Council on Social Work Education Reaffirmation Self-Study October 2021 Volume I



Cynthia Ann Parker College of Liberal Arts Abilene, Texas



Self-Study Volume 1 Narrative Responses to the Accreditation Standards Includes all Required Forms, Matrices, and Supporting Documentation to Demonstrate Compliance

Institution Name: Hardin-Simmons University

Program Level: Baccalaureate

Program Options: Abilene, Texas, USA

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Introductory Response to Covid

As the pandemic hit Texas in March 2020, academia was forced to make acute modifications in pedagogical methods. All classes were moved to an online platform within one week. Online classes were conducted synchronously and asynchronously through recordings to be more accommodating to student schedules. When campus closed at the end of Spring Break, students were primarily off campus and in other locations outside of Abilene. Maintaining relationships with students was a top priority. Remote office hours required new modes of communication and accessibility to faculty and staff by utilizing personal cell phones, social media platforms and apps for messaging, and other programs such as Zoom, GroupMe, Canvas, and Microsoft Teams for advising, student organization meetings, to conduct classes, and other communications. Accommodations were made for students to complete volunteer and field placement hours in order to meet learning objectives and individual student needs. Resource provisions had to be transformed as many campus and community resources were closed or unavailable. HSU donors provided funding to meet needs related to Covid-19. HSU Student Life, Technology Services, Mental Health Services, and other staff worked from their homes alongside faculty for student need provisions. For example, ensuring students had access to a computer, adequate internet service, and electronic copies of textbooks, and assure students' mental and physical health needs were being met.

Field Education was the most challenging during the Covid crisis as some field agencies closed or no longer allowed students to continue in their placement, while other students were able to continue without any disruption or were able to work remotely similarly to employees. A few minor changes were made to assignment due dates and formatting, but otherwise the criteria for field education remained the same. Field Seminar and Field Evaluations were conducted remotely via Zoom with Canvas for submission of documents. Remote, continuous contacts with Field Instructors were maintained. Student field placement accommodations were made as needed, dependent upon agency requirements and needs, with some student completing their field hours and meeting their learning objectives through telework and webinar learning.

HSU made the decision for the Spring 2020 semester to offer students the opportunity to receive a Pass/Fail grade, rather than the traditional letter grading system. Social Work opted to not participate in Pass/Fail for Social Work required courses. This program decision was made as a protective measure for students who would potentially seek advanced standing admission into graduate programs and/or seek licensure.

While the pandemic caused great disruption to our normal operations, the faculty and students utilized alternative methods for communication and learning. This led to some excellent learning experiences relevant to Social Work education, such as integrating telehealth and telework role play experiences in the Practice courses. This enhanced student learning in use of technology for the delivery of services, as well as adaptation of social work skills in a new format not utilized before. As learning continues into the summer and fall semesters, we continue to accommodate in accordance with Covid-19 precautions for the health and safety of the faculty, staff, and students at HSU.

Melissa Milliorn

Table of Contents

(Click item to link to page)

m Mission and Goals

Accreditation Standard 1.0 — Program Mission and Goals	6
Accreditation Standard 1.0.1:	7
Accreditation Standard 1.0.2:	10
Accreditation Standard 1.0.3:	14
Accreditation Standard B2.0 — Generalist Practice	18
Accreditation Standard B2.0.1:	18
Accreditation Standard B2.0.2:	23
Accreditation Standard B2.0.3:	27
Accreditation Standard 2.2 — Field Education	37
Accreditation Standard 2.2.1:	37
Accreditation Standard B2.2.2:	40
Accreditation Standard 2.2.4:	41
Accreditation Standard 2.2.5:	42
Accreditation Standard 2.2.6:	42
Accreditation Standard 2.2.7:	43
Accreditation Standard 2.2.8:	50
Accreditation Standard B2.2.9:	50
Accreditation Standard 2.2.10:	52
Accreditation Standard 2.2.11:	54
Accreditation Standard 3.0 — Diversity [Implicit Curriculum]	55
Accreditation Standard 3.0.1:	56
Accreditation Standard 3.0.2:	63
Accreditation Standard 3.0.3:	64
Accreditation Standard 3.1 — Student Development: Admissions; Advisement, Termination; and Student Participation	
Accreditation Standard B3.1.1:	66
Accreditation Standard 3.1.2:	67
Accreditation Standard 3.1.4:	68
Accreditation Standard 3.1.5:	68
Accreditation Standard 3.1.6:	69
Accreditation Standard 3.1.7:	70

Accreditation Standard 3.1.8:	82
Accreditation Standard 3.1.9:	83
Accreditation Standard 3.1.10:	85
Accreditation Standard 3.2 — Faculty	86
Accreditation Standard 3.2.1:	86
Accreditation Standard 3.2.2:	102
Accreditation Standard 3.2.3:	103
Accreditation Standard B3.2.4:	105
Accreditation Standard 3.2.5:	
Accreditation Standard 3.2.6:	
Accreditation Standard 3.2.7:	
Accreditation Standard 3.3 — Administrative Structure	114
Accreditation Standard 3.3.1:	
Accreditation Standard 3.3.2:	116
Accreditation Standard 3.3.3:	118
Accreditation Standard 3.3.4:	121
Accreditation Standard B3.3.4(a):	
Accreditation Standard B3.3.4(b):	
Accreditation Standard B3.3.4(c):	
Accreditation Standard 3.3.5:	124
Accreditation Standard 3.3.5(a):	
Accreditation Standard B3.3.5(b):	
Accreditation Standard B3.3.5(c):	
Accreditation Standard 3.3.6:	126
Accreditation Standard 3.4 — Resources	128
Accreditation Standard 3.4.1:	128
Accreditation Standard 3.4.2:	
Accreditation Standard 3.4.3:	
Accreditation Standard 3.4.4:	
Accreditation Standard 3.4.5:	144
Accreditation Standard 3.4.6:	145
Accreditation Standard 4.0 — Assessment	146

Accreditation Standard 4.0.1:	148
Accreditation Standard 4.0.2:	218
Accreditation Standard 4.0.3:	227
Accreditation Standard 4.0.4:	237
Accreditation Standard 4.0.5:	242
Enclosed Separately: Volume 2Course Syllabi for Required Courses Identified on Curriculum Mat Volume 3	` ′

Accreditation Standard I

Education Policy 1.0 Program Mission and Goals:

"The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context." (EP 1.0, EPAS 2015)

Accreditation Standard 1.0 — Program Mission and Goals

Accreditation Standard 1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

HSU Social Work Program Mission Statement:

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and,
- Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.

Hardin-Simmons Social Work program mission statement is consistent with the profession's purpose and values identified here:

Profession's Purpose:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (pg. 5, 2015 EPAS)

Profession's Values:

"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (EP 1.0, 2015 EPAS)

The mission of the social work program is consistent with the profession's purpose and values, explicitly focusing on the preparation of future professionals who are competent and effective generalist practitioners concerned with quality of life for all people and with high regard for service, social justice, dignity and worth of the person, integrity, importance of human relationships, scientific inquiry, and competence as the core values of the profession. This chart identifies the components of the HSU Social Work Program's Mission Statement that are consistent with the Social Work Profession's purpose and values:

Components of the	Components of the Program's Mission Statement	
Profession's		
Purpose & Values Person-in-environment	"Prepare students for competent and effective professional	
framework	social work practice as generalist practitioners by providing	
Tume work	appropriate knowledge, values and skills to serve	
	individuals, families, groups, organizations and	
	communities" implies the ecological person-in-environment	
	<u>framework based on a systems theory foundation.</u>	
Global perspective	"Produce leaders and advocates in policy development and	
	service delivery for human rights and social, economic, and	
	environmental justice within a global context " explicitly	
	states the global perspective.	
Respect for <u>human diversity</u>	"Develop professionals who promote social justice, dignity	
	and worth of the individual, the importance of human	
	relationships, human rights, and scientific inquiry, and who	
	are characterized by integrity, competence and service"	
	implies respect for <u>human diversity</u> which is fundamental to	
	social work values and ethics.	
Knowledge based on scientific	Explicit in the mission as, "Develop professionals who	
inquiry	promote social justice, dignity and worth of the individual,	
	the importance of human relationships, human rights, and	
	scientific inquiry, and who are characterized by integrity,	
	competence and service", and implicit in the mission statement, "Prepare students for competent and effective	
	professional social work practice as generalist practitioners	
	by providing appropriate knowledge , values and skills to	
	serve individuals, families, groups, organizations and	
	communities."	
Quest for social and economic	Not only does the statement mention social and economic	
justice	justice, it also includes environmental justice, "Produce	
	leaders and advocates in policy development and service	
	delivery for <u>human rights and social, economic, and</u>	
	environmental justice"	
Prevention of conditions that	Prevention of conditions that limit human rights is implied	
limit <u>human rights</u>	throughout the mission as, "Prepare students for competent	
	and effective professional social work practice as generalist	
	<u>practitioners</u> by providing appropriate knowledge, values and	
	skills to serve individuals, families, groups, organizations	
	and communities; Develop professionals who promote social	
	justice, dignity and worth of the individual, the importance	
	of human relationships, <u>human rights</u> , and scientific inquiry,	
	and who are characterized by integrity, competence and	
	service; and, Produce leaders and advocates in policy	
	development and service delivery for <u>human rights and</u>	

	social, economic, and environmental justice within a global context."
Elimination of poverty	Implicitly stated, "Competent and effective generalist practice" involves a concern for the elimination of poverty within an ecological framework, and further to "Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice" signifying the elimination of poverty conceptually.
Enhancement of the quality of life for all persons, locally and globally	"Competent and effective generalist practice" and "within a global context" insinuates expectations for the enhancement of the quality of life for all persons, locally or globally.
Valuing service	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service"
Valuing social justice	Explicitly stated, "Develop professionals who promote social justice , dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service"
Valuing dignity and worth of the person	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual , the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service"
Valuing importance of human relationships	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships , human rights, and scientific inquiry, and who are characterized by integrity, competence and service"
Valuing integrity	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity , competence and service"
Valuing competence	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service"
Valuing human rights	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights , and scientific

	inquiry, and who are characterized by integrity, competence and service"
Valuing scientific inquiry	Explicitly stated, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry , and who are characterized by integrity, competence and service"

The traditional program is the only program option.

