication and conflict resolution. All students work with faculty to develop a learning contract for the internship. As preparation for the learning contract, each student conducts in-depth research regarding the industry and the organization in which he or she will be interning.

• Internship (6 weeks)

The digital media internship is structured to provide a context for students to integrate their MBA studies to date and explore new areas for study in upcoming coursework. Grounded in real-world experience, the internship allows students to benefit from this exposure to the business world that cannot be duplicated in their coursework.

• Internship Reflection

The summer internship concludes with a reflection period during which the student prepares and presents a significant oral presentation to faculty and fellow classmates regarding the substance of his or her internship. During the reflection period students compile portfolios reflecting their work product along with logs and essays detailing their work and experiences. In some instances, such presentations shall be facilitated by Second Life or other remote telecommunication programs and/or virtual worlds. Additional components of the presentation are based on a student's learning contract. The week generally includes additional skill development and academic support workshops in preparation for the second year of the program.

DMBA 6629 Capstone

The Capstone project requires completing a business plan to launch a digital media venture or to optimize the performance of an existing digital media entity. It often includes conducting primary and/or secondary research to develop a marketing plan, a financial plan to include negotiating for venture capital, and a distribution plan; in special cases, it includes conducting significant research on a preapproved project in connection with a specific request from a corporate sponsor. This plan may also include a completed organizational and management structure and risk management plan, as well as pricing, promotion and distribution strategies. It addresses the technology required by the venture and the resolution of inherent legal and ethical issues. Some projects may be assigned a media professional or mentor/advisor to provide information and guidance for the specific media area. The project ends with a formal presentation to students, sponsors and faculty.

MASTER OF LIBERAL ARTS (MLA)

Mission

The Master of Liberal Arts program endorses the university's mission statement and strives to further the general institutional commitment to promote lifelong learning, to confront the critical issues of society, and to seek justice and peace.

The MLA program assumes that the fundamental issues of human experience cannot be understood adequately from a single disciplinary perspective. Thus, the MLA program casts a wide net over human affairs, probes the most significant issues of the human spirit, promotes intellectual integration and thereby assists the individual's quest for meaning.

Ultimately, the program aspires to develop creative and critical leadership that is informed by a deep appreciation of and strong dedication to ethical and civic responsibilities, artistic sensibilities, spiritual possibilities and intellectual achievements.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree or its equivalent from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum GPA of 2.75 in the last 60 hours of study. Applicants educated at the college level in a language other than English must show English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
3. A 30-minute interview with the MLA director or the dean.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Completed application form with supporting documents and application fee.
6. Letter(s) of recommendation (recommended, but required for students with a GPA of less than 3.0 in their last 60 hours of undergraduate study).

Admission Categories

Students are admitted to the MLA program in one of the following categories:

Unconditional Admission: All admission formalities have been completed. Minimum stated criteria for admission are met.

Conditional Admission: Applicants may be admitted to the MLA program conditionally if they do not meet the GPA requirement for unconditional admission or if, in the judgment of the MLA admission committee, their communication skills may not be adequate to the writing demands of the MLA program. Students admitted conditionally must maintain a 3.0 GPA through the end of the term in which they meet or exceed 12 hours of credit or they will be dismissed.

Non-degree-seeking: Non-degree-seeking admission may be granted to applicants who are registered at another accredited graduate school and have written permission from the dean of that school to take a specific course or courses at St. Edward's, i.e., a letter of good standing, to meet degree requirements at the other institution. Tuition is at the regular graduate rate.

Readmission

Students who were previously enrolled but have not taken courses at St. Edward's in three consecutive terms after completing one or more MLA courses must reapply if they wish to continue the MLA program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

Permission from the director of the MLA program is required to audit MLA courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Transfer of Credit

New Students

The director of the MLA program may accept the transfer of a maximum of nine semester hours of graduate credit earned at another regionally accredited college or university. A grade of B or higher is required, and the course credits must not have been credited toward another degree.

Current Students

Degree-seeking students who desire to enroll in graduate coursework at another regionally accredited college or university and then transfer credit earned to St. Edward's must obtain prior approval from the director of the MLA program. Once the course has been completed (with a grade of B or better) and St. Edward's has received an official transcript, the credit will be transferred to meet the university's degree requirement.

Good Standing

A student who is not on academic probation is in good standing.

Academic Probation

To remain in good academic standing, MLA students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MLA program. **Students who earn three grades of less than a B are automatically dismissed from the MLA program.**

Degree Requirements

1. Completion of the required 33 hours of coursework with a cumulative St. Edward's University graduate GPA of 3.0 or higher.
2. Completion of a minimum of 24 hours of coursework at St. Edward's University.
3. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
4. Certification for Graduation completed by the dean of New College.
5. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement exercises is based on certification for that particular term. Withdrawal from any required course will nullify the graduation certification and preclude participation in the ceremony for that term.

NOTE: *Diplomas conferred by St. Edward's University reflect the degree type only, with no indication of the student's concentration.*

PROGRAM OF STUDY

Core Courses

Students pursuing an MLA degree are required to take the following courses, for a total of 33 hours:

LACC 6301 Liberal Arts Perspectives (gateway course)

Students entering in the summer wait until the fall to take this course, but students entering in the fall or spring must take this course in their first semester in the program or get special permission from the program director to delay doing so.

LATI course Thematic Studies Category: Interpreting the World

LATC course Thematic Studies Category: Community and Identity

LATS course Thematic Studies Category: Spirituality and the Self

Electives 15 hours, drawn from LATI, LATC, LATS courses and/or LADS (directed studies courses), LAEC (dual-level courses) and transfer hours (up to nine hours, with MLA director approval)

LACC 6390 Project Planning Seminar

LACC 6399 Special Project

Concentration Option

The Master of Liberal Arts program is by definition a generalist degree program in which students are encouraged to explore and make connections across the disciplines in the humanities, the social sciences and the natural sciences. Students who choose this program do so in part because they do not wish to be bound by rigid disciplinary requirements. However, within the broad context of the program, some are interested in structuring their studies to pursue an official concentration. Therefore, the program offers an option of concentrating in one interdisciplinary area of study: social justice, humanities, social science or global issues. Students must contact their advising specialist in order for a concentration to be added to their academic record prior to graduation certification if it was not requested at the time of admission.

For a concentration, students are required to take at least one thematic studies seminar, three electives, the project-planning seminar and the special project in the concentration (social justice, humanities, social science or global issues), for a total of 18 of their 33 hours. Theoretically, however, a student could take 30 of his or her 33 hours in each of these areas, with only the gateway course at the broadest liberal arts level.

Social Justice Courses Offered in the MLA Program

The Master of Liberal Arts concentration in Social Justice affirms the values of the Congregation of the Holy Cross and the Mission Statement of St. Edward's University by encouraging students to confront the critical issues of society, to seek justice and peace, to recognize their responsibility to the world community, and to pursue a more just world.

The concentration is designed to provide knowledge of and insight into national and international social justice and human rights issues from a variety of perspectives—social, religious, economic, historical, cultural, environmental, legal, gender related, and others. An assumption underlying this program is that social justice and human rights issues are international, domestic and local.

Students completing an MLA concentration in Social Justice will be introduced to the study of universally recognized civil, political, economic, social and cultural human rights; will learn that social justice and human rights issues can be identified and explored within a broad interdisciplinary context that includes the humanities, the arts, and the social sciences; will engage practical, theoretical, and philosophical issues and questions concerning human rights; and will become more informed and skilled advocates for social justice and human rights.

Thematic Studies Seminars

There are thematic seminars offered each year (three in the fall and in the spring, two or three in the summer). At least three courses will focus on Social Justice. There is overlap among courses in this concentration and those in the three broader concentrations in humanities, social science and global issues.

Interpreting the World Requirement

LATI 6312	Conflicting Historical Perspectives: U. S. and Latin America
LATI 6319	The Human Condition and the Quest for Freedom
LATI 6399	Special Topics, Interpreting the World: Human Rights in the Twenty-first Century
LATI 6399	Special Topics, Interpreting the World (when identified as appropriate for Social Justice)

Community and Identity Requirement

LATC 6334	Globalization and Identity
LATC 6336	Literature of American Slavery
LATC 6338	Literature and Social Justice
LATC 6399	Special Topics in Community and Identity: Nineteen Sixty-Eight
LATC 6399	Special Topics in Community and Identity: Literature and Social Justice
LATC 6399	Special Topics in Community and Identity (when identified as appropriate for Social Justice)

Spirituality and the Self Requirement

LATS 6355	Peace with Justice Issues
LATS 6399	Special Topics in Spirituality and the Self: Wealth and Poverty in Western Religions
LATS 6399	Special Topics in Spirituality and the Self (when identified as appropriate for Social Justice)

Dual-Level Courses

LAEC 6310	International Human Rights and Social Justice (A-ANTH 4344)
LAEC 6326	Women Writers (A-ENGL 4321)
LAEC 6327	Race, Class and Gender (A-SOCI 4343)
LAEC 6336	Native American and Chicana/o Film (COMM 4338)
LAEC 6338	Environmental Politics and Policy (ENSP 4330)
LAEC 6341	Rhetoric and Cultural Studies (COMM 4315)
LAEC 6346	Feminist Perspectives on Social Change (COMM 4323)
LAEC 6347	Global Perspectives on Terrorism (A-PSMG 4347)
LAEC 6351	Global Issues (A-SOCI 4322)
LAEC 6353	Psychology of Cultural Pluralism (A-PSYC 4346)
LAEC 6356	Contemporary Issues in Criminal Justice (A-CRIJ 4345)
LAEC 6385	Grant Proposal Writing (ENGW 4345)
LAEC 6399	Elective Special Topics (4300 Special Topics Courses)

Additional LAEC dual listings will be available as New College and Undergraduate College schedules allow. Please check with the MLA director or advisor.

Directed Studies

Students have available to them a range of directed study options, which they can focus on social justice and human rights issues.

LADS 6370	Studies in Anthropology
LADS 6371	Studies in History
LADS 6372	Studies in English
LADS 6373	Studies in Economics
LADS 6374	Studies in Psychology
LADS 6375	Studies in Art
LADS 6376	Studies in Religion
LADS 6377	Studies in Philosophy
LADS 6381	Studies in Theater
LADS 6382	Studies in Criminal Justice
LADS 6384	Studies in Communication
LADS 6387	Studies in Political Science
LADS 6388	Studies in Sociology
LADS 6392	Studies in Drama
LADS 6396	Studies in Regional Culture
LADS 6397	Studies in American Culture
LADS 6398	Studies in Public Safety

Additional Opportunities*Conflict Resolution and Mediation*

MTCR 6341	Introduction to Conflict Resolution
MTCR 6342	Mediation

Internship Option

LATI 6350	Internship
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Humanities Courses Offered in the MLA Program***Thematic Studies Seminars***

There are thematic studies seminars offered each year (three fall/three spring/two summer). At least three of these are humanities thematic studies.

Interpreting the World Requirement

LATI 6315	The Elusive Truth: Literature of Sacred and Profane Mystery
LATI 6316	Nature of Tragedy
LATI 6317	Worldviews in Native American Literature
LATI 6319	The Human Condition and the Quest for Freedom
LATI 6399	Special Topics (when identified as humanities study)

Community and Identity Requirement

LATC 6333	Nature of Comedy
LATC 6335	Americans and a Sense of Place
LATC 6336	Literature of American Slavery
LATC 6399	Special Topics (when identified as humanities study)

Spirituality and the Self Requirement

LATS 6355	Peace with Justice Issues
LATS 6356	Literature of the Quest
LATS 6399	Special Topics (when identified as humanities study)

Dual-Level Courses

The offering of dual-level classes is dependent on undergraduate programs, but at least two dual-level humanities classes are offered per year (fall/spring/summer).

LAEC 6311	Topics in Literature and Film
LAEC 6323	Myth and Social Order
LAEC 6326	Women Writers
LAEC 6333	Dialogue of World Religions
LAEC 6339	Communication and Popular Culture
LAEC 6340	Documentary
LAEC 6342	Minority Writers
LAEC 6357	Turn of the Century/Early Modern Novel

Directed Studies

There are numerous humanities directed-study options for students year-round, as reflected in the following categories.

LADS 6372	Studies in English
LADS 6375	Studies in Art
LADS 6376	Studies in Religion
LADS 6377	Studies in Philosophy
LADS 6378	Studies in German
LADS 6379	Studies in Spanish
LADS 6381	Studies in Theater
LADS 6384	Studies in Communication

LADS 6386	Studies in Russian
LADS 6389	Studies in Humanities
LADS 6391	Studies in Music
LADS 6392	Studies in Drama
LADS 6393	Studies in Linguistics
LADS 6395	Museum Studies
LADS 6399	Studies in German Literature

Social Science Courses Offered in the MLA Program

Thematic Studies

As with the humanities seminars, there are at least three social science courses among the thematic studies courses offered in a year.