Accreditation Standard 1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

The Hardin-Simmons University Mission Statement is provided below with a compliance chart to follow which will correlate how the program's mission is consistent with the institutional mission.

Hardin-Simmons University Mission:

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values. (HSU Student Handbook, p. 1)

Hardin-Simmons was founded in 1891 as Abilene Baptist College, renamed Simmons College in honor of the first major donor, Dr. James B. Simmons, a Baptist minister of New York City, and later named Hardin-Simmons University in recognition of gifts by Mr. and Mrs. John G. Hardin of Burkburnett, Texas. The University has become well established with a growing endowment and modern facilities.

Originally founded by the Sweetwater Baptist Association, the University has been affiliated with the Baptist General Convention of Texas since 1941.

Throughout its history, Hardin-Simmons University has emphasized religious training and spiritual values; hundreds of preachers, missionaries, and directors of religious education and music are among the alumni. The foundation agreement reads in part that the school's purpose shall be "To bring young men and women to Christ; to teach them of Christ; to train them for Christ."

Hardin-Simmons University Statement of Purpose:

Hardin-Simmons University, a church-related institution affiliated with the Baptist General Convention of Texas:

Fosters the intellectual development of students by providing an academically challenging undergraduate education based on a liberal arts foundation and advances scholarly growth by offering specialized graduate and professional degree programs.

Academic excellence continues as a priority at Hardin-Simmons University as it has for more than a century. The foundational curriculum involves students in a broad range of inquiry relating general studies with requirements of the chosen major. Graduate programs broaden the scope of learning in scientific and professional disciplines and encourage students to regard learning as a lifelong process. Small classes taught by experienced scholars give the opportunity for interactive learning. The institution's commitment to excellence is best illustrated through the lives of graduates who traditionally have excelled in a wide variety of fields.

Affirms the relevance and importance of the Christian faith for life in the contemporary world by maintaining a clear identification with the loyalty to the Christian faith and functioning within the context of historic Baptist values and principles. Founded in 1891 by a determined group of ministers, ranchers and merchants, Hardin-Simmons University established dual goals of developing the mind and nurturing the spiritual life of its students. That commitment to encourage growth in faith and knowledge has remained central. Believing academic excellence and Christian faith to be complementary, the University emphasizes the need for interaction between faith and reason.

Encourages individuals to lead lives of service through active involvement in intellectual, cultural and religious life, both on the campus and in the larger communities of Abilene and the world.

Although Western in tradition, the University takes pride in the cosmopolitan nature of its students, faculty and staff, and encourages the development of an international perspective. Through its leadership in providing intellectual, spiritual, cultural and social opportunities, the University serves as catalyst for the advancement and enrichment of its students and the community. (2019-2020 HSU Undergraduate Catalog, pg. 8-9)

Explanation of Consistency of Program's Mission with the Institutional Mission:

This chart provides a visual depiction of the correlations between the program's mission and that of the institution of HSU. Following this chart, a narrative description will fully explain the consistency between the program and institutional missions contextually.

Components of the Institutional Mission	Components of the Program's Mission Statement
Fosters the intellectual development of students	The program's mission implicitly fosters intellectual development of students by preparing "students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge", "develop professionals", and "produce leaders and advocates".
Academic excellence	Within the program's mission as, "to prepare students for competent and effective

	professional social work practice" which
	professional social work practice" which
	requires academic excellence for field
	practicum, graduation, licensure as a
	professional, and potential admission into an
	accredited graduate social work program with
	advanced standing.
Affirms the relevance and importance of the	The program's mission statement
Christian faith	intentionally does not make a statement
	related to Christian faith due to the core
	values of the profession of social work,
	"social justice, dignity and worth of the
	individual, the importance of human
	relationships, human rights, and scientific
	inquiry, and who are characterized by
	integrity, competence and service". For
	students of Christian faith, these values
	distinctly correlate with personal Christian
	values and are often part of their work,
	particularly service, dignity, and integrity. For
	students not of Christian faith, they have the
	right and freedom to their individual beliefs
	without imposing or requiring Christian faith.
	Spirituality is imbedded within the explicit
	and implicit curriculum in compliance with
	the CSWE Competencies.
Engage and individuals to lead lives of	
Encourages individuals to lead lives of	Being fundamental to social work, service is
service on the campus and in the larger	mentioned twice in the program's mission
communities of Abilene and the world.	statement and embedded within the explicit
	and implicit curriculum. Students are
	encouraged to serve in local, regional, state,
	national, and international levels.

Program's Context:

"Context encompasses the mission of the institution in which the program is located, and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research." (EP 1.0, 2015 EPAS)

The context and culture of Hardin-Simmons University is substantially influenced through the affiliation with the Baptist General Convention of Texas, by the geographical location of rural West Central Texas, and a firm historical western heritage. HSU provides a Christian environment providing quality education enlightened by Christian faith and values. West Central

Texas is considerably rural, often referred to as the Big Country, with a strong sense of faith, family, and community. HSU's deep roots of western heritage, our school mascot being the Cowboys and Cowgirls, and the legacy of the families and individuals who have been and are a part of our institutional family are all foundational to the functioning of this university. The history of James B. Simmons continues to strongly influence the context of Hardin-Simmons as well. Simmons was a pastor, missionary, and abolitionist who worked passionately for post-Civil War freed slaves living in deplorable poverty without access to basic needs. Simmons was passionate about providing educational opportunities and he helped establish more than 10 institutions of higher education, including Hardin-Simmons University, previously known as Simmons College. It was Simmons' desire to name this new college *Christlieb College*, meaning the College of Christ's love, which laid the foundation for the context, culture, and mission of HSU today.

In keeping with the work of James B. Simmons, the inclusion of Social Work at HSU simply makes sense. The HSU Social Work Program's context is comparable to that of the institution and culture of West Central Texas, and the work of Simmons himself. The core values of the Social Work profession are distinctly congruent with the geographical, cultural and spiritual values and beliefs of West Texas and HSU, while also allowing flexibility within the program's context and culture to honor and affirm the diverse beliefs of our students, faculty, staff, and community partners. The program's mission, in keeping with the priorities of HSU, fosters intellectual development and academic excellence by preparing "students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge", "develop professionals", and "produce leaders and advocates", while preparing "students for competent and effective professional social work practice" and becoming lifelong learners. (HSU Social Work Program Mission and Goals, AS 1.0.1)

Regarding the institutional mission of affirmation of Christian faith, the program's mission statement is intentional in omitting a specific faith statement due to the core values of the profession of social work. As social work professionals, the faculty in the program teach and prepare students as future social workers for professional practice. The concepts of meeting the person where they are and withholding judgement are paramount in the implicit curriculum, through the working relationships between faculty and students, and through allowing students to develop their own beliefs and values without imposing or requiring a specific Christian or religious faith. Students learn the core values, "social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service", and are challenged to use reflection and self-regulation to manage personal values and maintain professionalism. Students have the right to their own morals, values and beliefs and all are challenged to examine their personal values in contrast to the those of the profession and those of HSU. For students who are of Christian faith, the core values of the profession distinctly correlate with their personal Christian values and are often easily integrated into their work, particularly the values of service, dignity, integrity, and importance of relationships. For students not of Christian faith, they have the right and freedom to their individual beliefs without an imposition of Christian faith in keeping with the NASW Code of Ethics values, principles, and standards. Considerations of spirituality, as one component of holistic engagement, assessment, intervention, and evaluation, are imbedded within the explicit and implicit curriculum in compliance with the CSWE Competencies.

Service is likely the most obvious of the core values imbedded throughout the program's explicit and implicit curriculum. The University mission identifies service learning as a crucial component of student learning. This holds true with the Social Work program where students are required to complete over 510 hours of service learning through their courses, inclusive of field education hours. Students are strongly encouraged to participate in activities and community service projects through the Social Work Club and Sigma Beta (Phi Alpha Chapter), as well as other community events, volunteer opportunities, conferences, and participation in professional associations, agency and community committees, boards, and coalitions. Service is foundational to the context and culture at HSU and within the Social Work program.

The program only has one option, a traditional face-to-face program.

Accreditation Standard 1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.

HSU Social Work Program Goals:

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
- 4. To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
- 5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

The program's goals are directly and intentionally derived from the program's mission. The chart provided below explicitly correlates the program mission and goals:

	Program's Goals	Components of the Program's Mission
1.	To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.	As an extension of the mission, "Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities; Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and, Produce leaders and advocates in policy development and service delivery for human rights and social and economic justice within a global context."
2.	To provide students with a generalist 's knowledge of social work that is broad in scope including: scientific inquiry for researchinformed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.	This goal is derived directly out of the mission, "Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge , values and skills to serve individuals , families , groups , organizations and communities ; and, Produce leaders and advocates in policy development and service delivery for human rights and social and economic justice within a global context ."
3.	To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.	This goal correlates to the mission, "Develop professionals who promote social justice , dignity and worth of the individual, the importance of human relationships, human rights , and scientific inquiry, and who are characterized by integrity, competence and service; and, Produce leaders and advocates in policy development and service delivery for human rights and social and economic justice within a global context."
4.	To foster student development and utilization of relational, cognitive, political and professional skills	The mission to, "Prepare students for competent and effective professional social work practice as generalist practitioners by

appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.	providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities" lead to the development of this goal.
5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.	This goal is the mechanism by which the mission, "Prepare students for competent and effective professional social work practice as generalist practitioners" is extended.

The program has only one option.

Accreditation Standard B2.0

Educational Policy 2.0 Generalist Practice:

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice." (EP 2.0, EPAS 2015)

Accreditation Standard B2.0 — Generalist Practice

Accreditation Standard B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in **EP 2.0**.

The program mission and goals are consistent with generalist practice as defined in EP 2.0 above. The program mission and goals are provided here, in conjunction with the definition of generalist practice as provided earlier, followed by a chart conveying linkage between the program mission and goals and generalist practice.

HSU Social Work Program Mission

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and,
- Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.

HSU Social Work Program Goals

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
- 4. To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.

5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

The program's mission and goals are consistent with the definition of Generalist Practice as provided in EP 2.0, ultimately for students to identify as social work professionals grounded in the liberal arts with knowledge based on the ecological person-in-environment framework grounded in systems theory, integrating the core values of the profession and holistic social work competence with regard to promoting human and social well-being through a variety of proactive and interventive methods at all system levels. The chart below explicitly portrays the linkage between the mission, goals, and definition of generalist practice:

Component of the Generalist Practice Definition	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts	Implicit with the program being housed within the College of Liberal Arts at HSU. Mission states, "As members of the Christian community of Hardin-Simmons University"	Goals explicitly state, "To provide students with a generalist's knowledge of social work that is broad in scope".
Person-in-environment framework	The mission portrays "within a global context" and "to serve individuals, families, groups, organizations and communities". This implies use of the person-inenvironment framework.	The goals, "To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals" and "active participation in the profession and community" parallels the person-inenvironment framework.
Promote human and social well-being	The mission presupposes promotion of human and social well-being by the following statements; "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, and who are characterized by integrity,	This goal is relevant to promoting human and social well-being: "To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service

	competence and service" and, "Produce leaders and advocates in policy development and service delivery"	delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized".
Range of prevention and intervention methods	The mission correlatively states to, "Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills".	The goals, "To provide students with a generalist's knowledge of social work that is broad in scope" and "To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice" reveal a range of prevention and intervention methodologies.
Practice with diverse individuals, families, groups, organizations, and communities	The mission clearly states, "Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities within a global context".	The goals definitively outline, "educate students to understand and embrace diversity in the worldand through leadership in the development of a nurturing and supportive environment for all people, especially those who are marginalized" and "respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation" with "individuals, families, groups, organizations and communities".
Scientific inquiry and best practices	"Develop professionals who promote social justice, dignity and worth of the	"To provide students with a generalist's knowledge of social work that is broad in

	individual, the importance of human relationships, human rights, and scientific inquiry".	scope including: scientific inquiry for research-informed practice and practice-informed research".
Practitioner identifies with the social work profession	"Prepare students for competent and effective professional social work practice as generalist practitioners"	"To prepare students for effective, competent and ethical professional social work practice"
Applies ethical principles	"To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession".	"To prepare students for effective, competent and ethical professional social work practice"
Critical thinking	Critical thinking is implied through the statement, "Prepare students for competent and effective professional social work practice as generalist practitioners" and as correspondingly implied in the goal statement.	Precisely stated, "apply critical thinking within the context of professional social work practice".
Practice at the micro, mezzo, and macro levels	The statement includes, "individuals, families, groups, organizations and communities" which equates to micro, mezzo, and macro levels of practice.	Goals state, "individuals, families, groups, organizations and communities" which are micro, mezzo, and macro levels of practice.
Engage diversity in practice	The mission states, "Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service" and, "Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice	Two goals definitively outline, "educate students to understand and embrace diversity in the worldand through leadership in the development of a nurturing and supportive environment for all people, especially those who are marginalized" and "respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression,

	*41 * 1 1 1 4 4 11	** * * *
	within a global context."	marital status, national
	These statements imply	origin, race, religion, sex and
	engagement of diversity in	sexual orientation".
	practice.	
Advocate for human rights	Precisely stated in the	Goals include, "be committed
and social and economic	mission, "promote social	to the promotion of human
justice	justicehuman rights"	rights and social and
	and "Produce leaders and	economic justice".
	advocates in policy	
	development and service	
	delivery for human rights	
	and social, economic, and	
	environmental justice within	
	a global context".	
Recognize, support, and build	Ambiguously stated, "in	"To prepare students for
on the strengths and	policy development and	effective, competent and ethical
resiliency of all human beings	service delivery for human	professional social work
	rights and social, economic,	practiceincluding respect
	and environmental justice	and acceptance of all
	within a global context".	individuals".
Engage in research-informed	The mission implies engaging	Well stated in the goal, "To
practice	in research-informed practice	provide students with a
Principal	through "scientific inquiry".	generalist's
	1,	knowledgeincluding:
		scientific inquiry for
		research-informed practice
		and practice-informed
		research".
Proactive in responding to the	The mission implies context ,	The goals exactly states,
impact of context on	"As members of the	"specific understanding of
professional practice	Christian community",	practice settings, contexts,
	"appropriate knowledge,	and clientele" and "within the
	values, and skills", and	context of professional social
	"within a global context ".	work practice".
	"within a global context ".	work practice".

The program has only one option.

Accreditation Standard B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

The curriculum within the Social Work Program constitutes the program's formal educational structure while achieving competency-based education through intentional curricular design. The explicit curriculum is designed by the social work faculty to achieve the program's goals and overall mission within the university context, and toward the attainment of holistic competence. The HSU Social Work Advisory Council assists in designing the curriculum by reviewing curricular additions or changes, making suggestions for enhancement of the curriculum, and informally approving additions or changes in the curricula. At the College level the curricula must be approved through the Liberal Arts Curriculum Committee. Once approved at the College level, the University General Education Council must approve, with final approval from the faculty at large and the University Registrar.

"The HSU Social Work Program operates as an autonomous program within the multi-disciplinary Cynthia Ann Parker College of Liberal Arts. The Social Work Program's faculty and staff believe that the context which promotes a Christian education and competency-based focus readily fulfills the requirements and expectations in social work education. This atmosphere resonates with the social work profession in providing opportunities for students to apply ethical principles and critical thinking through practice experiences while incorporating diversity, advocating for human rights and promoting social and economic justice. Curricula and practices have been developed to promote such educational experiences as well as incorporating opportunities for skill development relevant to the 9 social work competencies and 31 practice behaviors outlined in CSWE EPAS 2015." (HSU Social Work Student Handbook, pg.7)

Integration Between Classroom and Field: The implicit and explicit curricula is specifically designed to assimilate service learning throughout the program. Specifically, this is outlined in the *HSU Social Work Student Handbook*:

"The curriculum of the HSU Social Work Program is structured to provide students with a liberal arts foundation in a Christian setting while incorporating specific and perpetual efforts to provide a learning environment focused on competency based education.....HSU's Social Work Program was designed to be a true four year program integrating service learning into each year of formal education.....The intent is to keep the students connected to social work, both academically and professionally.....This academic and professional connectedness promotes active, participatory learning and a coherent integration of knowledge, values, and skills between the classroom and the field. The connectedness of our students is vital in keeping their learning active, coherent and integrated between the classroom and the field.

The Program Faculty reserves the right to set standards and change course requirements for the major in social work." (*HSU Social Work Student Handbook*, pg. 9)

A sample degree plan is provided to students to assist them in planning their course schedule and to better understand the curriculum requirements integrating classroom and field and meeting the requirements to graduate with the Bachelor of Behavioral Science degree in Social Work, or the Bachelor of Science degree in Social Work and Psychology at HSU. These degree plans on the next two pages visually represent the integration between the classroom and field. Students begin in the Introduction to Social Work serving in the community, writing weekly activity logs associating service-learning experiences to course content. This continues in Practice I class, simulating integrations of transformative social work knowledge, values, skills, and cognitive & affective processes as preparation for senior year field placement and on to professional practice. In Practice III, the focus transitions to more mezzo and macro level work through a group community project assignment, including research, presentations, analysis of the group work and the project, documentation in a report through writing a paper. This class formally prepares students for field placement the following year.

The program has only one option

Bachelor of Behavioral Science in Social Work Degree Plan



HARDIN-SIMMONS

The Social Work Department

Box 16218/Abilene, TX 79698-6218/ 325-670-1281 or 325-670-1275

Four Year Course Plan

Bachelor of Behavioral Science Degree in Social Work

Freshman Year

FALL		SPRING	
SCWK 1350 Intro to SCWK	3	SOCI 1301 Intro to SOCI	3
ENGL 1301 or 1302	3	COMM 1301 Intro to Comm	3
FYSM 1300	3	CSCI 1303 Computer Science	3
BIBL 1301 or 1302	3	REL 2345	3
PSYC 1301 Intro into PSYC	3	Fine Arts, (Art, Music, or Theatre)	3
KINE Wellness for Life (1170)	1	KINE	1
	16		to
	Sophomore	?Year	
BIOL (2410 preferred)	4	SCWK 2303 Practice I	3
SCWK 2365 HBSE II	.3	SCWK 2360 HBSE I	3
SOCI 2302 Social Problems	3	PHIL 2335 Applied Ethics	3
POLS	3	ENGL 2301, 2302, or 2303 Lit	3
HIST 1300	3	MATH	3
		KINE	1
	10		18
	Junior Y	ear	
SCWK 3370 SCWK Practice II	3	SCWK 3375 SCWK Practice III	3
SCWK 3360 Social Welfare Policy 1	3	SCWK 3365 Social Welfare Policy II	3
Science (not Biology)	3	SCWK 3380 Research Methods	3
SCWK Advanced Elective	3	SCWK Advance Elective	3
ENGL 3300 Writing Course	3.	PSYC Advanced Elective	3
	15		15
	Senior Y	ear	
SCWK 4310 Senior Seminar	3	SCWK 4320 Senior Seminar	3
SCWK 4450 Field Instruction I	4	SCWK 4552 Field Instruction II	5
SCWR Advanced Elective	3	Electives	3
SOCI Advanced Elective	3	Electives	3
	13		14
Hours required 121 minimum Advanced hours: 30 in major, 42 mini Chapel Required	mum	Residence Credit: 30 hours Cumulative and Major GPA: 2.0 Grades of C or above transfer	

Updated April 2020
Social Work Courses to be taken sequentially with C or above required
SUBJECT TO FURTHER CHECKING BY CATALOG REGULATIONS