Interpreting the World Requirement

LATI 6310	Knowing Other Cultures
LATI 6312	Conflicting Historical Perspectives: U.S. and Latin America
LATI 6314	Organizational Theory
LATI 6399	Special Topics (when identified as social science study)

Community and Identity Requirement

LATC 6331	Cultural Autobiography
LATC 6332	Women in World War II
LATC 6334	Globalization and Identity
LATC 6335	Americans and a Sense of Place (draws equally upon humanities and social science learning)
LATC 6337	History of Sexuality
LATC 6399	Special Topics (when identified as a social science study)

Dual-Level Courses

At least two social science dual-level courses are offered per year.

LAEC 6310	International Human Rights and Social Justice
LAEC 6319	Topics in Latin American History
LAEC 6321	Psychology of Religion
LAEC 6324	Learning and Cognition
LAEC 6327	Race, Class and Gender
LAEC 6328	Psychology of Gender
LAEC 6331	World Justice Systems
LAEC 6335	Modern Revolutions
LAEC 6338	Environmental Politics and Policy
LAEC 6347	Global Perspectives on Terrorism
LAEC 6353	Psychology of Cultural Pluralism
LAEC 6354	Field Methods in Anthropology
LAEC 6356	Contemporary Issues in Criminal Justice

Directed Studies

There are numerous social science directed-study options for students year-round, as reflected in the following categories.

LADS 6370	Studies in Anthropology
LADS 6371	Studies in History
LADS 6373	Studies in Economics
LADS 6374	Studies in Psychology
LADS 6382	Studies in Criminal Justice
LADS 6387	Studies in Political Science
LADS 6388	Studies in Sociology
LADS 6395	Museum Studies (depending on content and methodology, works for both humanities and social sciences)
LADS 6396	Studies in Regional Culture
LADS 6397	Studies in American Culture

Global Issues Courses Offered in the MLA Program

Thematic Studies

At least two thematic studies seminars that fit the global issues focus are offered every year.

Interpreting the World Requirement

LATI 6310	Knowing Other Cultures
LATI 6312	Conflicting Historical Perspectives: U.S. and Latin America
LATI 6319	The Human Condition and the Quest for Freedom
LATI 6399	Special Topics (when identified as global issues study)

Community and Identity Requirement

LATC 6332	Women in World War II
LATC 6334	Globalization and Identity
LATC 6399	Special Topics (when identified as global issues study)

Spirituality and the Self Requirement

LATS 6355	Peace with Justice Issues
LATS 6399	Special Topics (when identified as global issues study)

Dual-Level Courses

Students have an opportunity to take at least two global-issues-related dual-level courses per year.

LAEC 6310	International Human Rights and Social Justice
LAEC 6319	Topics in Latin American History
LAEC 6323	Myth and Social Order
LAEC 6331	World Justice Systems
LAEC 6333	Dialogue of World Religions
LAEC 6335	Modern Revolutions
LAEC 6347	Global Perspectives on Terrorism

Directed Studies

Depending on the course, studies in various disciplines apply. There are numerous options during the year, and they could fall into the following categories.

LADS 6370	Studies in Anthropology
LADS 6371	Studies in History
LADS 6373	Studies in Economics
LADS 6376	Studies in Religion
LADS 6378	Studies in German
LADS 6379	Studies in Spanish
LADS 6384	Studies in Communication
LADS 6385	Studies in Science
LADS 6386	Studies in Russian
LADS 6387	Studies in Political Science
LADS 6396	Studies in Regional Culture

COURSE DESCRIPTIONS

Common Courses

LACC 6301 Liberal Arts Perspectives (gateway course)

This course critically explores the ways in which the liberal arts have been conceived and perceived, using a thematic approach to explore different disciplinary ways of exploring and knowing. Students develop their ability to articulate a vision of liberal arts education: of what it should consist and why, as well as how it relates to other modes of intellectual inquiry. Emphasis is also on development of informed leadership regarding the role of liberal arts in education and society. *Students entering in the summer wait until the fall to take this course, but students entering in the fall or spring must take this course in their first semester in the program or get special permission from the program director to delay doing so.*

LACC 6390 Project Planning Seminar

This research course, a prerequisite to the Capstone course (LACC 6399), focuses on successful project proposal development and the research skills necessary to complete the proposal and project. Working with the seminar instructor and a mentoring professor assigned before the end of the semester, students explore and develop methods of inquiry and research appropriate to graduate liberal studies and to their specific research interests, and they complete a special project proposal. Prerequisites: Successful completion of at least 18 semester hours of courses accepted for the MLA, including a minimum of two Thematic Studies seminars.

LACC 6399 Special Project

This contracted independent study course is the Capstone course for the MLA program. With the student's mentoring professor as instructor of record, the student produces a special project, a public contribution that grows out of the MLA experience. The project gives clear graduate-level evidence of insight and perspective on an issue, theme or concept of significance. It may take the form of a formal thesis, a full-length article for publication, a proposal for implementation in a specific setting, an artwork for public display, a community service research project, a website, or some other format designed to enhance public understanding and dialogue on a significant issue. Prerequisite: Successful completion of LACC 6390, Project Planning Seminar.

Directed Studies

LADS 6370	Studies in Anthropology
LADS 6371	Studies in History
LADS 6372	Studies in English
LADS 6373	Studies in Economics
LADS 6374	Studies in Psychology
LADS 6375	Studies in Art
LADS 6376	Studies in Religion
LADS 6377	Studies in Philosophy
LADS 6378	Studies in German
LADS 6379	Studies in Spanish
LADS 6380	Studies in Organizational Leadership
LADS 6381	Studies in Theater
LADS 6382	Studies in Criminal Justice
LADS 6383	Studies in Education
LADS 6384	Studies in Communication
LADS 6385	Studies in Science
LADS 6386	Studies in Russian
LADS 6387	Studies in Political Science
LADS 6388	Studies in Sociology
LADS 6389	Studies in Humanities
LADS 6391	Studies in Music
LADS 6392	Studies in Drama
LADS 6393	Studies in Linguistics
LADS 6395	Museum Studies
LADS 6396	Studies in Regional Culture
LADS 6397	Studies in American Culture
LADS 6398	Studies in Public Safety
LADS 6399	Studies in German Literature

Elective Courses

Some of the listed elective courses are offered every year; others are offered intermittently.

LAEC 6310 International Human Rights and Social Justice

War crimes tribunals in The Hague, genocide in Darfur, repression of women, conflicts between Shariah law and human rights, dispossession of the lands of South American Indians — these and similar cases illustrate human rights violations occurring around the world today. This seminar examines the political and philosophical literature on human rights, as well as documents from the United Nations and other world and regional bodies and monitoring and enforcement mechanisms. After studying the rights of indigenous peoples, students investigate specific types of human rights (civil and political, cultural and economic, as well as the rights of refugees, women and children) and the monitoring of rights in various places, including Latin America, Asia and Africa. Research on the World Wide Web is required.

LAEC 6311 Topics in Literature and Film

This seminar begins with a brief review of major critical approaches to literature and film before moving on to an intensive study of particular works. Students develop an extensive critical vocabulary for analyzing literature, images and film, and they become familiar with several critical approaches, such as reader-response criticism and genre studies. The selection of texts and films varies, and the emphasis may be historical, theoretical, thematic or critical.

LAEC 6315 Issues in Contemporary Theology

This course will explore the philosophical and theological shifts that have taken place since the Enlightenment. Material will concentrate on one major systematic theologian (e.g., Karl Rahner) and new theological issues, such as feminist theology and dialogue of world religions.

LAEC 6317 History and Philosophy of Science

An introduction to the philosophy of mathematics and science by way of a historical analysis of philosophic-scientific debates. Includes study of the major developments in the Western world, especially the effects of scientific thought on the worldview of different cultures and their legal and social institutions. Examples are drawn from mathematics, physics, computer science, chemistry and biology. Questions such as wave-particle duality, the relationship of mathematics to all of the sciences, and the role of computational instrumentation in the development of science are also considered. A previous course or courses in modern physics or chemistry is strongly recommended; check with instructor about science background needed.

LAEC 6318 Magazine Writing

Writing for magazines demands the writer have knowledge of the publication, the audience, and certainly the topic; the application here is very practical, mostly narrow, and “real world.” Strong audience analysis and focusing on writing to a particular audience are crucial skills. This course will help the writer refine and build upon skills to develop a consistent style and voice within the demands of a particular publication.

LAEC 6319 Topics in Latin American History

This course looks at pre-Columbian civilizations in Meso- and Andean America, the conquest story, the colonial period, and national histories of Argentina, Brazil and Mexico. There are four exams and four papers for the undergraduate course. Additional research project and oral presentation (suited to the specific interest of the student) will be required for graduate-level participants.

LAEC 6321 Psychology of Religion

This course examines the historical and functional relationships between religion and psychology, including psychological theories of religion and psychological aspects of contemporary trends in religion.

LAEC 6323 Myth and Social Order

From an Enlightenment disparagement of myth as superstition and a 19th-century understanding of myth as characteristic of the “primitive mind,” there has been a shift to an appreciation of myth and symbol as vehicles of truth. Some have argued that valid insights into human experience need not assume a single linguistic form, e.g., a language of the natural sciences or the defined terms of a theoretical discipline. Indeed, many have argued (at least as far back as Plato) that myth and story are the proper vehicles for conveying important truths about being human. This course focuses on three 20th-century writers who appreciated the continuing power of myth to convey truths about the human psyche (Freud), political order/violence (Girard) and human history (Voegelin).

LAEC 6324 Topics in Psychology: Learning and Cognition

Current topics in cognitive psychology are explored: memory, perception and attention, language, judgment, reasoning, problem solving, the brain, and consciousness. Applications of cognitive theory and findings to fields as diverse as counseling, literature and the arts, philosophy, education, business, and computer science will be made, as students relate their new knowledge to practice in their own disciplines.

LAEC 6326 Women Writers

This course examines a representative sampling of modern women's writing. It examines the consequences of a male-dominated society on the literary images and creativity of women, and it studies the characteristics of that creativity itself.

LAEC 6327 Race, Class and Gender

This course analyzes the forms and consequences of race, class and gender oppression in the United States. Contemporary and classical theories of stratification are reviewed. Mechanisms that perpetuate inequality are identified. Related social research and economic data are examined. Students are expected to analyze a variety of viewpoints and to clarify their own beliefs and values regarding issues of social justice.

LAEC 6328 Psychology of Gender

This course examines gender stereotyping and gender roles as depicted in mass media, psychological research methods for studying gender, and the influence of gender on psychological processes such as self-concept, personality, cognition, perception, memory, communication, aggression, interpersonal dynamics, emotions, and physical and mental health.

LAEC 6329 Modern and Postmodern Literature

This course involves study of representative literary texts from both the modern and postmodern periods, with much discussion devoted to defining the periods and differentiating modern from postmodern thought and works.

LAEC 6330 Feminist Philosophy

Exploration of issues from a feminist perspective that are a concern to both women and men in American society. Primary topics covered include sexual harassment, rape, ethics, abortion, motherhood and feminist theory, as well as the relationship of women to the areas of politics, law, religion and art.

LAEC 6331 World Justice Systems

This course examines crime, the administration of justice, and punishment in Latin America, Europe, Africa, the Middle East and Asia.

LAEC 6333 Dialogue of World Religions

It has been said that if one knows only one religious tradition, one does not know any. This course explores the possibility of dialogue among the major religious traditions, as well as the difficult issues dialogue uncovers.

LAEC 6335 Modern Revolutions

A comparative analysis of the probable causes, stages and accomplishments of some of the most significant revolutions in modern times — the French Revolution of 1789, the Russian Revolutions of 1917 and 1991, the Chinese Revolution, the Cuban Revolution, and the Eastern European and South African revolutions of the latter half of the 20th century.

LAEC 6336 Native American and Chicana/o Film

This course will investigate the historic portrayal and (mis)representation of Native American and Chicanas/os in film along with the communication strategies used by Native American and Chicana/o filmmakers for self-empowerment. Students will gain an appreciation of alternative approaches to film narrative, genres, visual communication, representation, production, etc. Students will have the opportunity to produce a short film, screenplay, storyboard or critique.

LAEC 6338 Environmental Politics and Policy

In recognizing Kenyan environmentalist Wangari Maathai as the recipient of the 2004 Nobel Peace Prize, the committee declared that "Peace on earth depends on our ability to secure our living environment." This recognition highlights the reality that as issues such as climate change, population growth, loss of biological diversity and energy usage are becoming increasingly important globally, they are also becoming increasingly politicized. In this course, we will explore global environmental trends, institutional shortcomings and policy dilemmas that all nations and populations face in attempting to resolve environmental controversies. Recognizing the global impacts of environmental problems, we will contrast the similarities and differences between environmental concerns in the United States and other parts of the world.