Bachelor of Science in Social Work and Psychology Degree Plan



HARDIN-SIMMONS

UNIVERSITY

The Social Work Department

Box 16218/Abilene, TX 79698-6218/ 325-670-1281 or 325-670-1275

Four Year Course Plan

Bachelor of Science Degree in Social Work and Psychology

Freshman Year

	rres	nman i ear	
FALL		SPRING	
SCWK 1350 Intro to SCWK	3	SOCI 1301 Intro to SOCI	3
ENGL 1301 or 1302	3	COMM 1301 Intro to Comm	3
FYSM 1300	3	PSYC 3303	3
BIBL 1301 or 1302	3	REL 2345	3
PSYC 1301 Intro into PSYC	3	Fine Arts, (Art, Music, or Theatre)	3
FSSC Wellness for Life (1170)	1	FSSC	1
	16		16
	Son	ohom ore Year	
BIOL (2410 preferred) or ENVS	3 (1 Lab)	SCWK 2303 Practice I	3
SCWK 2365 HBSE II	3	SCWK 2360 HBSE I	3
MATH (1310 or higher)	3	PSYC 3306/3337	3
POLS or PHIL	3	ENGL 2301, 2302, or 2303 Lit	3
HIST 1300	3	MATH (1310 or higher)	3
FSSC	1		
	16 or 17 if lab		15
	- 4	Junior Year	
SCWK 3370 SCWK Practice II	3	SCWK 3375 SCWK Practice III	3
SCWK 3360 Social Welfare Policy I	3	SCWK 3365 Social Welfare Policy II	3
PSYC3307/3340/4340	3	PSYC 3308/SCWK 3380 Research Methods	3
PHYS, GEOL, CHEM or PHSC	3 (1 Lab)	PSYC 4335	3
ENGL 3300 Writing as Discovery	3	Science Elective (poss. Lab)	3
	15or 16 if lab		15 or 16 iflab
		Senior Year	
SCWK 4310 Senior Seminar	3	SCWK 4320 Senior Seminar	3
SCWK 4450 Field Instruction I	4	SCWK 4552 Field Instruction II	5
SCWK Advanced Elective	3	PSYC Upper Level Elective	3
PSYC Upper Level Elective	3	PSYC Upper Level Electives	3
PSYC Upper Level Elective	3		
	16		14
Hours required: 125 minimum Advanced hours: 30 in PSYC, 42 SCWI Chapel and Writing Proficiency Require		Residence Credit: 30 hours Cumulative and Major GPA: 2.0 Grades of C or above transfer	

Updated April 2019

Social Work Courses to be taken sequentially in the order given SUBJECT TO FURTHER CHECKING BY CATALOG REGULATIONS

Accreditation Standard B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

The Curriculum Matrix provided on the next pages conceptually links the nine social work competencies throughout each level of the social work curriculum. The competencies are exhibited multi-dimensionally within the required social work courses. Only the explicit curriculum, which are the required social work courses, are included in this curriculum matrix and are further utilized for assessment of the explicit curriculum.

HSU Generalist Practice Curriculum Matrix

Traditional Program is the only option

Competency	Course Number & Title	Generalist Course Content	Dimension(s)	System Levels	Page Number in Volume II (Syllabi)
Competency 1: Demonstrate Ethical & Professional Behavior	SCWK 1350: Introduction to Social Work	Volunteer Term Paper: 1) 30 hours of service learning in an agency setting; 2) demonstrate professional demeanor in behavior; appearance; and oral, written, & electronic communication	Knowledge, Values, Skills		Page 11
	SCWK 2303: Social Work Practice I	Professional Social Work Interview: 1) Utilize professional interviewing skills; 2) Demonstrate use of reflection & self- regulation to manage personal values & maintain professionalism in practice situations	Values & Skills		Page 12
	SCWK 3370: Social Work Practice II	Case Analysis: 1) Address any potential ethical dilemmas when working with an individual; 2) Assessment & Planning with an Individual	Values, Skills, Cognitive & Affective Processes		Page 50
	SCWK 4450: Field Instruction I	Case Presentation Paper: Analyze a client system relevant to ethics, critical thinking, diversity & social justice, research, policy, theory, & the helping process for generalist practice	Knowledge, Values, Skills, & C/A Processes		Page 92
		Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes		Page 85
	SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes		Page 94

Competency 2: Engage Diversity & Difference in Practice	SCWK 2303: Social Work Practice I	Diversity Interview:1) Document underst&ing of how diversity shapes human experience & formation of identity; 2) Present themselves as learners, engaging constituencies as experts of their own experiences	Knowledge, Values, & C/A Processes	Page 19
	SCWK 3370: Social Work Practice II	Cultural Bias Analysis:1) Select a personal bias to be challenged through analysis; 2) Reflect on the impact of the bias from the perspective of other to determine negative influences, effects, outcomes of bias; 3) Determine any challenges, changes, effects to student development as a professional	Knowledge, Values, & C/A Processes	Page 55
	SCWK 4450: Field Instruction I	Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 85
	SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 94
		Speak Out Project: Requires students to address a social justice issue relevant to clients/agency through advocacy efforts to promote awareness &/or change	Knowledge, Values, Skills, & C/A Processes	Page 102

Competency 3: Advance Human Rights & Social, Economic, & Environmental Justice	SCWK 3360: Social Welfare Policy I	Social Welfare Problem Review: 1) Research a social problem to become an expert on the topic 2) Identify attempts to address the social problem 3) Identify potential policy solutions to address the problem	Knowledge, Values, & C/A Processes	Page 42
	SCWK 3375: Social Work Practice III	Macro Group Community Project: 1) As a group, class identifies & clearly defines a community issue/problem; 2) Conduct needs assessment & thorough research; 3) Identify a plan for change	Knowledge, Skills, & C/A Processes	Page 62
	SCWK 4450: Field Instruction I	Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 85
	SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 94
		Speak Out Project: Requires students to address a social justice issue relevant to clients/agency through advocacy efforts to promote awareness &/or change	Knowledge, Values, Skills, & C/A Processes	Page 102

Engage in Practice-informed Research & Research-informedResearch Methods1) Identify problem & define purpose of research 2) Lit Review with hypothesis statement 3) Theoretical applicationValues, Skills, & C/A Processes	Page 69
Practice-informed Research & Research-informedMethods 2) Lit Review with hypothesis statement 3) Theoretical applicationC/A Processes	
Research-informed 3) Theoretical application	
Research-informed 3) Theoretical application	
D 4	
Practice 4) Identify research methods utilized;	
sampling; variables	
	Page 71
Senior 1) Conduct extensive review of literature Values, Skills, &	
Research related to your research topic/field C/A Processes	
Seminar I 2) Select research hypothesis, design,	
methods	
SCWK 4320: Research Project: Knowledge,	Page 77
Senior 1) Based on Lit Review above: Abstract; Values, Skills, &	
Research Intro; Lit Review; Hypothesis; Data & C/A Processes	
Seminar II Methods; Results; Conclusion	
SCWK 4450: Fall Field Evaluation: Knowledge,	Page 85
Field Explicit evaluation of student performance Values, Skills, &	
Instruction I in field agency C/A Processes	
	Page 94
Field Explicit evaluation of student performance Values, Skills, &	8- > .
Instruction II in field agency C/A Processes	
Major Integration Paper: Knowledge,	Page 101
Demonstrate capacity to integrate & Values, Skills, &	
apply seminal Social Work C/A Processes	
knowledge, values, skills for holistic	
competence.	
competence.	

Competency 5: Engage in Policy Practice	SCWK 3365: Social Welfare Policy II	Social Welfare Policy Analysis: 1) Based on Social Welfare Problem Review – identify policy addressing the problem; 2) Conduct policy analysis; 3) Make recommendations/advocate for change	Knowledge, Values, & C/A Processes	Page 48
		Advocacy Packet: Related to Policy Analysis; develop advocacy letters, fact sheets, & reference page; use packet in advocacy	Knowledge, Values, Skills & C/A Processes	Page 49
	SCWK 4450: Field Instruction I	Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 85
	SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Page 94

Competency 6: Engage with Individuals,	SCWK 2303: Social Work Practice I	Final Exam Role Play: Integration of knowledge, values & skills in a role play exercise of individual, couple or family	Knowledge, Values, Skills, & C/A Processes	Individuals/Families	Page 12
Families, Groups, Organizations, & Communities	SCWK 3370: Social Work Practice II	Final Exam Role Play: Integration of knowledge, values & skills in a role play exercise of family, group, organization, or community	Knowledge, Values, Skills, & C/A Processes	Families/Groups/ Organizations/ Communities	Page 50
	SCWK 3375: Social Work Practice III	Macro Group Community Project: 1) As a group, class identifies & clearly defines a community issue/problem; 2) Conduct needs assessment & thorough research; 3) Identify a plan for change	Knowledge, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 62
	SCWK 4450: Field Instruction I	Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 85
	SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 94

Competency 7:	SCWK 2303:	Final Exam Role Play: Integration of	Knowledge,	Individuals/Families	Page 12
Assess Individuals,	Social Work	knowledge, values & skills in a role play	Values, Skills, &		
Families, Groups,	Practice I	exercise of individual, couple or family	C/A Processes		
Organizations, &					
Communities	SCWK 2365:	Autobiography:	Knowledge,	Individuals	Page 35
	Human	1) Evaluation of self	Values,		
	Behavior & the	2) Use of theoretical framework	Skills, & C/A		
	Social	3)Bio-psycho-social-cultural assessment	Processes		
	Environment II				
	SWK 3370:	Final Exam Role Play: Integration of	Knowledge,	Families/Groups/	Page 50
	Social Work	knowledge, values & skills in a role play	Values,	Organizations/	
	Practice II	exercise of family, group, organization, or	Skills, & C/A	Communities	
		community	Processes		
	SCWK 3375:	Macro Group Community Project: 1)	Knowledge,	Individuals/Families/Groups/	Page 62
	Social Work	As a group, class identifies & clearly	Skills, & C/A	Organizations/ Communities	
	Practice III	defines a community issue/problem; 2)	Processes		
		Conduct needs assessment & thorough			
		research; 3) Identify a plan for change			
	SCWK 4450:	Fall Field Evaluation:	Knowledge,	Individuals/Families/Groups/	Page 85
	Field	Explicit evaluation of student performance	Values, Skills, &	Organizations/ Communities	
	Instruction I	in field agency	C/A Processes		
	SCWK 4552:	Spring Field Evaluation:	Knowledge,	Individuals/Families/Groups/	Page 94
	Field	Explicit evaluation of student	Values, Skills, &	Organizations/ Communities	Tuge > 1
	Instruction II	performance in field agency	C/A Processes		
		performance in new agency	C/11110Ccsscs		
		Case Presentation Paper: Analyze a	Knowledge,	Individuals/Families/Groups/	Page 92
		client system relevant to ethics,	Values, Skills, &	Organizations/ Communities	1 age 32
		critical thinking, diversity & justice,	C/A Processes	Organizations/ Communities	
		research, policy, theory, & helping	C/11 1 10ccsscs		
		process for generalist practice			
		process for generalist practice			

SCWK 2303:	Final Exam Role Play: Integration of	Knowledge,	Individuals/Families	Page 12
Practice I	exercise of individual, couple or family	C/A Processes		
SCWK 3370:	Final Exam Role Play: Integration of	Knowledge,	Families/Groups/	Page 50
Social Work	knowledge, values & skills in a role play	Values, Skills, &	Organizations/	
Practice II	exercise of family, group, organization, or community	C/A Processes	Communities	
SCWK 3375: Social Work Practice III	Macro Group Community Project: 1) As a group, class identifies & clearly defines a community issue/problem; 2) Conduct needs assessment & thorough research; 3) Identify a plan for change	Knowledge, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 62
SCWK 4450: Field Instruction I	Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 85
SCWK 4552: Field Instruction II	Spring Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 94
	<u>Case Presentation Paper:</u> Analyze a client system relevant to ethics, critical thinking, diversity & justice, research, policy, theory, & helping process for generalist practice	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 92
	Social Work Practice I SCWK 3370: Social Work Practice II SCWK 3375: Social Work Practice III SCWK 4450: Field Instruction I SCWK 4552: Field	Social Work Practice I SCWK 3370: Social Work Practice II SCWK 3375: Social Work Practice III SCWK 4450: Field Instruction I SCWK 4450: Field Instruction I SCWK 4552: Field Instruction II Scentral Exam Role Play: Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of individual, couple or family Integration of knowledge, values & skills in a role play exercise of family Integration of sudentifies & clearly defines a community roject: 1) As a group, organization, or community ro	Social Work Practice I Knowledge, values & skills in a role play exercise of individual, couple or family Values, Skills, & C/A Processes	Social Work Practice I

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	SCWK 2360: Human Behavior & the Social Environment I	Systems Analysis Paper: 1) Based on assigned book, identify focal system; 2) Conduct thorough analysis using general practice model (helping process) with theoretical application	Knowledge, and Cognitive & Affective Processes	Multi-system level; analysis will vary to include: Individuals/ Families/Groups/Organizations/ Communities	Page 26
SCWK 3375: Social Work Practice III SCWK 4450: Field Instruction I		Macro Group Community Project: 1) As a group, class identifies & clearly defines a community issue/problem; 2) Conduct needs assessment & thorough research; 3) Identify a plan for change	Knowledge, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 62
		Fall Field Evaluation: Explicit evaluation of student performance in field agency	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 85
	SCWK 4552: Spring Field Evaluation: Field Explicit evaluation of student performance in field agency		Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 94
		Major Integration Paper: Demonstrate capacity to integrate & apply seminal Social Work knowledge, values, skills for holistic competence.	Knowledge, Values, Skills, & C/A Processes	Individuals/Families/Groups/ Organizations/ Communities	Page 101

Accreditation Standard 2.2 — Field Education

Educational Policy 2.2 Signature Pedagogy: Field Education

"Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program." (EP2.2, EPAS 2015)

Accreditation Standard 2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

Field Education, as the signature pedagogy for social work education, provides elements of instruction that socialize students as future social work practitioners on the fundamental dimensions of professional social work. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate dimensions of social work competence. Conceptual and theoretical contributions of the classroom in the field setting are methodically designed to provide students sufficient opportunities to develop the competencies for professional social work practice. Essentially, field education furnishes students the space to think, act, and perform ethically and with integrity, exhibiting the dimensions of competency and holistic social work competence.

Examples of Connecting Theories Between Classroom and Field:

The Social Work Program at Hardin-Simmons University provides an inclusive educational experience throughout the curricula with theoretical frameworks conceptually linked beginning in the Introduction to Social Work course (SCWK 1350). The linkage of the conceptual and theoretical framework is expanded upon in the HBSE I (SCWK 2360) and HBSE II (SCWK 2365) courses and conceptualized in the Practice series in preparation for Field (SCWK 2303, SCWK 3370, SCWK 3375). Students in Field Seminar operationalize these frameworks through coursework and in the field setting. Students are required to express understanding and utilization of the theoretical framework both in classroom interactions and through analysis of agency direct practice, observations, and documentation. This is also exhibited through multiple written assignments in each of the aforementioned courses, including the Systems Analysis paper in HBSE I (SCWK 2360), the Autobiographical papers in HBSE II (SCWK 2365), the Theory Paper in Field Seminar I (SCWK 4450) and the Major Integration Paper in Field Seminar II (SCWK 4452). The use of theory is also articulated in the weekly logs (Appendix J) and in the Learning Contract in both semesters (Appendix I).

In SCWK 4450 the assignments consist of the following:

• Theory Paper (Appendix M):

The Theory paper requires students to utilize conceptual and theoretical frameworks, including person and environment in order to explain the process of assessment, intervention, and evaluation with various clients at their agencies.

In SCWK 4452 students are required to complete the following assignments:

Major Integration Paper (Appendix Q):

The Major Integration paper requires students to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the nine social work competencies along with the applicable practice behaviors put forth by CSWE.

Examples of Connecting Concepts Between Classroom and Field:

The Social Work Program at Hardin-Simmons University provides a comprehensive Field Education experience consisting of 2 consecutive semesters in Field Instruction I (SCWK 4450) and Field Instruction II (SCWK 4452). A significant component of both SCWK 4450 and 4452 is the weekly hour and a half integrative seminar which encourages and guides students toward the connections between the classroom and practice settings. Portions of the seminar are devoted to poignant conversations addressing a range of topics including the ethical application and approach to varied activities, as well as organic discussion including the inquiries and concerns expressed through weekly student logs or in the weekly group check-in activity. The utilization and expressed understanding of the knowledge, values, skills, and cognitive and affective processes are also incorporated in the weekly seminar and expressly documented in the weekly logs, midterm and final evaluations, and learning contracts completed in both SCWK 4450 and SCWK 4452 for attainment of holistic competence. (HSU Social Work Field Instruction Manuall, pg. 30-31).

Much of the integrative seminar is structured around a select list of developmentally informed assignments (Field I and Field II Syllabus & <u>HSU Social Work Field Instruction Manual</u>, pg. 30-31) which guide the students through each semester of Field. Weekly Student Logs, Process Recordings and Case Presentations are required during both semesters of Field and are utilized in the following ways:

• Student Logs (Appendix J):

This weekly assignment primarily serves to increase students' planning and professional development through the practice of personal reflection and self-correction. Students are required to reflect on their learning experiences and needs in the unique contexts in which they are working and to identify and connect the Social Work competencies (put forth by CSWE) and the accompanying practice behaviors that they are practicing or observing at their agencies throughout each semester. Each competency must be addressed at least two times per semester. The Field Director offers feedback and consultation as needed.

• Case Presentations and Presentations (Appendix N):

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity, social justice, research, policy, theory and the helping process. Students assess not only their own client systems but also provide feedback for their

peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies that provide generalist practice social work services.

• Process Recordings (Appendix V):

Process recordings are snapshots of the students' interactions with clients (recorded by students from memory) as they refine their interpersonal skills, use of empathy and the learning posture necessary for the helping process. Each process recording is reviewed in supervision, allowing students to reflect and receive feedback on their interpersonal skill sets.

In SCWK 4450 the assignments consist of the following:

• Agency Analysis (Appendix K):

The Agency Analysis paper and presentation requires students to be able to act as professional representatives of their respective agencies and to utilize agency materials and staff to research and to accurately provide agency information to their peers/colleagues, including: mission, history and funding; organizational structure; clients served; services offered; theories utilized; relevant social policies/legislation; and the intern's role in the agency.

• Self –Evaluation Narrative (Appendix O):

The Self Narrative requires students to reflect on their individual and unique reactions to the field experience at their respective agencies. It is a culmination of all new learning that has been documented in the weekly student logs. Whereas the logs provide consistent, real-time reflections, the narrative allows the student to take a step back and reflect on the "big picture" arc and themes which can then inform goal setting for SCWK 4452.

Subsequently, in SCWK 4452 students are required to complete the following assignments:

• Major Integration Paper (Appendix Q):

The Major Integration paper requires students to utilize their weekly logs, learning contracts and intern practice experiences to evaluate growth in each of the nine competencies along with the applicable practice behaviors put forth by CSWE.

• Speak Up, Speak Out, Use Your Voice (Appendix T):

The Speak Out project requires students to address a social justice issue relevant to their clients or agency through an advocacy effort which promotes awareness and/or change on behalf of the selected social justice issue.

The program has the traditional option.

Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

Explanation of how the program ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:

Hardin-Simmons enjoys relationships with a diverse range of agencies providing generalist practice social work services locally, nationally, and even internationally. In each of these agencies, student learners are exposed to a variety of social work tasks including but not limited to case management, psychosocial interviewing, service and discharge planning, resource-brokering, advocacy, mediation, mentoring, crisis management and policy/program development and evaluation. The students' Field Education experience is not just agency specific in the expectations and exposure to the Social Work profession. There are a multitude of additional expectations of student involvement in the NASW, CSWE, HSU Social Work Club, and other professional entities on campus and in community. Field Seminar students are required to participate in a minimum of three SW club and professional community activities per semester for SCWK 4450 and SCWK 4452. The students in Field Seminar (SCWK 4450 and SCWK 4452) are also required to attend a minimum of three community-based meetings, and all of this is included in their weekly logs. Students have opportunity to participate in the Phi Alpha community-based volunteer activities in both the Fall and Spring semesters as well.

Students are expected to formulate their own thoughts and personal opinions during the completion of coursework at Hardin-Simmons; however, the goal for every student is to achieve the transformation of intellectual and social-emotional learning into professional action. "When the student clearly demonstrates knowledge of the agency, responsible work behavior, awareness of self, use of supervision, use of social work values, and skills for purposeful interaction she/he is able to work alone with clients utilizing the scheduled supervision hour with the field instructor for feedback and greater learning about self. Students begin to focus on specific interests for the second semester (SCWK 4452) by assessing what personal learning goals need further attention using *Student Educational Needs Assessment* (Appendix B). Recordings of work with clients is continued throughout this time. Depending on the interest of the student and the agency, special assignments may be developed to meet individual learning objectives" (*HSU Social Work Field Instruction Manual*, pg. 12).

Each student is required to complete a Learning Contract for each semester (SCWK 4450 and SCWK 4452), which includes the nine competencies and the 31 practice behaviors with specific tasks identified for their individual learning along with specific resources to be utilized in the completion of each task. The competencies and the accompanying practice behaviors are addressed and multidimensionally assessed in the classroom through written assignments, presentations and classroom discussion. The completion of the learning contract tasks is evaluated through the student's weekly logs, discussed in seminar class each week, and evaluated at the midterm and final evaluations with the student and assigned field instructor. Students are required to discuss and provide a final copy of the learning contract, along with all

written assignments and multidimensionally integrate social work competencies into the learning experience by utilizing the advice of field instructors provided through weekly supervision and ultimately through Fall/Spring mid-term and end-of-the-year field evaluations (*HSU Social Work Field Instruction Manual*, Appendices L and P).