LAEC 6339 Communication and Popular Culture

This course examines popular culture and the complex history, debates and controversies surrounding it. Students learn critical cultural and rhetorical approaches to analyzing popular culture artifacts, texts and performances and have the opportunity to conduct an extensive analysis of a popular culture event occurring in the Austin community.

LAEC 6340 Documentary

Students write, shoot, edit and produce a short-form documentary for television on a relevant social issue.

LAEC 6342 Minority Writers

Students read works representing the experiences of minorities, such as African Americans, Native Americans, Asian Americans, gays and lesbians, the working class, people with disabilities, and others. Attention is given to historical and cultural context and to issues such as the social construction of identity.

LAEC 6344 Topics in European History: The Reformation

Focused on the Reformation in Europe in the 16th and 17th centuries, we will examine the late-Medieval and Renaissance background to the Reformation. Students will study the major leaders and the ideas of Protestant as well as Roman Catholic reforms. Political, social, cultural, and economic changes will be examined in order to place these reform movements in their proper contexts and to understand their broader impact.

LAEC 6346 Feminist Perspectives on Social Change

Students will examine current work by feminist theorists on issues related to gender, feminism, rhetoric and communication. Students gain interdisciplinary study in feminist perspectives by engaging in issues such as audiences, co-cultures, power, race and feminist popular culture.

LAEC 6347 Global Perspectives on Terrorism

The course analyzes from a global perspective issues of terrorism and responses to terrorism. Students will explore the subject of terrorism from the perspective of people from around the globe and from groups within the United States. The role of religion and root causes of terrorism will be addressed, including a historical perspective.

LAEC 6351 Global Issues

This course examines globalization and major contemporary issues facing the emerging global community. The focus is on the nature and dynamics of the globalization process, with a special focus on the consequences of globalization for global economy, environmental change and world poverty. Specific issues addressed include perspectives on and debates over globalization as a primary economic, social, political, and cultural feature of contemporary life and society; the level, causes and consequences of world poverty, and the relationships between the rich and the poor; and the principle dimensions, sources and effects of degradation of global environmental resources.

LAEC 6352 Serial Killers

The study of known serial killers with postanalysis of each case. This course will also include crime scene information, video discussions with psychologists, scientists, and law enforcement officials, interviews with perpetrators and their families, and case-summary reviews.

LAEC 6353 Psychology of Cultural Pluralism

A study of psychological research into the influence of culture on behavior. Covers such topics as perception, cognition, development, mental health and social behavior.

LAEC 6354 Field Methods in Anthropology

Exploration of methodologies used in conducting anthropological field research.

LAEC 6356 Contemporary Issues in Criminal Justice

The examination of contemporary, value-laden controversial issues in the administration of criminal justice. Opposing viewpoints on a wide range of current criminological and legal issues are presented, with a focus on values analysis and principled moral reasoning.

LAEC 6357 Turn of the Century/Early Modern Novel

Students will read, analyze, discuss, write about and conduct a modest amount of library research in connection with very short novels representing the turn-of-the-century and the early modern period. Authors could include Arnold Bennett, Willa Cather, Kate Chopin, Joseph Conrad, Charlotte Perkins Gilman, Henry James, Herman Melville, H.G. Wells and Edith Wharton. Students should expect to learn much about this fascinating literary historical period, about the novel as a genre within this historical context and about these authors in particular.

LAEC 6399 Elective Special Topics

Dual-listing with Undergraduate and New College 4000-level Special Topics courses.

LAIC 6350 Internship

Application of principles and concepts learned in MLA program to professional career setting. Pass/No Pass.

Prerequisite: Completion of approved internship contract.

Community and Identity

This category investigates the complex relationships between the self and society, between our individual lives and our communal lives. It engages these general questions: How does the community shape the individual, and how can individual initiative shape community? In so doing, courses in this category explore a wide range of issues, such as peace and justice, urban planning and development, and the impact of work, race, gender and class on conceptions of community, as viewed from various interdisciplinary perspectives, including psychological, sociological and political.

LATC 6331 Cultural Autobiography

This research seminar explores and analyzes the relationship between the individual's biography and the degree to which it reflects cultural values, beliefs and behaviors. Students critique readings of literary and ethnographic value and then partially construct their own or someone else's auto-ethnography using journals, letters, photographs and other original documents. They develop an understanding of the diversity of and difficulties in using sources. They determine to what extent an individual's account reflects her or his culture and analyze what constitutes a "true" portrayal of a culture.

LATC 6332 Women in World War II

This seminar examines the roles and contributions of women during World War II — women in the military, defense industry workers, agricultural workers, USO entertainers, nurses, scientists, writers, homemakers, movie stars and others. Students address both how women aided the war effort and how the war affected women. While the focus is on American women, including minorities, comparisons are made with British, French, German and Japanese women. Students create an original research project that requires the use of primary documents such as letters, diaries, writings, print media, films, museum exhibits or oral interviews.

LATC 6333 Nature of Comedy

In *Poetics*, Aristotle observes that whereas tragedy is about figures far greater than ourselves, evoking pity and fear from its presentation of what is tragically possible to the human condition, comedy plants us firmly in society and views us as we are — as very human, very limited, very social, very vulnerable, often very dangerous and very often laughable. At least until well into the 20th century, the focus of comedy was likely to have been human nature, and the judgment of comedic writers was likely to have been severe. In this sense, comedy has been and is a tribute to the ability of human beings to look at themselves critically and to judge motives and actions accordingly. It is also about the survival of the human spirit. Like tragedy, comedy has persisted for millennia and is expressive of something profoundly human. What that is, this course explores using readings from ancient, modern and contemporary texts.

LATC 6334 Globalization and Identity

"Globalization" involves powerful social, political, economic and technological forces affecting human cultures worldwide. Individuals and communities are reacting in a variety of sometimes contradictory ways to the often profound changes wrought by these forces. Individual identification with new global communities competes with resurgent nationalism and ethno-religious fundamentalism. This course examines the globalization phenomenon and its impact on human community and identity.

LATC 6335 Americans and a Sense of Place

From frontier and immigrant origins, Americans have been characterized as exceptionally mobile, individualistic, exploitative of the environment, and not firmly rooted in any particular geographic place or human community. Yet there always have been American voices extolling a sense of place, a deep integration and identification of people with a particular geographic and cultural environment. This course looks at contemporary Americans' sense of place, examining social and cultural criticism, personal essays, photography, artwork and stories. What do we mean by "sense of place"? Where, why and how has a sense of place developed? What factors in American life encourage and discourage a sense of place?

LATC 6336 Literature of American Slavery

This course studies writings, publications and speeches rising out of the history of slavery in America. The course focuses especially on first-person slave narratives and the relevance of this archive to social and ethical problems in our time.

LATC 6337 History of Sexuality

Despite profound changes in sexual attitudes, identities and behaviors, sex is still generally thought of as a constant, a need or even an instinct that has no identifiable history. Yet sex does have a history, as does sexuality. This course focuses on the history of sexual behavior, identity and community, from pre-contact North America to present-day America, as well as how that history is uncovered and documented. Specifically, the course examines the metamorphosis in U.S. culture of what exactly constitutes both “normal” and “deviant” sexuality; how social, cultural, scientific and political conditions shape the understanding and experience of sexuality; and the history of the relationship between gender and sexuality, the interplay of repression and resistance, and the creation of sexual identities and communities. The history of sex and sexuality in America is resituated into a larger context that reveals its complexity as a construct instead of mere instinct.

LATC 6338 Literature and Social Justice

Writers as distant as the ancient Greeks and as contemporary as today have struggled with the concept of justice and have created fictional worlds that demonstrate how individuals and groups confront social forces that threaten their well being and even their lives. This course will explore themes of significance to social justice literature, such as racial discrimination, social and religious prejudice, unjust laws, gender-role assumptions, economic and environmental exploitation, marginalization and alienation, revolution, and imagined futures.

LATC 6339 Food and Culture

Food is not only necessary to sustain life, it is tied closely to our values and identities. The way food is produced and distributed is fundamental to the elaboration of human cultures, and its preparation carries enormous symbolic significance. Class, race, religion, gender, and cultural, national, and ethnic identities are defined partly by foodways. Issues of pressing global significance — national farm policies, international trade, sustainability, global warming, biodiversity, GMOs, carbon footprints, globalization of food and foodways, sustainability of food production systems, hunger and starvation, migration and creation of refugees, obesity and health — all are closely linked to food. This course deals only tangentially with nutrition and recipes but instead examines foodways cross-culturally, the evolution of foodways, and their local and international implications.

LATC 6399 Special Topics: Community and Identity

Topical issues in the study of the complex relations between the self and society. May be repeated when topics vary.

Interpreting the World

This category examines the knowledge, methodologies and theories employed in the liberal arts to make sense of the world and to guide personal, political, economic, aesthetic, technological, moral and philosophical choices. Specific courses represent religion and philosophy, the social sciences, reflections on technology and natural science, and the arts and humanities.

LATI 6310 Knowing Other Cultures

This course explores the techniques, methodologies and theories of knowing other cultures through observation, ethnography and cultural analysis informed by theory. The emphasis is on theories from anthropology, but insights are also introduced from cross-cultural communications and cross-cultural psychology.

LATI 6312 Conflicting Historical Perspectives: U.S. and Latin America

This course examines how history and historical realities are understood both from the United States tradition and from the culture and sensibilities of Latin America. History is used in a different way, and the liberal arts are defined distinctly as we move from the United States reality to life as it appears to the Latin American observer. Values and priorities are subject to change as well when one looks at life from north and south of the Rio Grande. This course gives students the experience of seeing history and life from both points of view.

LATI 6314 Organizational Theory

Organizations of the postmodern era face multiple challenges requiring the ability to remain nimble in the face of turbulence. One way to examine our organizations is through the power of images we apply to organization and management. Unleashing the power of metaphor in our study of organizational thought allows us to draw on the rich liberal arts tradition to better understand how organizations are structured and how they manage change. By applying imagery to organization theory, we gain new insights necessary for meeting contemporary challenges.

LATI 6315 The Elusive Truth: Literature of Sacred and Profane Mystery

The Western intellectual tradition has clearly honored three ways of knowing truth and, in effect, three sets of knowers: theologians and mystics (faith), philosophers (reason), and poets (imagination). Whether or not there is an avenue to the

search for truth, and whether there are “truths” accessible to writers of fiction, is seldom explored. Through a variety of readings, ancient to modern, this course examines fictive approaches to such ideas as mystery, magic, knowledge, certainty, ambiguity, surprise and paradox. Readings include works written by Euripides, Apuleius, Miguel de Cervantes, Wilkie Collins, Henry James, E.M. Forster, Virginia Woolf and others.

LATI 6316 Nature of Tragedy

Suffering, the contingencies of human experience, the search for meaning, determinism and freedom, the nobility of the human spirit — these and related themes are addressed, using selections from ancient and modern drama and fiction.

LATI 6317 Worldviews in Native American Literature

This seminar addresses literary works by American Indian writers, a few from before the 20th century, but most from the post-1960s era sometimes called the Native American “Renaissance.” We study a range of genres and a variety of works by artists from different tribes. We are concerned not only with aesthetic and historical issues, but also with the tribal cosmologies within which these works sustain their fullest meaning — worldviews that contrast profoundly with Western, Euro-American conceptions of reality.

LATI 6319 The Human Condition and the Quest for Freedom

How have humans understood and pursued freedom? Drawing upon philosophical ideas and tracing historical movements, this course will examine the many facets of freedom as sought after by human beings.

LATI 6399 Special Topics, Interpreting the World

Topical issues in the study of the knowledge, methodologies and theories employed in the liberal arts to make sense of the world. May be repeated when topics vary.

Spirituality and the Self

This category studies the ethical and spiritual dimensions of human experience and their role in liberal inquiry and the search for meaning. Included in this category are topics such as contemporary bioethical dilemmas, diversity, humankind’s environmental responsibilities, the integration of spiritual values into professional lives, and the Catholic intellectual and spiritual traditions.

LATS 6350 The Spirit of Life’s Work

This course has been created so students can discover how to effectively integrate personal spirituality with work obligations and responsibilities in a manner that enhances optimum wellness and vitality across three dimensions of relationships: transpersonal, interpersonal and intrapersonal. Students also explore the ways in which spirituality informs an individual’s presence and action in all work endeavors. Based on theory, research and practical applications, this course helps generate awareness and bolsters the argument for adopting a holistic approach that includes the human spirit of all life’s work.

LATS 6355 Peace with Justice Issues

This course is an exploration of the history and development of Peace with Justice movements in different world cultures and of some of the great peace and justice leaders and their writings, particularly in the 20th century. Readings include a variety of text materials from the Bible, books, periodicals, letters, the Internet, videos and unpublished papers. The scriptural and theological grounding of justice issues is essential to the insights of the course. The class studies several of the most critical justice issues in depth, such as hunger and homelessness, children and poverty, juvenile justice, economic disparity, nonviolence as theory and practice, the environment and ecosystems, gun control legislation and the Second Amendment of the U.S. Constitution, restorative justice, and the nuclear crisis. The search for understanding also examines ways of “finding a voice.”

LATS 6356 Literature of the Quest

This course explores the powerful and pervasive theme of the quest as it appears in selected classic works of Western literature. Related themes of journey, passage, pilgrimage and homecoming provide a focus for the course. Works are considered both in cultural contexts and as means of giving substance and dimension to the quest idea as a psychological and spiritual phenomenon. Readings include such works as *The Confessions of St. Augustine*, *The Little Flowers of St. Francis*, *Pensées*, *Candide*, *Moby-Dick*, *Heart of Darkness*, *The Great Gatsby* and others.

LATS 6399 Special Topics, Spirituality and the Self

Topical issues in the study of the ethical and spiritual dimensions of human experiences and their role in liberal inquiry and in the search for meaning. May be repeated when topics vary.

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (MSCIS)

MSCIS Program

The power of computer technology is unparalleled, as is corporate demand for qualified, educated professionals who can successfully manage rapidly changing technologies. Companies are seeking employees with solid business skills and the ability to adapt quickly to change. The Master of Science in Computer Information Systems prepares working professionals to succeed in information systems careers by providing exactly the skills that businesses demand from their managers: value and versatility.

Value

The MSCIS program incorporates fundamental information systems principles, today's applications and tomorrow's leading-edge approaches. Because of the program's unique combination of courses, MSCIS graduates have both the technical background and the innovative know-how to solve problems, implement solutions, streamline processes and increase productivity.

Versatility

The MSCIS curriculum was designed based on industry demand. It combines Computer Information Systems courses with classes in the Management and the Information Systems concentrations of the Master of Business Administration program. Students also attend Special Topics courses that address contemporary information systems issues. Graduates of the MSCIS program have a thorough, far-reaching knowledge of computer information systems principles.

Delivery Method

The MSCIS program is a cohort program, delivered in 14-week sessions, approximately seven class hours per week, one 14-week session and two seven-week sessions per term, three terms per year. This enables students who take consecutive courses to complete the 36-hour course requirements in four semesters. Students progress through the curriculum as part of an intact learning community.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum GPA of 2.75 in the last 60 hours of study.
3. Aptitude for graduate study indicated by competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade below B for graduate-level work. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment. Professional work experience is highly desirable. A large majority of MSCIS students have more than five years of professional work experience.
6. Completion of an undergraduate programming course, using an advanced programming language, or equivalent, earned with a grade of C or higher and an advanced-level undergraduate mathematics course such as Calculus II, Advanced Statistics, Vector Analysis, Linear Algebra, Differential Equations, or equivalent, earned with a grade of C or higher.
7. Completed application form with supporting documents and application fee.

Admission Categories

Students are admitted to the MSCIS program in one of the following categories:

1. **Unconditional Admission:** All admission formalities have been completed. Minimum stated criteria for admission are met.
2. **Conditional Admission:** Applicants may be admitted to the MSCIS program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant must normally possess at least three years of full-time work experience. Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MSCIS program.
3. **Transient Students:** Applicants who are registered at another accredited graduate school and have written permission from the dean of that school to take specific courses at St. Edward's University may, upon presentation of the authorizing document, take the courses specified therein. Tuition is at the regular graduate rate.

Readmission

Students who are not enrolled for three consecutive terms after completing one or more MSCIS courses must reapply if they wish to continue the MSCIS program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

Permission from the dean is required to audit MSCIS courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Transfer of Credit

New Students

The director of the MSCIS program may accept a maximum of 12 semester hours earned at the graduate school of another regionally accredited university to meet requirements at the 6000 level of the program. To be considered for transfer, credits must be submitted at the time of application, and students must request transfer credit prior to creation of the student's degree plan. Courses must carry a grade of B or higher, and credits may not have been toward another degree. Coursework completed more than six years prior will not be counted toward the MSCIS degree at St. Edward's University, whether transferred or taken in residence.

Current Students

Degree-seeking students in the MSCIS program who wish to enroll in an advanced-level graduate course at another college or university and then transfer credit earned to St. Edward's must obtain permission from the dean. Transfer credit requires a grade of B or higher and must be documented by receipt of an official transcript mailed directly to St. Edward's University by the granting institution. Most other universities will require a letter of good standing from the dean at St. Edward's University before allowing non-degree-seeking students to enroll.

Good Standing

A graduate student is considered to be in good academic standing and making satisfactory progress if he or she maintains a 3.0 GPA in all coursework and if all conditions of admission have been met.

Academic Standards, Probation and Dismissal

To remain in good academic standing, MSCIS students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MSCIS program. **Students who earn three grades of less than a B are automatically dismissed from the MSCIS program.**

Degree Plan

The graduate advisor specifies each student's individual degree plan at the time of admission.

Degree Requirements

1. All coursework (as identified in the student's degree plan) must be completed within six years prior to graduation with a cumulative graduate GPA of 3.0 or higher from St. Edward's University. A grade of D or F is not acceptable as degree credit.
2. Completion of at least 24 semester hours of the 36 semester hours at St. Edward's University.
3. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
4. Certification for Graduation by the dean of The Bill Munday School of Business.
5. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

PROGRAM OF STUDY

The MSCIS program consists of 11 three-hour advanced courses and a three-hour capstone course. The advanced courses consist of courses in information systems topics and specialized areas of information systems. The capstone course brings the program together with a project utilizing skills gained throughout MSCIS coursework. The curriculum is delivered with a series of courses that are taken in a prescribed order.

Advanced Courses and Capstone (36 hours):

Term 1

MCIS 6303	Intellectual Property and Cyberlaw (14 weeks)
MCIS 6308	Internet and Network Technologies (1st 7 weeks)
MCIS 6312	Data Security Management (2nd 7 weeks)

Term 2

MCIS 6305	Managing the Organization (14 weeks)
MCIS 6306	Database Systems (1st 7 weeks)
MCIS 6317	Business Intelligence Methods (2nd 7 weeks)

Term 3

MCIS 6316	Modern Methods in Software Engineering (14 weeks)
MCIS 6320	Project and Change Management (1st 7 weeks)
MCIS 6327	Disaster Recovery and Business Continuity (2nd 7 weeks)

Term 4

MCIS 6350	Information Systems Capstone (14 weeks)
MCIS 6307	Strategic and IT Management (1st 7 weeks)
MCIS 6399	Special Topics in Information Systems (2nd 7 weeks)

DUAL MSCIS/MBA PROGRAM

Students interested in pursuing both the MBA and MSCIS graduate degrees from St. Edward's University may do so, if admitted to both programs, by completing the following coursework (exclusive of required foundation coursework for each program and assuming prerequisites are met):

Required MBA Courses:

ACCT 6315	Accounting for Managers
FINC 6301	Financial Management
MGMT 6302	Organizational Behavior and Communications
MGMT 6305	Managing the Global Organization
MGMT 6318	Managerial Problem Solving
MGMT 6320	Project Management
MGMT 6321	Business Law and Ethics
MGMT 6325	Global Scenario Planning
MKTG 6301	Marketing Management
MBA	Elective
BUSI 6350	MBA Capstone

MBA Hour Requirements: 33

Required MSCIS Courses:

MCIS 6306	Database Systems
MCIS 6307	Strategic and IT Management
MCIS 6308	Internet and Network Technologies
MCIS 6312	Data Security Management
MCIS 6316	Modern Methods in Software Engineering
MCIS 6317	Business Intelligence Methods
MCIS 6327	Disaster Recovery and Business Continuity
MCIS 6399	Special Topics in Information Systems
MCIS 6350	Information Systems Capstone

MSCIS Hour Requirements: 27

COURSE DESCRIPTIONS

Advanced Courses

MCIS 6303 Intellectual Property and Cyberlaw

This course is an introductory survey course designed to acquaint students with issues of technology and the law. Intellectual property and cyberlaw topics that will be covered include: trademark, copyright, patent, trade secret, computer crimes, licensing, privacy, Internet and social media, and compliance. Students will explore cases, statutes and scholarly materials to develop an understanding of the law and its application. Students will address the practical application of the law to real-world scenarios and begin to develop strategies for handling the challenges of the law. Students will examine the implications of the uncertain and dynamic nature of the law and its application. There is an extensive research and writing component.

MCIS 6305 Managing the Organization

This course draws on a number of disciplines and integrates them into a comprehensive and interactive learning experience by linking them with the application of systems thinking, strategic planning and leadership. This course examines the individual parts (the silos) of the organization by conducting a comprehensive “strategic enterprise assessment.” Utilizing this assessment, students design an organization that proactively supports the efficient delivery of high-quality products and services designed to meet the needs of all organizational stakeholders. The ethical implications at each level of the decision-making process are interwoven throughout this course.

MCIS 6306 Database Systems

This course provides an overview of modern database systems, including the critical issues for success in management of databases, such as designing, modeling, creating, querying, programming and administering a database. Different systems and system architectures also are examined.

MCIS 6307 Strategic and IT Management

This course examines the role of the chief information officer and helps students develop a top-management, strategic perspective. Students learn to develop and align competitive strategies, core competencies and information systems to achieve organizational goals and to define the resources and units needed for successful implementation. New techniques, such as outsourcing, ASPs, interorganizational systems and the creation of virtual organizations, are also covered. Also, ROI and cost accounting issues are highlighted throughout the course.

MCIS 6308 Internet and Network Technologies

This course provides the basic knowledge and skills to understand, categorize, design, implement and manage networking technologies. Students also explore the new services and large-scale networks available to create virtual organizations. Subjects such as computer network design, client/server technologies, local area networks, wide area network technologies, Internet, TCP/IP and web technologies also are covered.

MCIS 6312 Data Security Management

This course provides students with a foundation in data security. Topics covered include computer security, network security and Internet security. Information protection, including prevention, detection and recovery from information loss, is a focus of this class. Students also explore confidentiality, authentication, encryption, privacy and global implication issues.

MCIS 6316 Modern Methods in Software Engineering

This course presents a set of methods and techniques used to guide the software development process, from implementation to operation to maintenance. The methods and techniques will represent current developments in the software engineering area. In particular, they will include Unified Process (UP), Extreme Programming (XP), Agile modeling and other approaches that are both already known and relatively new. For each method, we discuss their applicability boundaries, benefits, restriction and complementarities and compare each to the “classic waterfall method.” Software and system quality metrics are covered, as are globalization issues, in particular how to develop across continents.

MCIS 6317 Business Intelligence Methods

Business intelligence is a set of concepts and methods to improve business decision making by using fact-based support systems. This course explores and the students will gain experience with various tools to aid decision making including data mining, data warehouses, GIS, neural networks, genetic algorithms and fuzzy logic. This course also discusses e-discovery techniques used in legal proceedings.

MCIS 6320 Project and Change Management

In this course, students learn the fundamentals of project management, including scope definition, work planning, project control, and resource, change and risk management. The course's techniques can be applied to any area within a company. In addition, this course includes special topics related to information technology projects. Various methodologies and alternative approaches are surveyed, and the class includes an introduction to project planning and control tools. The course is interactive and includes hands-on exercises in which students apply their learning to the completion of their class project. The course familiarizes students with project planning and execution processes and provides an understanding of the key success factors for managing a project in any industry. The course consists of short lectures, in-class exercises and the development of a final project.

MCIS 6327 Disaster Recovery and Business Continuity

This course examines the role of Disaster Recovery (DR) as a methodology to aid in business continuity and the protection of those operations, facilities, and assets that are vital to an organization. Students learn to develop and align recovery strategies, DR core competencies, and steps to protect information systems necessary for organizational operations, and to define the resources and units needed for successful implementation of a DR strategy. Writing of a clear and complete DR plan for an organization is also covered.

MCIS 6350 Information Systems Capstone

This course provides a system-oriented view of the organization and its relationship with information technology. It also addresses the information system function within the organization and how disparate technologies and computer platforms and networks can be integrated to provide a flexible and efficient infrastructure for the organization. Students work on a planning, design, implementation or reengineering project that includes a thorough investigation of an information system and the formulation and evaluation of strategies that determine the character, direction and success of an organization. Ethical issues also are identified and analyzed. This project may be undertaken in collaboration with Capstone students from the MBA program. Prerequisite: Final term.