The Field Coordinator collaborates with each Field Instructor and student to ensure that application of social work competencies and learning goals and objectives can be met and evaluated at his or her placement to multidimensionally assess holistic competence. Though each agency offers a unique blend of opportunities, supplemental learning opportunities are regularly provided and required of students as needed, to ensure abundant exposure to and application of each of the nine competencies. For example, a student who is interning at a placement which offers very little diversity in terms of age, race and gender might be required to visit and/or collaborate with additional agencies in order to increase the student's exposure to more diverse client systems. These tasks are documented within the learning contract and discussed by the Director of Field Education with each student and field instructor.

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings
Individuals	Direct Practice – Assessments, Interviewing, and Goal Setting/Planning
Families	Care Plan meetings/ Family Intervention meetings/Case staffing's
Groups	Support Groups Facilitation, Task Groups, Coalitions, & Committees
Organizations	Professional & Community Meeting participation- 3 per semester
Communities	Advocacy Work - Letter writing, Speak Out Project; Advocacy in Austin

The program has only one option

Accreditation Standard 2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

As noted in Accreditation Standard 2.2.2, students in the field education program demonstrate holistic social work competence through in-person contact with clients and constituents. Students collaborate with their Field Instructors and the Director of Field Education to complete a learning contract inclusive of the multiple dimensions of social work competence inclusive of practice behaviors with performance tasks specified for each through real practice situations interacting with human beings (*HSU Social Work Field Instruction Manual*, Appendix I). This is done to articulate measurable activities that exemplify student learning, an ability to identify as a social work professional, and perform in a professional manner reflective of holistic competence. In addition, the student sets personal learning goals to advance their professional behavior, utilization of theory in practice, and interpersonal skills. Students in Field Seminar are also expected to engage in community-based meetings to ensure a generalist practice approach to their learning and to expose them to other areas of practice and service opportunities outside of

the field agency setting (*HSU Social Work Field Instruction Manual*, pg. 14). Each of the nine competencies are evaluated multidimensionally in the Field Evaluation tools for SWCK 4450 in the Fall in Appendix L and SCWK 4452 in the Spring in Appendix P (*HSU Social Work Field Instruction Manual*, Appendices L & P).

Accreditation Standard 2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

According to the Council of Social Work Education all accredited Social Work Programs must provide a minimum of 400 hours of field education at the baccalaureate level and 900 hours at the master's level. (AS 2.2.5, EPAS 2015)

At Hardin-Simmons University we surpass these guidelines in our BSW program by requiring students to complete a minimum of 450 total hours of field education as stipulated in the Field Manual policies. During the Senior year after completion of all required social work coursework in "Field I (SCWK 4450) the student will spend approximately 14 hours per week over fifteen weeks in field placement to accumulate a total minimum of 210 hours. For Field II (SCWK 4552) the student will spend approximately 16 hours per week for fifteen weeks in field placement to accumulate a total minimum of 240 hours" (HSU Social Work Field Instruction Manual, pg. 23).

The program has only one option.

Accreditation Standard 2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

The program criteria for admission into field education is found in the <u>HSU Social Work Field Manual</u> (p. 7) as follows:

- 1. **Admission into Social Work Program:** Prior to enrollment in field education, eligible students must be formally admitted to the social work program, have passed or hold current enrollment status in all mandatory courses necessary to complete the undergraduate degree plan as described in the <u>HSU Social Work Student Handbook</u> on pages 10-11.
- 2. **Application for Field Education:** Students must submit both an application for field placement (*HSU Social Work Field Instruction Manual*, p. 34-37) as well as a Student Assessment of Learning Needs (*HSU Social Work Field Instruction Manual*, p. 38-46) for review by the field coordinator and potential Field Instructors. The field coordinator determines student admission into field education. Students who do not meet the program's specified criteria for admission into field education are not allowed to begin field placement until all criteria have been met. This process occurs during the junior semester in the Practice III course.

- 3. **Field Preparations:** During the junior year in Practice III, individual meetings are held **with** each candidate by the Director of Field Education. This meeting determines student eligibility and readiness exemplifying knowledge, values, and skills, and cognitive and affective processes for holistic competence. Enrollment in Field I (SCWK 4450) requires a grade of "C" or better in all prior Social Work courses. These meetings are conducted following community agency presentations to select and discuss prospective field placement options from the approved agency list.
- 4. **Field Placement process:** Once the Director of Field Education and the student have agreed upon prospective agencies for placement, the students are instructed to contact prospective, approved field instructors for a formal interview process. In addition, students must submit both an application for field placement (*HSU Social Work Field Instruction Manual Appendix A*) as well as a Student Assessment of Learning Needs (*HSU Social Work Field Instruction Manual Appendix B*) for review by the Director of Field Education and potential Field Instructors. Placements are finalized through a confirmation process as agencies extend or withhold offers to students interviewed. Final placement decisions are made by the Director of Field Education, verified with the respective Field Instructors in the agency, with field placement formally offered to the student directly by the approve agency Field Instructor. Students notify the Field Director of the field placement offer and acceptance, then receive instructions on formalizing the placement contractually through the required documents found in the *HSU Social Work Field Instruction Manual*:
 - a. Appendix C: Agency Information Form
 - b. Appendix D: Field Instructor Information Form
 - c. Appendix E: Student Statement of Understanding
 - d. Appendix F: Student Agreement
 - e. Appendix G: Agency-University Agreement

The program has only one option.

Accreditation Standard 2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

HSU's field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies as provided here and outlined in the HSU Social Work Field Instruction Manual.

<u>Selecting Field Settings:</u> The Social Work Program at HSU addresses program policies, procedures and criteria for the selection of field settings in the <u>HSU Social Work Field</u> <u>Instruction Manual</u> (pg. 9) as follows:

Policies: It is essential that this "practice arena" be able to provide experiences which can fully implement the objectives of the course. Each placement will be individually planned to best

meet the learning needs of the student while having the following common elements inclusive of the 9 Social Work Competencies and 31 Practice Behaviors (CSWE 2015).

Procedures: To meet CSWE Educational Policy B2.2.9, before field placement can be finalized, the agency field instructor must complete the *Agency Information* form (Appendix C), and the *Field Instructor Information* form (Appendix D) to document the "credential and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE accredited program and have two years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective" (CSWE 2015, p 13), and professional social work supervision of the student in field placement (*HSU Social Work Field Instruction Manual*, pg. 9).

Criteria: Each agency must meet the following requirements:

- 1. Be recognized as an integral part of the social service community.
- 2. Possess legal sanction to operate and identifiable accountability to the community.
- 3. Provide direct client services to allow students to engage in the generalist intervention model.
- 4. Provide opportunities for student participation in staffing and other meetings to observe and experience the decision and policy making process.
- 5. Provide opportunities for student participation in in-service training session and other activities which allow for identification with the profession.
- 6. Provide opportunities for the student to participate in a variety of treatment modalities and services with micro, mezzo, and macro client systems from diverse cultural backgrounds.
- 7. Offer professional and staff support to assist the student with expectations of the agency and the learning experiences.
- 8. Express interest in hiring graduates with a bachelor's level degree.

<u>Process for placing students:</u> The Social Work Program at HSU addresses program policies, procedures and criteria for the process of placing students in field agencies in the <u>HSU Social</u> *Work Field Instruction Manual* (pg. 7) as follows:

Policies: Students who are completing Social Work Practice III (SCWK 3375) and have met the program requirements for entering Field I (SCWK 4450) are expected to make formal application to the university Director of Field Education during the semester *prior* to their anticipated agency placement. In addition to the *Application for Field Placement* (Appendix A) each student will complete the *Student Educational Needs Assessment* (Appendix B), the *Student Statement of Understanding* (Appendix E), and the *Student Agreement* (Appendix F). The student is responsible for getting these materials to the Director of Field Education and for scheduling an interview as outlined in the Practice III course assignment schedule. Students are encouraged to come to this meeting with some clearly defined learning goals for the field instruction component. The conference time is then used to consider the learning needs of the student and

university expectation of the field experience (<u>HSU Social Work Field Instruction Manual</u>, pg. 7).

Procedures: Once three agencies have been approved by the university Director of Field Education, each student is expected to schedule appointments to interview with the three assigned field instructors. The purpose of these interviews is to establish initial expectations for both the student and the instructor and for each to assess the potential for a positive learning experience. The agency-based field instructors complete the interviews with HSU students, complete the interview feedback form, and then provide the feedback information to the Director of Field Education and provide notification of the students selected for field placement in order of preference.

The Director of Field Education approves placement offers and notifies the field instructors of placement approvals. The field instructor has the right to accept or reject the placement. If accepted, the field instructor notifies the student to formally offer placement. The student can either accept or reject the placement. Should the placement be accepted by both parties, the student telephones the assigned field instructor to verbally accept the placement and to establish a time and date to begin the field placement in the Fall semester. Each student will be expected to sign two agreements detailing her/his commitment to the field instruction course: Student Agreement (Appendix F); and Student Statement of Understanding (Appendix E). The University and the Agency will sign an agreement regarding the role of each in the field education of the student: Agency-University Agreement (Appendix G). Final agreements for enrollment in SCWK 4450 should be completed prior to the Fall semester. Formal placement cannot begin until the field instructor attends mandatory field instructor training and the student attends the Field Seminar Class meeting (HSU Social Work Field Instruction Manual, pg. 7).

Criteria: Enrollment in Field II (SCWK 4552) requires that the student make a C or better in Field I (SCWK 4450). Students successfully completing Field I (SCWK4450) are automatically approved for Field II (SCWK 4552) and continue in the same agency placement. For those students who expect to be placed in another agency for the second semester, a written request must be submitted to the university Director of Field Education and must identify agencies of interest for SCWK 4552 at least two weeks prior to their final evaluation for 4450. The Director of Field Education will review the student's reason for the request; mid-term evaluation scores; agency, theory, and the self-evaluation papers; and will consult with the student and field instructor to determine an appropriate placement. Final decision-making must be completed by the end of the semester (HSU Social Work Field Instruction Manual, pg. 7).