MCIS 6399 Special Topics in Information Systems

Covers contemporary issues in information systems. May be repeated when topics vary. Possible topics include enterprise resource planning, advanced knowledge management systems, system reengineering, wireless networks, multimedia and human computer interaction, geographic information systems, and computer forensics.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP AND ETHICS (MSOLE)

MSOLE Program

The Master of Science in Organizational Leadership and Ethics is designed to prepare individuals to assume leadership roles within organizations in the for-profit and nonprofit sectors. While varied in structure and mission, most organizations seek leaders who possess such qualities as:

- a vision that is ethically and morally responsible;
- an understanding of the complex problems faced by organizations in a global economy;
- the ability to achieve solutions consistent with the organization's mission and core values;
- the ability to motivate individuals and groups to work toward a common goal;
- the ability to successfully introduce and implement organizational changes; and
- the ability to effectively and ethically represent the organization and its stakeholders.

The MSOLE program provides the means by which individuals may discover and refine these and other qualities required for ethical leadership. This unique program encourages students to integrate and synthesize dynamic models of leadership, ethics and social responsibility with their own practical experience.

Active learning is the cornerstone of MSOLE, with a focus on small-group interaction, discussions, presentations, research, role-plays and case studies. The knowledge and skills acquired in this innovative program culminate in a two-part action research project. In the first phase students identify, research and analyze an organizational issue or opportunity. During the second phase, students propose an action plan to initiate appropriate change indicated by their analysis.

Who are MSOLE students?

- Experienced managers, consultants and professionals in for-profit and nonprofit organizations who want to further develop the skills and knowledge to become more effective ethical leaders.
- Individuals who aspire to become organizational change agents.
- Individuals who currently have or are about to assume responsibility for leading others in a global environment.
- Individuals seeking greater meaning and satisfaction in their professional experience.

Delivery Method

The MSOLE program is a cohort program, delivered in seven-week sessions, 3.5 class hours per week, two seven-week sessions per term, three terms per year. This enables students who take consecutive courses to complete the 36-hour course requirement in two calendar years. Students progress through the curriculum as part of an intact learning community.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. Bachelor's degree from a regionally accredited institution.
2. Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum GPA of 2.75 in the last 60 hours of study.
3. Aptitude for graduate study indicated by competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade below B for graduate-level work. Applicants educated at the college level in a language other than English must demonstrate English proficiency by attaining a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.
4. Evidence of the potential to responsibly and successfully complete a program of rigorous graduate studies.
5. Evidence of ability to assume responsibility in the work environment. Three years of professional work experience is required. A majority of MSOLE students have more than five years of professional work experience.
6. Completed application form with supporting documents and application fee.

Admission Categories

Students are admitted to the MSOLE program in one of the following categories:

1. **Unconditional Admission:** All admission formalities have been completed. Minimum stated criteria for admission are met.
2. **Conditional Admission:** Applicants may be admitted to the MSOLE program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). To be considered for conditional admission, the applicant must normally evidence at least three years of full-time work experience. Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MSOLE program.

Readmission

Students who are not enrolled for three consecutive terms after completing one or more MSOLE courses must reapply if they wish to continue the MSOLE program. Students accepted into the program may defer their admission to the next long term available (example: fall or spring). Students who wish to defer to any term beyond the next available long term must reapply for admission.

To reapply, students must submit a reapplication form and pertinent supportive documents (e.g., transcripts of any academic work completed during the interim). The admission decision will be based on admission criteria current at the time of reapplication and the student's most recent academic or admission status.

Auditing

Permission from the dean of The Bill Munday School of Business is required to audit MSOLE courses. Courses audited at St. Edward's will not later be accepted for transfer credit to another institution or for credit in a program at St. Edward's.

Degree Requirements

1. Completion of coursework identified in the student's degree plan with a cumulative graduate GPA of 3.0 or higher from St. Edward's University.
2. Completion of at least 24 semester hours of the 36 semester hours at St. Edward's University.
3. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
4. Certification for Graduation completed by the dean of The Bill Munday School of Business.
5. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement is based on verification of eligibility by the graduate advisor. Students should check with their graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

Academic Standards, Probation and Dismissal

To remain in good academic standing, MSOLE students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The academic review committee reviews the academic records of students on probation at the conclusion of each term. The committee informs in writing each student on probation of conditions that must be met by the student to return to good standing and avoid dismissal from the MSOLE program. **Students who earn three grades of less than a B will be automatically dismissed from the MSOLE program.**

PROGRAM OF STUDY

The MSOLE curriculum is taken in a prescribed order defined by the semester in which studies are begun.

Required Courses

MSLE 6301	Foundations of Organizational Leadership
MSLE 6306	Leading Organizational Change
MSLE 6307	Critical Thinking
MSLE 6308	Global Leadership Perspective
MSLE 6310	Leadership in Action Research
MSLE 6312	Organizational Behavior
MSLE 6313	Foundations of Ethical Leadership
MSLE 6314	Building Ethical Organizations
MSLE 6316	Leadership and Financial Performance

Elective Courses

(students choose two of the following courses):

MSLE 6304	Leadership and Team Development
MSLE 6309	Leadership and Imagination
MSLE 6317	Leading Strategy
MSLE 6399	Special Topics in Leadership and Ethics
GBUS 6399	Special Topics in Global Business

Capstone

The Capstone project occurs over two consecutive terms. If a student completes MSLE 6310 (the first Capstone course) but does not complete MSLE 6311 by the end of the second term, the Capstone sequence must be reinitiated.

MSLE 6310	Leadership in Action Research
MSLE 6311	Leadership Capstone

COURSE DESCRIPTIONS

Required Courses

MSLE 6301 Foundations of Organizational Leadership

This course is a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, and then moves to the examination of evolving contemporary beliefs. The emphasis is on application of theoretical concepts in actual organizational settings and situations. Individual efforts culminate in the articulation of a personal concept of leadership. *Must be taken in the first term.*

MSLE 6306 Leading Organizational Change

This course examines change as a focused leadership activity designed to bring about specific conditions, to redirect action or to implement a particular process, product or system. It focuses on purposeful, planned and consciously directed change and transition. Through case studies and individual and group exercises, students are introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transition and transformation.

MSLE 6307 Critical Thinking

Critical thinking means the ability to evaluate the assumptions, evidence and inferences of what one reads and hears, and it includes the ability to present ideas, original or otherwise, in a sound, logical and thorough manner. This course is designed to teach the skills necessary for critical thinking. Among such skills are self-awareness, reflection, listening for reasons, recognizing common logical fallacies, and communicating both thoughts and feelings clearly. *Must be taken in the first term.*

MSLE 6308 Global Leadership Perspectives

Students in this course explore issues of leadership and change associated with the growth of transnational organizations and the international marketplace. This course examines a variety of business and leadership practices with emphasis on organizational values, business plans, diversity issues and culturally appropriate strategies for success in the rapidly changing world of international and multinational business.

MSLE 6312 Organizational Behavior

Students use theories of individual, group and organizational behavior to solve organizational problems. Through individual and group activities, students learn and practice diagnostic methods of problem solving and gain hands-on experience applying these theories to organizational situations.

MSLE 6313 Foundations of Ethical Leadership

This course critically examines foundational ethical tenets throughout history as well as ethical decision-making models. Theory is mixed with contemporary examples of the ethical challenges of leadership. Students consider how ethical philosophy applies to their personal leadership situations.

MSLE 6314 Building Ethical Organizations

This course is focused on both building individual ethical competency and understanding the organizational system as an ethical agent. Students consider the leader's role in the ethical organization from the perspective of the individual leader, group dynamics, organizational theory and social/environmental issues. Students are challenged to integrate knowledge from multiple disciplines, including philosophy, psychology, communication, religion, organizational theory, systems thinking and global studies. The course aims to link the leader's behavior as an individual to the actions and accountabilities of the organization in society.

MSLE 6316 Leadership and Financial Performance

This course equips students to more effectively and ethically lead and influence in organizational situations in which financial issues play a key role. Students examine the economic concepts, accounting processes and financial tools used by leaders to assess conditions and take action to influence performance, focusing on the operational and ethical application of leader behavior regarding economic data sources, accounting practices and financial reporting. Students examine the questions financial data can answer and those it can raise, both operationally and ethically.

Elective Courses

MSLE 6304 Leadership and Team Development

In our more global and diverse organizations today, leaders need to be able to quickly pull together a set of individuals to carry out specific team assignments. Thus, this course focuses primarily on leadership skills needed to develop and promote effective teamwork. In reality, teams can be complex and difficult to lead, and change processes difficult to implement. Consequently, this course will cover concepts and theories regarding the leadership of teams while providing a backdrop of continuously increasing self-knowledge and supportive development. The practical applications of some of the theories covered in the course will be addressed and participants will have the opportunity to develop hands-on team facilitation skills.

MSLE 6309 Leadership and Imagination

The purpose of this course is to teach students how to integrate intuition with logical thought to improve the quality of their decision making, to increase their own creativity and the creativity of those with whom they work, and to facilitate innovation within their organizations. Creativity and innovation are structured processes that can be learned. Various theories, principles and techniques are explored toward the goal of practical application.

MSLE 6317 Leading Strategy

This course focuses on strategic thinking as a leadership practice. Emphasis is given to the methods of thought, interaction and leadership required to formulate and implement enduring strategies that achieve organizational success. A strategic-planning model and a “real-world” strategy are developed in this course. The ethical issues and implications of the strategic-thinking process are woven throughout the course.

MSLE 6399 Special Topics in Leadership and Ethics

Topical issues in leadership and ethics.

GBUS 6399 Special Topics in Global Business

This is a seminar series that focuses on a particular country or region. Students are engaged in an analysis of the culture, government regulations, and financial and economic environment to develop an understanding of the opportunities and challenges of doing business in that area of the world. Students must be in good academic standing in order to enroll in this course. Special requirements: this course requires travel to a foreign country for approximately 7-10 days; specific travel documentation will be required in advance.

Capstone Courses

MSLE 6310 Leadership in Action Research

This is the first of two courses that make up the MSOLE Capstone. The purpose of this course is to introduce action research methods useful for understanding individual and organizational behaviors that could be a topic for the MSOLE Capstone. The course will examine applied research methods relevant to practitioners involved in organizational learning and/or change efforts. It will include the identification of a research project examining an issue related to leadership and/or ethics, the development of the proposal (including the literature review, the identification of stakeholders and the research methods) and the planning of the project. *Taken at the beginning of the fifth term.*

MSLE 6311 Leadership Capstone

This is the second of two courses that make up the MSOLE Capstone. This course will continue to blend background and learning from earlier courses in leadership and ethics with concepts and models of action research. The purpose of this course is to enable students to complete the action research project begun in MSLE 6310 and prepare a written report. In this course students will also report on the outcomes and recommendations of their research to those who were participants and stakeholders in the research and to the larger St. Edward's academic community. *Must be taken in the final term.*

PROFESSIONAL SCIENCE MASTER'S IN ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY (MSEM)

Mission

The Professional Science Master's in Environmental Management and Sustainability uses a high-level interdisciplinary approach and focuses on ecological issues through the combined disciplines of environmental science and project management. The program has been designed to provide students with an in-depth knowledge of ecosystems and to enhance their ability to apply tools and methods for assessing the effects of an increasing human impact on ecosystems. Graduates of the program will have the knowledge and skills to design and implement collective projects for the management of renewable resources. Their know-how and skills will also help technical teams and institutions to ensure a more effective management of environmental issues.

Career Opportunities

Upon completion of this program, students will be uniquely positioned to pursue a variety of career opportunities. Industry and agencies seek scientists with business skills. In this way, the MSEM program is closely aligned with employers' objectives and prepares students for science carriers in business/industry, government, and nonprofit sectors.

Some typical careers in the field include:

- Policy Analysis
- Ecological Restoration
- Land Management
- Sustainability Assessment
- Environmental Education
- Environmental Regulation
- Program Management
- Urban Planning

Delivery Method

The curriculum (34 U.S. credits, 113 ECTS) may be completed in two years of full-time study. The language of instruction is English. The first year of MSEM study consists of classroom and field environments and is completed at St. Edward's University in Austin, Texas, and the second year is completed at Université Catholique de l'Ouest (UCO) in Angers, France. There is also a required internship, conducted during the spring and/or summer of the second year of the program in France, or abroad.

ADMISSION AND ACADEMIC INFORMATION

Admission Criteria

1. If educated outside of Europe, a U.S. bachelor's degree or its equivalent from a regionally accredited institution, with a minimum GPA of a 3.0 in the last 60 hours of undergraduate study.
2. If educated in France or another European country, L level AB mention.
3. Competitive scores on the GMAT or the GRE. This requirement may be waived for students who have previously earned an advanced degree or have indicated their ability to succeed in a graduate program by earning 12 or more graduate hours with a minimum GPA of 3.0 with no grade of less than a B.
4. Two letters of recommendation in English.
5. An essay in English that tells about your experience and career goals and why you believe you will succeed in the program.
6. A resume or CV in English.
7. International applicants: a minimum TOEFL score of 79 on the Internet-based test, its equivalent in other formats, or a score of 6.0 on IELTS.

Non-native English-speaking students: Because all instruction will be in English, these students are encouraged to enroll in an intensive English language course during the summer prior to beginning the MSEM program.

Non-French students: While it is agreed that all instruction will be in English, it is recognized that the students will have to have mastered French to the extent that they maximize opportunities with non-English speakers on field trips and in internships.

Students will fill out a joint application, which will be reviewed by the designated representative of each university.

Admission Categories

Students are admitted to the program in one of the following categories:

Unconditional Admission: All admission formalities have been completed. Minimum stated criteria for admission are met.

Conditional Admission: Applicants may be admitted to the MSEM program conditionally if they meet either the GPA requirement or the standardized test score requirement (excluding the TOEFL or IELTS). Students admitted conditionally whose cumulative graduate GPA falls below 3.0 at the end of the term in which they meet or exceed 12 hours of credit will be dismissed from the MSEM program.

Readmission

Should a student be unable to complete the first term, the student will be eligible to reapply to the program for the following year. However, the application will be considered on a competitive basis with other applicants. No partial credit will be earned based on the degree of program completion or course completion.

Should a student complete the first term but be unable to pursue the second term, a student in good academic standing will be eligible to join the next cohort at the beginning of the next January term. Both universities must agree to the readmission of a student.

Good Standing

A graduate student is considered to be in good academic standing and making satisfactory progress if he or she maintains a 3.0 GPA in all coursework and if all conditions of admission have been met.

Academic Standards, Probation and Dismissal

To remain in good academic standing, MSEM students must maintain a cumulative GPA of 3.0 or above. Students are automatically placed on academic probation at the end of any term in which their cumulative GPA falls below a 3.0. Students also will be placed on academic probation should they earn two grades of less than a B. The MSEM faculty committee reviews the academic records of students on probation at the conclusion of each term. The committee informs each student on probation in writing of conditions that must be met by the student to return to good standing and avoid dismissal from the MSEM program. Students who earn three grades of less than a B are automatically dismissed from the MSEM program and will not be eligible to graduate from the program.

Residency Time Limit

Students must complete all coursework in the MSEM program within four years from the time of enrollment in the program. Extensions will be granted under special circumstances subject to the approval of the designated representative of both universities.

Transfer of Credit

Students may not transfer credit from another program toward degree completion of the MSEM program.

Degree Requirements

1. Completion of the required 34 hours of coursework with a cumulative graduate GPA of 3.0 or above.
2. Intent to Graduate on file with an academic advisor the semester prior to the term the student intends to graduate.
3. Certification for Graduation completed by the office of the dean of the School of Behavioral and Social Sciences.
4. Satisfaction of all financial obligations to the university in order for the diploma to be granted and transcripts to be issued.

Participation in commencement exercises is based on certification for that particular term. Withdrawal from any required course will nullify the graduation certification and preclude participation in the ceremony related to that term.

Participation in commencement at St. Edward's University is based on verification of eligibility by the graduate advisor. Students should check with the graduate advisor for specific deadlines. Failure to meet the published verification deadline will preclude participation in the ceremony.

Students who successfully complete the MSEM program may attend the commencement ceremony at either or both universities.

Because neither university delivers all of the courses required for this degree, the diploma will be issued jointly by the universities. All courses taken by a student, regardless of the university at which they were taken, will be listed along with the grade earned on the transcript issued by UCO and St. Edward's University and a student or graduate may request a copy of their transcript from either university or from both pursuant to the university's policies regarding transcript requests.

Program of Study

The Professional Science Master's in Environmental Management and Sustainability is offered jointly by St. Edward's University (SEU) and Université Catholique de l'Ouest (UCO) and consists of two years with both universities contributing the expertise for which they are renowned.

Year One – St. Edward's University (SEU)

Fall Semester (9 US Credit Hours/ 30 ECTS)

MSEM 6301	Population Ecology
MSEM 6305	Principles of Project Management
MSEM 6309	Optimization in Ecology

Spring Semester (9 US Credit Hours/ 30 ECTS)

MSEM 6311	Community Ecology
MSEM 6313	Applied Project Management
MSEM 6315	Applied Research

Year Two - Université Catholique de l'Ouest (UCO)

All UCO courses count as 1.8 US credit hours for a total of 9 US hours.

Fall Semester (9 US Credit Hours/ 30 ECTS)

MSEM 6251	Sustainable Development
MSEM 6253	Ecology and Biodiversity
MSEM 6255	Environmental Pollution Biomonitoring
MSEM 6257	Ligerian Ecology
MSEM 6259	Urban Ecology

Spring Semester (7 US Credit Hours/ 23 ECTS)

MSEM 6760	Internship
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COURSE DESCRIPTIONS

MSEM 6301 Population Ecology

This three-credit-hour course will cover the basic principles of ecological theory. Beginning with an overview of basic tenets of ecology (such as the impact of conditions, limiting resources and time), students will analyze life tables and compute such variables as generation time and intrinsic rate of natural increase. These concepts will then serve as the basic foundation for consideration of the effects of intra- and interspecific competition and predator-prey models. It will close with an in-depth study of foraging theory, diet width, and optimal use of resources. Students will be expected to develop a proposal for a research project in which one of the major theories discussed in class can be verified through the design and implementation of field experiments. It is important to note that the associate field project will be an integral part of the second course in this sequence, described below.

MSEM 6305 Principles of Project Management

In this course, students learn the fundamentals of project management, including scope definition, work planning, project control, as well as resource, change and risk management. The course covers all phases of a project from initiation to closeout and all aspects of a project from technical to behavioral. In addition, students are introduced to project management software and use it to help plan, execute, monitor and control a realistic project.

MSEM 6309 Optimization in Ecology

Variations of optimization including linear, non-linear, multi-objective and stochastic are covered in this course. Specific methods studied include decision analysis, linear programming and its extensions, game theory, Markov processes, dynamic programming, network models, search procedures, and Monte Carlo simulation. Game theory can be used, for example, to study animal conflicts, such as territory or food source. Simulation models allow a land manager to explore the implications of alternative large-scale land management scenarios. Linear programming can help in determining the optimal amount of pesticide to apply to an area while considering both crop yield and cost. Dynamic programming can address a variation of the pesticide problem involving multiple time periods. A Markov process approach can be employed to study the transition dynamics of two desert plant communities.

MSEM 6311 Community Ecology

This course will begin with an overview of three types of variation in life history, with specific focus on reproductive value and the cost of reproduction. Specific examples will be drawn from Lack's models of clutch size variation. That will be followed by a survey of the importance of density independent and density dependent variables in regulating population size. It will also include a thorough examination of island biogeography. The course will close with an intense review of the "neutral models" of competition and review the intermediate disturbance hypothesis of diversity in community succession. Students enrolled in this course will be required to take a concurrent course in field research. That research will ideally be based upon the project they proposed in Population Ecology course. Like the Population Ecology course, it will also be a three-credit course. While it will be ideal if the research proposed relates to terrestrial or freshwater communities in Central Texas, it may also be possible to study more distant communities.

MSEM 6313 Applied Project Management

Students in this practicum integrate and apply their knowledge of ecology, mathematical modeling and project management. Students formally define a research project in terms of the project objectives, deliverables, milestones, requirements, specifications, limits, exclusions and stakeholders. A comprehensive, fully documented project management plan for managing scope, risk, time, cost, quality, staffing, communication and procurement is developed, executed, monitored and controlled. Particular attention is paid to leadership practices that foster an environment and culture supporting project success and ethical behavior.

MSEM 6315 Applied Research

This course will be taken concurrently with Community Ecology and will be based on the project proposed in the Population Ecology course.

MSEM 6251 Sustainable Development (course offered through Université Catholique de l'Ouest)

A study of human society interacting with its biotic environment in such a way that leads to long-term, potentially renewing processes. Sustainability will be defined from a wide variety of perspectives and recent attempts to reach some sustainable levels of development will be discussed. Case studies will include a focus on projects of such companies as La Poste, Total, Bouygues and Peugeot, as well as governmental entities such as the city of Angers.

MSEM 6253 Ecology and Biodiversity (course offered through Université Catholique de l'Ouest)

This course provides an overview of the functioning of the marine ecosystems and marine biodiversity. Biodiversity unit is based on the marine ecosystems (coastal zones, estuaries, lagoons). The case study of hydrothermal vents and

seamounts in the Atlantic Ocean will be used. The hot spots of marine biodiversity will be studied in different parts of the world (Atlantic Ocean, Mediterranean and Black Sea). Students will use different tools to estimate the impact of pollution and the role of alien or invasive species on the marine biodiversity. Students will also manage programs for the conservation of marine biodiversity.

MSEM 6255 Environmental Pollution Biomonitoring (course offered through Université Catholique de l'Ouest)

Several classes of pollutants are regularly discharged in the environment (e.g. aquatic, atmospheric), representing a potential risk for both ecosystems and human health. This course investigates strategies for analyzing, defining, and controlling environmental pollution. The course strikes a balance between theoretical lessons that will be presented by experts from various organizations and practical application.

MSEM 6257 Ligerian Ecology (course offered through Université Catholique de l'Ouest)

The river Loire Valley has become a UNESCO World heritage location and contains different "Natura 2000" European sites. This course focuses on the Loire Valley and some of the tributaries to facilitate the understanding of biodiversity conservation and ecological management. It includes the characteristics of the river Loire such as the variability of the flow, flooding periods, some of the animal and vegetal life in the water, on the sand banks or on the river banks. The course will also contain examples of disturbance and restoration along the river, in the hydraulic annexes or in other parts of the river basin. Some examples of architectural spots along the river and the particularity of the troglodyte habitations along the calcareous riversides will also be added.

MSEM 6259 Urban Ecology/Sustainable Cities (course offered through Université Catholique de l'Ouest)

A sustainable city is an urban unit which promotes sustainable development and urban ecology including social, economic, environmental and cultural contexts. Sustainable urban development is planned by and for current, and for future, citizens to enhance the environment. This course focuses on the importance of ecology and sustainable development in cities through case studies, site visits, projects and peer learning networks. The course also focuses on enhancing the well-being of citizens through green building and the varying degrees of interactions between natural resources and urban development planning. Students will be exposed to the various practices used to reduce the impact of building on human health and the environment during a building's lifecycle (design, construction, operation, maintenance and removal). This course also explores ways to minimize energy consumption to preserve biodiversity.

MSEM 6760 Internship (course offered through Université Catholique de l'Ouest)

The main objective of the internship is to provide students with an opportunity to apply the knowledge they have gained through the program to real-world scenarios. The internship will take place in the last semester of the program in France or abroad and will be subject to the approval of the internship professor. The internship can be undertaken in collaboration with central or regional governments, companies, consultancies, or research institutes and should have a subject that correlates with the student's interest in a specific area of study of the MSEM program. The internship is a requirement for the final diploma and is a great opportunity for students to explore career options in Environmental Management fields, to develop job skills, and to gain valuable professional contacts. The internship project may be proposed by the company, by a governmental entity, or by the student but must be approved by the internship professor. Students will conclude the internship by presenting their work to a jury of MSEM program professors and the student's supervisor at the governmental entity or company at which the student interned.