<u>Monitoring of Students:</u> The Social Work Program at HSU addresses program policies, procedures and criteria for the process of monitoring students in field agencies in the <u>HSU Social</u> Work Field Manual (pg. 12) as follows:

Policies: Students are expected to formulate their own thoughts and personal opinions during the completion of coursework at Hardin-Simmons; however, the goal for every student is to achieve the transformation of intellectual and social-emotional learning into professional action. "When the student clearly demonstrates knowledge of the agency, responsible work behavior, awareness of self, use of supervision, use of social work values, and skills for purposeful interaction she/he

is able to work alone with clients utilizing the scheduled supervision hour with the field instructor for feedback and greater learning about self. Students begin to focus on specific interests for the second semester (SCWK 4452) by assessing what personal learning goals need further attention using *Student Educational Needs Assessment* (Appendix B). Recordings of work with clients is continued throughout this time. Depending on the interest of the student and the agency, special assignments may be developed to meet individual learning objectives" (*HSU Social Work Field Instruction Manual*, pg. 12).

Procedures: Each student is required to complete a Learning Contract for each semester (SCWK 4450 and SCWK 4452), which includes the nine competencies and the 31 practice behaviors with specific tasks identified for their individual learning along with specific resources to be utilized in the completion of each task. The competencies and the accompanying practice behaviors are addressed and assessed in the classroom through written assignments, presentations and classroom discussion. The completion of the learning contract tasks is evaluated through the student's weekly logs, discussed in seminar class each week, and evaluated at the midterm and final evaluations with the student and assigned field instructor. Students are required to discuss and provide a final copy of the learning contract, along with all written assignment and integrate competencies into the learning experience by utilizing the advice of field instructors provided through weekly supervision and ultimately through Fall/Spring mid-term and end-of-the-year field evaluations (*HSU Social Work Field Instruction Manual*, Appendices L and P).

Criteria: Students are required to have weekly supervision meetings with their field instructors to discuss learning, setting goals, and continued completion of tasks aligned with their learning contracts. Students are also required to attend the weekly field seminar course and discuss with their peers and Director of Field Education the expressed learning and experiences had within the agency and in other facets of the community. The weekly logs (Appendix J) serves as a tool to log hours, set agenda topics for their meetings with field instructors, and to journal their learning including observations, responses, roles, skill, competencies, and practice behaviors. The Director of Field Education visits the agency twice per semester, for Midterm and Final Evaluations as indicated in the procedures above for formal monitoring of the student's progress.

<u>Student Safety Education:</u> The Social Work Program at HSU addresses the support of student safety in the program policies, procedures and criteria in field agencies in the <u>HSU Social Work Field Manual</u> (pg. 12) as follows:

Policies for Unsupervised Student Home Visits

Home visits are one of the most rewarding and rich learning experiences in social work field education; however, they can present potential dangers for students who are expected to complete them on their own without the help of a supervisor or colleague. For this reason, unsupervised home visits should be added to the student workload only after it is confirmed that the type of home visit is appropriate for a BSW level student (no counseling/clinical in nature) and after each of the following have been achieved:

• The student has completed any and all necessary university and/or agency safety training

- regarding home visit safety guidelines and practices
- The student has shadowed the field instructor, task supervisor, and/or colleagues on a number of relevant home visits
- The student has demonstrated and articulated comfort and readiness to practice home visit responsibilities on their own without supervisor accompaniment
- The agency has demonstrated and articulated comfort and readiness to give the student home visit responsibilities without supervisor accompaniment
- The agency has considered and documented a risk assessment for any and all scheduled home visits, only sending students on home visits deemed to be of very low risk
- The student has signed the *Hardin-Simmons University-Assumption of Risk, Release* and *Indemnification Agreement (Appendix W)* so that informed consent of any potential dangers can be documented in the university and agency records
- The student and field instructor should discuss and process any concerns regarding unsupervised field visits during weekly supervision or as needed to ensure that any change in comfort/risk/expectations are considered and dealt with in an appropriate and timely manner
- Unsupervised home visits will not occur until explicitly approved by the HSU Director of Field Education.

Student Transporting Clients and Use of Personal Vehicle

HSU students should not transport agency clients unless explicit consent has been given by the university director of field education and the agency field instructor or other designated agency administrator with such authority. On rare occasions this is an appropriate and allowable student responsibility. Due to the dangers associated with transporting clients, particularly if the student and/or client(s) are minors, students who are allowed to transport clients must understand: they are taking on full liability for themselves and the client(s) transported in the event of an accident; the student, or their parent if they are a minor has signed the *Hardin-Simmons University-Assumption of Risk, Release and Indemnification Agreement (Appendix W)* so that informed consent of any potential dangers can be documented in the university and agency records; and transporting clients can only happen with explicit consent as mentioned.

Title IX

All students and field instructors are responsible for having read and understood the university's responsibilities regarding Title IX as articulated in the student manual section 22. Refer to the University Student Handbook for the Title IX policy.

Procedures: During first and if necessary second meeting of field seminar in SCWK 4450, the Director of Field Education provides safety handouts and reviews the policies, procedures, and best practices the students must adhere including contact with clients in an unsupervised capacity and understanding and adhering to the specific policies and procedures of their assigned agency, transporting clients in their personal vehicles, and understanding of Title IX policies and procedures. The safety handouts are made available to students via Canvas and remain available throughout the semester.

Criteria: Students must complete and sign the Hardin-Simmons University- Assumption of Risk, Release and Indemnification Agreement (Appendix W) which explicitly prohibits

transportation of clients in a student's personal vehicle and election to do so requires their assumption of risk as stated in the signed agreement. Each student must also express understanding of the safety procedures and follow up with their agencies for further trainings as required by their policies and procedures.

Evaluating Student Learning: Field Education as the signature pedagogy is paramount in the overall assessment of student learning at HSU. Evaluation of student learning outcomes is congruent with the CSWE Social Work Competencies as found in the policies, procedures and criteria for evaluation. The Social Work Program at HSU addresses program policies, procedures and criteria for the process evaluating student learning in field agencies utilizing a Fall Field Evaluation (Appendix L) tool and a Spring Field Evaluation (Appendix P) tool in the *HSU Social Work Field Manual* with the policies and procedures outlined as follows:

Policies: Student learning is evaluated through the assignments described in the AS 2.2.1 and outlined in the Field Instruction Manual, as well as through Fall and Spring midterm and final evaluations based on real practice situations. Each student collaborates with their Field Instructor and the Director of Field Education to complete a learning contract with multiple dimensions of competencies and practice behaviors along with specific tasks for each, to articulate measurable activities that exemplify their learning and ability to work in a professional manner. In addition, the student sets personal goals to advance their professional behavior, utilization of theory in practice, and interpersonal skills. Students in Field Seminar are also expected to engage in community-based meetings to ensure a generalist practice approach to their learning and to expose them to other areas of practice and service opportunities.

Procedures: The multidimensional assessment of student learning is measured through communication between the Director of Field Education, the Field Instructor and the student assigned to the agency. Students attend weekly Field Seminar Class and discuss their learning opportunities in their agency as it relates to their learning contract and learning needs. The students complete a weekly log, (Appendix J), in which experimentation, innovation, experiences, and learning are documented and expressed inclusive of a time log, weekly supervision agenda, and narrative journal format discussing the multiple dimensions of social work competence. The Director of Field offers monthly meetings with all current field instructors and Midterm and Final Evaluations are conducted formally by the Director of Field Education, the field instructor, and student to discuss progress and agency/student effectiveness and best fit. Student performance is multidimensionally assessed through the Field Evaluation tools found Appendices L in SWCK 4450 and Appendix P and SCWK 4452. Field agency effectiveness is evaluated through the Student Evaluation of the Field Experience, Appendix U of the Field Manual (*HSU Social Work Field Instruction Manual*, Appendices L, P, & U).

Criteria: Holistic competence is multidimensionally assessed through each of nine competencies and associated practice behaviors in the Fall and Spring Field Evaluation tools found in Appendices L and P in SCWK 4450 and SCWK 4452 (<u>HSU Social Work Field Instruction</u> <u>Manual</u>, Appendices L & P). Students are required to document learning throughout the semester in the Weekly Logs (Appendix J) inclusive of cognitive and affective reactions to observations and experiences in the field and community, discussing the ways in which thoughts and emotions influence thinking and subsequently professional behavior.

Evaluating Field-Setting Effectiveness: Field placement setting effectiveness is crucial to overall student learning, holistically exhibiting the social work competencies multidimensionally. The following policies, procedures, and criteria explain how agency effectiveness is evaluated utilizing the Student Evaluation of Field Experience (Appendix U). The Social Work Program at HSU addresses program policies, procedures and criteria for the process of multidimensional assessment of holistic competence by evaluating student learning in field agencies. These are identified in the *HSU Social Work Field Instruction Manual* as follows:

Policies: Field setting effectiveness is evaluated through observations and feedback regarding the field placement agencies. Such observations will be conducted at mid-term and final evaluations, during monthly Field Instructor meetings, during the integrative seminar and through the Student Evaluation of Field Experience tool completed by each field student (<u>HSU Social Work Field Instruction Manual</u>, Appendix U).

Procedures: The effectiveness of the field settings are evaluated through communication between the Director of Field Education, the Field Instructor and the student assigned to the agency. Students attend weekly Field Seminar Class and discuss their learning opportunities in their agency and any concerns they have. Students are required to document learning throughout the semester in the Weekly Logs (Appendix J) inclusive of cognitive and affective reactions to observations and experiences in the field and community. The Director of Field offers monthly meetings with all current field instructors with Midterm and Final Evaluations conducted formally by the Director of Field Education, the field instructor, and student to discuss progress and agency/student effectiveness and best fit. This effectiveness is evaluated in the Appendices L and P in SWCK 4450 and SCWK 4452 collaboratively (<u>HSU Social Work Field Instruction Manual</u>, Appendices L and P). Students complete Student Evaluation of Field Experience (Appendix U) at the end of the spring semester for SCWK 4452.