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Registrar:	Lance Hayes, EdD

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Finance and Economics: Camelia Rotaru

Graduate Management: Stanley O. Horner

Undergraduate Digital Media Management, Interactive

Games Management, Interactive Games Studies:

Russell E. Rains

Undergraduate Management and Business Administration:

Frank Kraflka

Program Directors:

Master of Accounting (MACT): Louise Single

Master of Arts in Organization Development (MAOD):

Constance Porter

Master of Business Administration (MBA): Stanley O. Horner

MBA in Digital Media Management (DMBA): Russell E. Rains

Master of Science in Computer Information Systems (MSCIS):

Dwight D. Daniel

Master of Science in Organizational Leadership and Ethics

(MSOLE): Tom Sechrest

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Professional Science Master's in Environmental

Management and Sustainability Program (MSEM):

Peter Beck

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Kinesiology: Kristy K. Ballard

University Studies: To be named

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Languages, Literatures, and Cultures: Philippe P. Seminet

Literature, Writing and Rhetoric: Mary Rist

Performing Arts: Sheila Gordon

Philosophy: Mark J. Cherry

Religious Studies: Father Louis T. Brusatti

Visual Studies: Laura A. Hollis-Hammonds

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Chemistry: Tricia Shepherd

Computer Sciences: Laura J. Baker

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NEW COLLEGE

Dean: Helene L. Caudill

Program Directors:

Master of Arts in College Student Development (MACSD):

Richard A. Parsells

Master of Arts in Counseling (MAC): Elizabeth M. Katz

Master of Liberal Arts (MLA): H. Ramsey Fowler

GRADUATE FACULTY

Alan J. Altimont...1986

Associate Professor of English
BA, Georgetown University, 1976;
PhD, University of Minnesota, 1990

Henry Altmiller...1969

Professor of Chemistry
BS, University of Notre Dame, 1964;
PhD, 1969

David Altounian...2013

Assistant Professor of Entrepreneurship
BS, California Coast University, 1993;
MBA, Northwestern University, 2007

Laura Baker...1989

Professor of Computer Science
BS, Texas A&M University, 1981;
MEd, Southwest Texas State University, 1987;
PhD, University of Texas at Austin, 1995

Kristy K. Ballard...2009

Assistant Professor of Kinesiology
BS, Tarleton State University, 1997; MEd, 1999;
PhD, Texas A&M University, College Station, 2006

Kin Barksdale...1999

Assistant Professor of Computer Information
Systems, New College
BS, Metropolitan State College of Denver, 1989;
MS, University of Colorado, 1995

Richard J. Bautch...2000

Professor of Humanities
BA, Marquette University, 1983;
MA, Loyola University of Chicago, 1988;
MDiv, Jesuit School of Theology at Berkeley, 1994;
MA, University of Notre Dame, 1999; PhD, 2001

Peter Beck...2003

Associate Professor of Environmental
Science and Policy
AB, Occidental College, 1986;
MA, Yale University, 1992;
PhD, Indiana University, 2000

Kathleen A. Brown...1994

Associate Professor of History
BA, San Francisco State University, 1985; MA, 1987;
PhD, University of Washington, 1996

Amy Burnett...2001

Associate Professor of Finance
BSChE, University of Texas at Austin, 1979;
MBA, Texas A&M University–Kingsville, 1984;
PhD, University of Texas at Austin, 1992

Shannan H. Butler...2006

Associate Professor of Communication
BS, John Brown University, 1989;
MA, University of Arkansas, Fayetteville, 1996;
PhD, Pennsylvania State University, 2002

Michaëlle Cameron...1996

Associate Professor of Marketing
BA, Youngstown State University, 1973;
MBA, University of Texas at Austin, 1978;
PhD, UT at Arlington, 1996

Craig Campbell...2003

Associate Professor of Public Safety Management,
New College
BA, University of Oklahoma 1970; MA, 1973;
MS, Oklahoma State University, 1976;
PhD, University of Texas at Austin, 1993

Helene Caudill...2003

Associate Professor of Management
BS, Georgia Institute of Technology, 1982;
MBA, University of North Texas, 1990; PhD, 1996

Karen Chitwood...2005

Assistant Professor of Counseling, New College
BA, Kansas State, 1967;
MA, Hunter College, CUNY, 1974;
PhD, New York University, 1980

Matthew T. Clements...2008

Associate Professor of Economics
AB, Harvard University, 1991;
MA, University of Washington, 1995;
PhD, Northwestern University, 2000

Kelley Coblentz Bautch...2002

Associate Professor of Religious and Theological Studies
BA, Indiana University, 1991;
MTS, Harvard Divinity School, 1994;
MA, University of Notre Dame, 1998; PhD, 2002

Carolyn Conn...2006

Professor of Accounting
BBA, Stephen F. Austin State University, 1972;
MBA, University of Arkansas–Fayetteville, 1975;
PhD, 1978

Shirley Cornett...2011

Assistant Professor of Counseling
BS, University of Houston, 1993;
MEd, Springfield College, 1995;
PhD, University of New Mexico, 2003

Dwight D. Daniel...2009

Assistant Professor of Computer Information Systems
BES, Johns Hopkins University, 1970;
MSE, University of Pennsylvania, 1972;
MS, SUNY Binghamton, 1978;
PhD, University of Texas at Austin, 1997

Barbara Filippidis...1987

Professor of English
BA, Lamar University, 1969;
MA, University of Houston, 1974; PhD, 1985

Steven S.W. Fletcher...2006

Associate Professor of Secondary Education
BS, University of Connecticut, 1988;
MEd, University of Arizona, 2000;
PhD, University of Texas at Austin, 2006

Christopher Flynn...2004

Associate Professor of English Literature
BS, Indiana University, 1987;
MA, University of California, 2000; PhD, 2002

H. Ramsey Fowler...1999

Associate Professor of English, New College
AB, Princeton University, 1959;
AMT, Harvard University, 1961;
AM, The University of Michigan, 1963; PhD, 1969

Teresita Garza...1998

Associate Professor of Communication
BA, University of Wisconsin, 1986; MA, 1991;
PhD, University of Iowa, 2003

Thomas W. George...1997

Associate Professor of Business Administration
BS, Creighton University, 1963;
MS, University of Wyoming, 1964;
JD, American University Washington College of Law, 1970;
LLM, The University of Houston Health
Law & Policy Institute, 1995;
PhD, University of Texas Medical Branch
in Galveston, 2009

Timothy Green...1988

Professor of English, New College
BA, West Texas State University, 1969; MA, 1971;
PhD, Texas Tech University, 1974

Sara Gibson...2012

Assistant Professor of Management
AB, Stanford University, 1972;
MBA, Vanderbilt University, 1978; MS, 1981;
MA, Fielding Graduate University, 2006; PhD, 2011

Jennifer Greene...2001

Associate Professor of Philosophy, New College
BA, University of Massachusetts–Boston, 1987;
MA, University of Texas at Austin, 1991; PhD, 1994

Susan Gunn...2006

Assistant Professor of English, New College
BA, St. Edward's University, 1991;
MA, Texas State University, 1996;
PhD, Kent State University, 2003

Eamonn F. Healy...1990

Professor of Chemistry
BSc, University College, Cork, Ireland, 1979;
PhD, University of Texas at Austin, 1984

Sarah Henseler...2001

Associate Professor of Psychology, New College
BA, Hope College, 1976;
MDiv, Princeton Theological Seminary, 1982;
MA, Graduate School and University Center of the
City University of New York, 1995; PhD, 2000

David R. Hollier...2006

Associate Professor of Education
BMusic Ed, McNeese State University, 1978;
MDiv, St. Meinrad School of Theology, 1983;
MEd, University of Louisiana–Lafayette, 1992;
EdD, University of Houston, 1997

Stanley O. Horner...2005

Associate Professor of Management
BA, University of Richmond, 1969;
MBA, University of South Carolina, 1975; PhD, 1979

John G. Houghton...1982

Associate Professor of Sociology, New College
BA, University of Texas at Austin, 1970;
MA, 1972; PhD, 1976

John V. Jones Jr....2001

Associate Professor of Counseling, New College
BA, North Texas State University, 1978;
MA, University of North Texas, 1989; PhD, 1996

Elizabeth M. Katz...1999

Associate Professor of Counseling, New College
BA, Newcomb College of Tulane University, 1970;
MS, Trinity University, 1974;
PhD, University of Texas at Austin, 1989

John E. Knorr...1977

Professor of Kinesiology
BA, University of Notre Dame, 1971;
MA, Southwest Texas State University, 1976;
EdD, University of North Texas, 1991

Richard L. Kopec...1985

Professor of Computer Science and Chemistry
BS, Michigan State University, 1975;
MS, Trinity University, 1988;
PhD, Indiana University, 1981

Sunny Lansdale...2012

Assistant Professor of Counseling, New College
BA, University of New Mexico, 1964;
MEd, University of Texas at Austin, 1970;
PhD, Fielding Graduate University, 1995

Judy Leavell...2006

Associate Professor of Reading
BA, University of Texas at Austin, 1968; BS, 1970;
MA, 1972; PhD, 1988

Emma Lou Linn...1971

Professor of Psychology
BA, University of Texas at Austin, 1960;
MA, 1964; PhD, 1966

Katherine J. Lopez...2012

Assistant Professor of Accounting
BS Trinity University, 2000; MS, 2001;
PhD, University of Texas at San Antonio, 2007

John S. Loucks IV...1992–97, 1999

Professor of Management
BBA, University of New Mexico, 1980;
MBA, Indiana University, 1984; PhD, 1987

Everett M. Lunning Jr....1993

Assistant Professor of Theater Arts
BA, Yale University, 1967;
MFA, Yale School of Drama, 1969

Paula Marks...1988

Professor of American Studies, New College
BA, St. Edward's University, 1978;
MA, University of Texas at Austin, 1980; PhD, 1987

Stephanie Poole Martinez...2003

Associate Professor of Communication
BS, Kent State University, 1991;
MA, Eastern Illinois University, 1998;
PhD, Southern Illinois University–Carbondale, 2003
MS, University of Minnesota, 1972; PhD, 1973

Vagdevi Meunier...2004

Associate Professor of Counseling, New College
BA, Women's Christian College, Madras, India, 1982;
MA, Mount Holyoke, 1987;
PsyD, Antioch University, 1997

Molly E. Minus...1993

Professor of Education
BA, Southwest Texas State University, 1965;
MA, University of Texas at Austin, 1976; PhD, 1993

Innes W. R. Mitchell...1993

Associate Professor of Communication
MA, University of Edinburgh, Scotland, 1985;
MA, University of Pittsburgh, 1987;
PhD, University of Kansas, 1997

Lewis A. Myers Jr....1990

Professor of Management
BS, University of Nebraska, 1965;
MBA, University of Alabama, 1968;
PhD, University of Texas at Austin, 1980

Paul Terry Newton...1979

Professor of University Programs
BA, Baylor University, 1971;
MA, Stanford University, 1972;
PhD, University of Texas at Austin, 1981

William E. Nichols...1999

Associate Professor of Political Science
BA, University of Iowa, 1979;
MA, George Washington University, 1985;
PhD, University of Texas at Austin, 1994

Joseph M. O'Neal...1979

Professor of Anthropology, New College
BA, Indiana University, 1965; MA, 1972;
PhD, University of Texas at Austin, 1977

Lorelei A. Ortiz...2002

Professor of Business Communication
BA, University of Texas at El Paso, 1995; MA, 1997;
PhD, New Mexico State University, 2001

Richard A. Parsells...2005

Associate Professor of Organizational Studies, New College
BA, University of Dayton, 1973; MPA, 1975; MBA, 1984;
PhD, Texas State University, 2006

Thomas R. Pate...1983

Associate Professor of Kinesiology
BS, Southwestern University, 1972;
MA, Texas Southern University, 1978;
PhD, University of Texas at Austin, 1995

Gregory Perry...2008

Assistant Professor of Digital Media Management
BA, Trinity University, 1984
JD, Texas Tech University School of Law, 1990

R. Gary Pletcher...2001

Assistant Professor of Management
BA, University of Memphis, 1972;
MS, University of North Texas, 1988;
PhD, Capella University, 2000

Constance Porter...2002

Associate Professor of Organization Development
BS, Southwest Missouri State University, 1977;
MEd, University of Texas at Austin, 1992; PhD, 1999

William J. Quinn...1983

Professor of Biology and Computer Science
BS, Colorado State University, 1973;
MS, North Carolina State University, 1978; PhD, 1982

Russell E. Rains...2005

Associate Professor of Digital Media Management
BM, University of North Texas, 1978;
JD, University of Houston Law Center, 1986

Catherine Rainwater...1987

Professor of English
BA, University of Texas at Austin, 1974;
MA, University of California–Irvine, 1976;
PhD, University of Texas at Austin, 1982

Mary Rist...1995

Professor of English Writing and Rhetoric
BA, Louisiana State University and A&M College, 1979;
MA, University of Virginia, 1981;
PhD, University of Texas at Austin, 1995

Camelia S. Rotaru...2007

Associate Professor of Finance
BBA, University of Craiova, Romania, 2000;
BBA, Schiller International University, 2000;
MBA, 2000;
PhD, Florida Atlantic University, 2005

Joanne Rao Sánchez...1980

Professor of History, New College
BA, Nazareth College, 1971;
MA, University of Notre Dame, 1973; PhD, 1979

Rajiv Raymond Sant...2005

Associate Professor of Finance
BS Engineering, Indian Institute of Technology,
New Delhi, India, 1975;
MBA, Indian Institute of Management,
Ahmedabad, India, 1977;
PhD, University of Pittsburgh, 1987

Nancy G. Schreiber...2014

Professor of Management
BA, Oberlin College, 1985;
MA, University of Detroit Mercy, 1988; PhD, 1991

Tom Sechrest...2005

Associate Professor of Management
BA, Florida State University, 1971; MS, 1973;
PhD, University of Texas at Austin, 1999

Louise Single...2007

Associate Professor of Accounting
BS, Georgetown University, 1980;
M Tax, Georgia State University, 1986;
PhD, University of Florida, 1995

Kris Sloan...2006

Associate Professor of Education
BA, University of Wisconsin–Eau Claire, 1987;
MA, Auburn University, 1993;
PhD, University of Texas at Austin, 2002

Danney F. Ursery...1986

Professor of Philosophy, New College
BA, North Texas State University, 1972;
MA, Texas Christian University, 1976

Joseph Vitone...1991

Professor of Photocommunications
BFA, Portland School of Art, 1981;
MFA, Rochester Institute of Technology, 1983

Keith Franklin Ward...2007

Assistant Professor of Management
BBA, Baylor University, 1979; MBA, 1980;
PhD, Ohio State University, 1998

Michael D. Wasserman...2013

Assistant Professor of Environmental Science and Policy
BA, University of Florida, 2002;
BS, University of Florida, 2002;
PhD, University of California, Berkeley, 2011

Kathleen Wilburn...2002

Professor of Management
BA, University of New Mexico, 1965; MA, 1967;
MA, University of Northern Colorado, 1976;
EdD, University of Southern California, 1983

Ralph Wilburn...2008

Assistant Professor of Management
BA, Park College, 1976;
MA, Pepperdine University, 1978;
PhD, University of Texas at Austin, 1991

Craig L. Williams...2006

Associate Professor of Management
BS, Cleveland State University, 1977; MBA, 1987;
PhD, Kent State University, 1995

John Withey...2007

Associate Professor of Marketing
BS, Indiana University, 1965;
MBA, Michigan State University, 1968;
PhD, Ohio State University, 1973

William Joseph Zanardi...1975

Professor of Philosophy
BA, Pontifical College Josephinum, 1969;
MA, Loyola University, 1972; PhD, 1975

W. Bradley Zehner II...2007

Associate Professor of Management
BA, University of California–Riverside, 1966;
MBA, University of Southern California, 1968;
MS, 1970; MA, Pepperdine University, 1983;
PhD, The Peter F. Drucker Graduate Management
Center, Claremont Graduate University, 1996

2014–2015 ACADEMIC CALENDAR

Fall 2014

August

For specific course begin and end dates, please check the online course schedule.

22–Sept. 5	Friday–Friday	Hilltopper Welcome Days
30	Saturday	Last day to change sections or add graduate full-term courses*

September

1	Monday	Labor Day holiday — no classes
10	Wednesday	Official Headcount Day; last day for unrecorded drops for graduate full-term courses*

October

1	Wednesday	Deadline to convert incomplete grades for Summer 2014 and deadline to initiate grade appeals for Spring or Summer 2014 courses
6	Monday	December graduation certifications due in the Office of the Registrar; Mid-term
17	Friday	Founder's Day holiday — no classes

November

4	Tuesday	Last day to withdraw from ANY graduate courses*
25–29	Tuesday–Saturday	Thanksgiving Break — no classes

December

1–6	Monday–Saturday	Exam/Test week
13	Saturday	Official degree date for December graduates
16	Tuesday	Final grades due by 11:59 p.m.

** Dates and deadlines differ by graduate degree program. Students are advised to go to think.stedwards.edu/registrar/resources and click the Dates and Deadlines link for the appropriate term to obtain information specific to their program.*

Students in the MBA with a concentration in Digital Media Management should consult their course schedule and their advisor with calendar questions.

Spring 2015

January

		For specific course begin and end dates, please check the online course schedule.
17	Saturday	Last day to change sections or add graduate full-term courses*
19	Monday	Martin Luther King Jr. holiday — no classes
28	Wednesday	Official Headcount Day; last day to drop unrecorded for graduate full-term courses*

February

23	Monday	May graduation certifications due in the Office of the Registrar; Mid-term
----	--------	--

March

2	Monday	Deadline to convert incomplete grades or initiate grade appeals for Fall 2014 courses
16–21	Monday–Saturday	Spring Break — no classes
30	Monday	Last day to withdraw from any graduate full-term courses*

April

2–4	Thursday–Saturday	Easter Break — no classes
6	Monday	No day classes; evening classes meet (5:00 p.m. and later)
27–May 2	Tuesday–Saturday	Exam/Test week for Tuesday–Saturday courses

May

7	Thursday	End of semester
9	Saturday	Commencement
12	Tuesday	Final grades due by 11:59 p.m.

** Dates and deadlines differ by graduate degree program. Students are advised to go to think.stedwards.edu/registrar/resources and click the Dates and Deadlines link for the appropriate term to obtain information specific to their program.*

Students in the MBA with a concentration in Digital Media Management should consult their course schedule and their advisor with calendar questions.

Summer 2015

May

		For specific course begin and end dates, please check the online course schedule.
23	Saturday	Last day to change sections or add graduate full-term courses*
25	Monday	Memorial Day — no classes

June

1	Monday	Official Headcount Day; last day to drop unrecorded for graduate full-term courses*
19	Friday	August graduation certifications due in the Office of the Registrar
30	Tuesday	Summer break — no classes meet except MSLE and MAOD

July

1	Wednesday	Deadline to convert incomplete grades or initiate grade appeals for Spring 2015 classes; Summer classes resume
3–4	Friday–Saturday	Independence Day holiday — no classes
15	Wednesday	Last day to withdraw from any graduate full-term courses*

August

13	Thursday	Last class day except for MSOLE and MAOD
15	Saturday	Official degree date for August graduates
18	Tuesday	Final grades due by 11:59 p.m.

** Dates and deadlines differ by graduate degree program. Students are advised to go to think.stedwards.edu/registrar/resources and click the Dates and Deadlines link for the appropriate term to obtain information specific to their program.*

Students in the MBA with a concentration in Digital Media Management should consult their course schedule and their advisor with calendar questions.

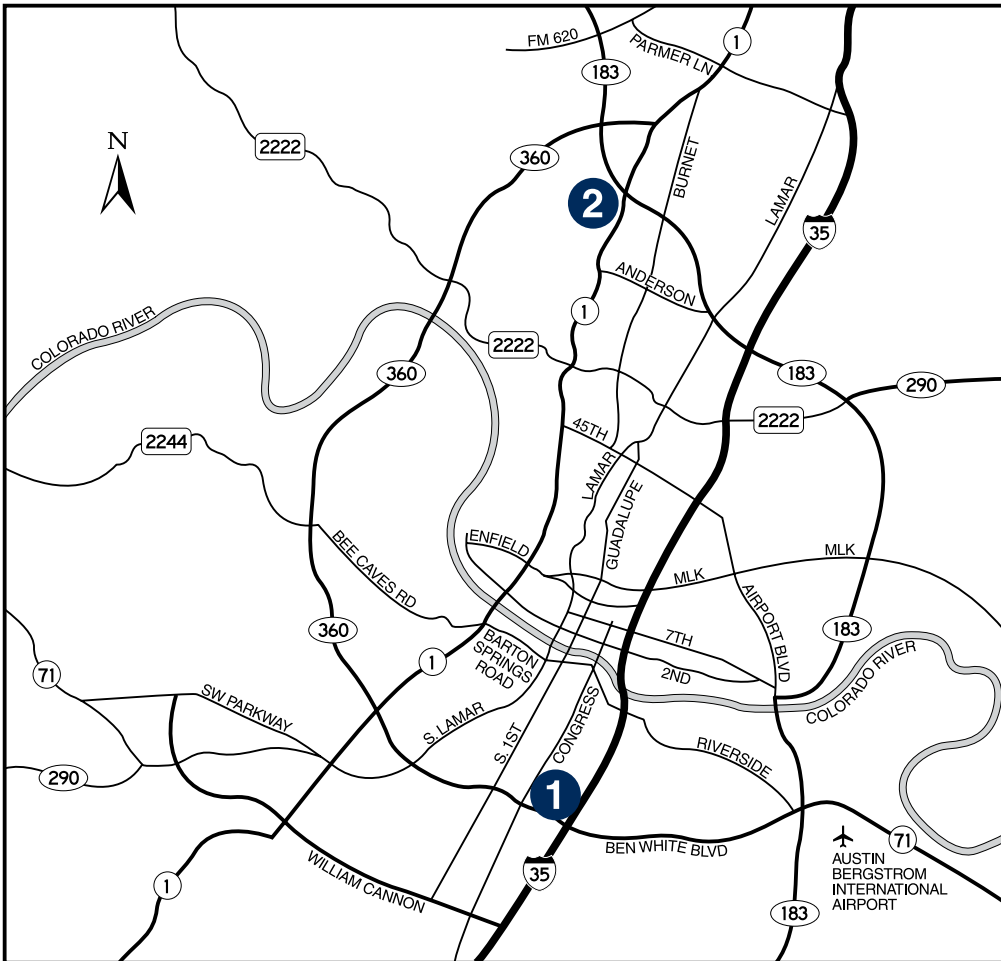
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CLASS SITES MAP

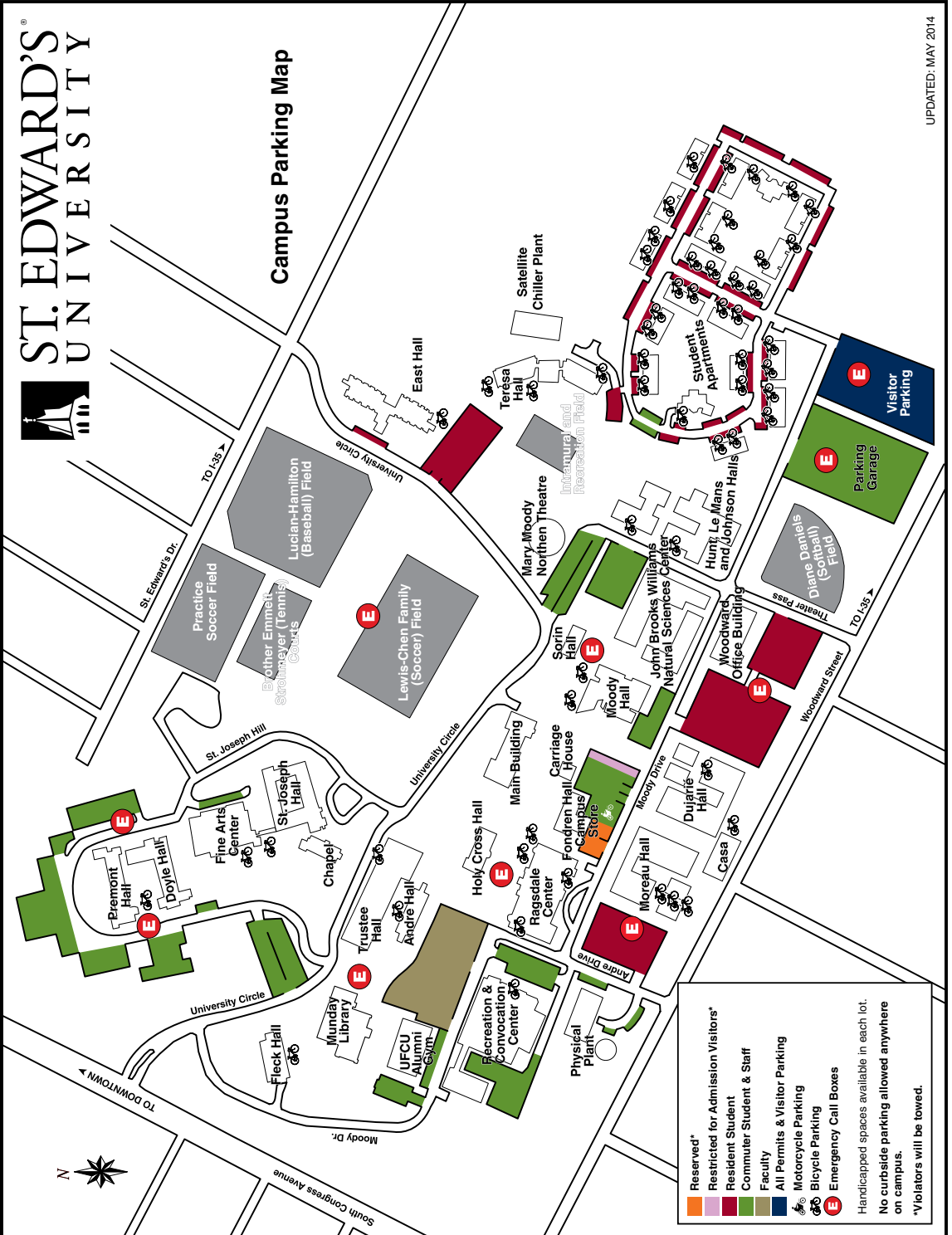


- 1** St. Edward's University
3001 South Congress Avenue
Austin, TX 78704
512-428-1050
- 2** St. Edward's University —
Professional Education Center (PEC)
9420 Research Blvd.
Austin, TX 78759
512-346-8110

CAMPUS MAP



Campus Parking Map



■ Reserved*
■ Restricted for Admission Visitors*
■ Resident Student
■ Commuter Student & Staff
■ Faculty
■ All Permits & Visitor Parking
■ Motorcycle Parking
■ Bicycle Parking
■ Emergency Call Boxes

Handicapped spaces available in each lot.
 No curbside parking allowed anywhere on campus.
 *Violators will be towed.

UPDATED: MAY 2014