Criteria:

- Annual Field Instructor Orientation for current field instructors
- Monthly Field Instructor Lunches and Training for current Field Instructors
- Regular attendance and participation in NASW local branch meetings/activities
- Annual Field Instructor visits to HSU during the Practice III (SCWK 3375) field agency/instructor recruitment visits for the following academic year
- Responsiveness to communication with student
- Responsiveness to communication with Director of Field Education in email, attendance to meetings, and phone calls
- Students complete Student Evaluation of Field Experience (Appendix U) at the end of the spring semester for SCWK 4452.

The program has only one option.

Accreditation Standard 2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

The Director of Field Education maintains contact with current field settings through agency visits twice per semester, at the midterm and final evaluations within the agency setting. As needed or requested the Director of Field Education makes additional visits to field agencies currently experiencing transitions (new social worker, new facility, etc.) or similarly relevant reasons for in-person contact. The Director of Field Education will also maintain contact with field settings through communication with Field Instructors in various ways including:

- Annual Field Instructor Orientation for current field instructors
- Monthly Field Instructor Lunches and Training for current Field Instructors
- Regular attendance and participation in NASW local branch meetings/activities
- Annual Field Instructor visits to HSU during the Practice III (SCWK 3375) field agency/instructor recruitment visits for the following academic year
- Subscriptions to email listservs for local social service agencies and groups
- Newsletter providing significant event dates and reminders

On-site contact, student assignments, and field evaluations are utilized in monitoring student learning and field setting effectiveness. Evaluation of student learning for multidimensional, holistic social work competence is completed through assignments as described in EP 2.2.1 and contained with the Field Instruction Manual and course syllabi, as well as through Fall and Spring midterm and final formal evaluations (*HSU Social Work Field Instruction Manual*, Appendices L & P). Field setting effectiveness is evaluated through observations and feedback regarding the field placement agencies. Such observations will be conducted at mid-term and final evaluations, during monthly Field Instructor meetings, during the integrative seminar and through the Student Evaluation of Field Experience tool completed by each field student (*HSU Social Work Field Instruction Manual*, Appendix U).

The program has only one option.

Accreditation Standard B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The <u>HSU Social Work Field Instruction Manual</u> specifies the credentials and practice experience of its field instructors as, "Experienced direct service providers holding professional social work

credentials/licensure recognized by the school and community will be used to teach Field Instruction and to supervise students. Social workers selected as Field Instructors must have:

- Minimum of two years post-graduation from an accredited social work program.
- Commitment to practicing and modeling the social work competencies and practice behaviors put forth by the CSWE.
- Commitment and time to monitor the intern's daily work and to guide student learning by selection and evaluation of students' "in the field" assignments.
- Commitment and ability to structure one-hour weekly supervision conferences for teaching and overseeing assigned tasks with the student; to participate in formal mid-term and final evaluation conferences with the student and field placement coordinator; and completion of evaluation forms required by the university.
- Mandatory participation in the Annual Field Instructor Training and a commitment to attend monthly seminars and other training opportunities provided by the University to enhance ability to teach students." (pg. 7)

Field Instructor education, credentials, and professional experience are documented utilizing the Field Instructor Information Form, which is Appendix D of the <u>HSU Social Work Field</u> <u>Instruction Manual</u>.

Process for Reinforcing the Social Work Perspective with Students Placed at a Field Setting without a Credentialed Field Instructor:

"In order to utilize agencies which provide services for under-served and vulnerable populations which do not have a professionally trained and licensed social worker, a master level professional who is actively involved with the agency (i.e. a part of the governing board or a contracted consultant) and is credentialed or licensed may substitute with approval by the university Director of Field Education" (*HSU Social Work Field Instruction Manual*, pg. 8). Field Agency information is documented on the Agency Information Form, Appendix C of the *HSU Social Work Field Instruction Manual*.

Description of Reinforcement Process with Students:

Whether the agency Field Instructor is a credentialed social worker or a non-credentialed supervisor, the social work perspective is reinforced through the utilization of the Code of Ethics, the Competencies and Practice Behaviors as articulated in the tasks within the learning contract, course assignments for field education as mentioned in EP 2.2.1, in the weekly log assignments, and through midterm and final field evaluations. The social work perspective is also reinforced through the weekly field seminar taught by the Field Director who is a licensed professional social worker with over 2 years post graduate professional experience, as well as through student participation in professional, community-based meetings as required (*HSU Social Work Field Instruction Manual*), Appendices I & J).

The program has only one option.

Accreditation Standard 2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

HSU Field Education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors through field instructor orientation, monthly field instructor meetings, and through continuing dialogue with the field agency and field instructor.

Orientation: The Field Education program at HSU provides yearly collaborative Field Instructor Orientation training prior to the beginning of the fall semester, during which the social work competencies and practice behaviors are reviewed. Additionally, relevant topics include but are not limited to ethics, use of supervision, cultural humility, intern orientation, student safety, and learning styles.

The Annual Field Instructor Orientation is mandatory for all current Field Instructors and if an instructor is unable to attend due to reasons such as illness or scheduling conflicts, a makeup meeting between the Field Instructor and the HSU Director of Field Education must be scheduled prior to the beginning of the student's placement.

HSU Social Work provides continuing education credits for field instructors attending the annual orientation training provided by HSU in collaboration with School of Social Work and Sociology at neighboring Abilene Christian University. Additionally, field instructors are provided continuing education credits for supervision of the student in the agency and attending monthly field instructor training meetings.

Field Instruction Training: The topics mentioned above during the orientation training are also discussed at the monthly Field Instructor meetings. These meetings take place in the selected field placement agencies volunteered by the individual field instructors. This provides the field instructors the opportunity to collaborate not only about field education, but also regarding our profession, the community, and agency activities, plans, and future changes to remain informed as a social work professional through sharing of information and tools.

Monthly field meetings, while not mandatory are strongly encouraged. Such meetings provide the opportunity for the HSU Social Work department to demonstrate appreciation to Field Instructors by providing the opportunity for sharing and support among current Field Instructors, along with poignant topics of discussion in correlation with field supervision and student learning needs.

Continuing Dialogue with Field Settings and Field Instructors: As mentioned above, monthly Field Instructor training meetings are conducted as ongoing dialogue in the field agency settings. Field Instructors also receive a monthly newsletter as a means of relaying and reiterating practical information such as dates, times, upcoming opportunities and quick tips for field education. An example of this newsletter is provided at the end of this section. All Field Instructors are provided with the Director of Field Education's and Chair of the Social Work and Sociology Department's direct contact information for any unexpected or urgent field-related

issues. The Director of Field also makes contacts with the Field Instructors as a check-in, particularly if there are concerns about student's performance, supervision, placement, or life concerns that could have an impact of the student's field agency or clientele. The Director of Field meets with each individual student and Field Instructor for midterm and final evaluations in the agency setting for fall and spring semesters (SCWK 4450 and SCWK 4452). As needed or requested, the Director of Field Education makes additional visits to field agencies currently experiencing transitions (new social worker, new facility, etc.) or similarly relevant reasons for in-person contact.

As professional social workers, the faculty at HSU and the field instructors in the community agencies are actively involved in various professional meetings at the state and local levels. This provides an avenue of ongoing dialogue and direct contact outside of the university and field settings. While this is not ideal as a mechanism to discuss field education or student specific field placements, it does provide an opportunity to directly communicate needs to discuss field education and set a time to meet. It also provides opportunity for the Field Director to assess the Field Instructor's professionalism and capabilities in the community.

Sample Newsletter:



The program only has one option.

Accreditation Standard 2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Procedures for the Employed Social Worker Field Practicum Option are presented in the HSU Social Work Field Instruction Manual as follows: "On rare occasion, it is possible that students may have a practicum placement at the agency that employs them, providing the educational experience is a "new learning arena" and that this learning is clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented and clearly measurable objectives consistent with the expectations for social work interns performing field work. The time spent in preparation, performance of activities, supervision and evaluation is credited toward the required hours for the field practicum" (pg. 25).

Field education supervision and assignments are to be specifically designated separate from employment supervision and duties in the rare circumstance that a student is completing field placement at their place of employment.

Ensuring Separate Assignments from Employment:

Procedures for the Employed Social Worker Field Practicum Option are presented in the <u>HSU</u> <u>Social Work Field Instruction Manual</u> as follows: "On rare occasion, it is possible that students may have a practicum placement at the agency that employs them, providing the educational experience is a "new learning arena" of social work knowledge, values, and skills. This learning must be clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented, and clearly measurable objectives consistent with the expectations for social work interns doing field work. The time spent in preparation, performance of activities, supervision, and evaluation is counted toward the required hours for the field practicum" (pg. 25)

Ensuring Separate Supervision from Employment:

In the event that a field student's field practicum placement is at the agency that employs them, a supervisor meeting the criteria for a field instructor separate from the student's direct supervisor for their employment will be assigned per the following requirements: the <u>HSU Social Work</u> <u>Field Instruction Manual</u> specifies the credentials of its field instructors in this way:

"Experienced direct service providers with professional social work credentials/licensure recognized by the school and community will be used to teach field instruction and supervise students. Social workers selected as field instructors will have:

- At a minimum, two years post-graduate from an accredited social work program with appropriate professional social work experience
- A demonstrated commitment to the knowledge, values, skills, and ethics of the social work profession
- Preference for field instructors to be licensed by the Texas State Board of Social Worker Examiners." (pg. 7, Appendix D)

The program only has one option.

Accreditation Standard 3.0

Educational Policy 3.0 Diversity

"The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body." (EP 3.0, EPAS 2015)

Accreditation Standard 3.0 — Diversity

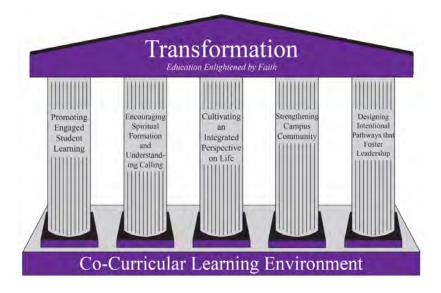
Accreditation Standard 3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

Diversity in the Implicit Curriculum:

The HSU Social Work program is diligent and intentional in specific and continuous efforts to provide a learning environment that models affirmation and respect for diversity, equity, and inclusion. The implicit curriculum is the culturally inclusive context of the learning environment in which the explicit curriculum is presented and shapes the professional character and competence of program graduates. The conceptual linkage of the implicit and explicit curricula in this context provides learning opportunities for students to value and respect diversity and develop a commitment to cultural humility through the integration of social work knowledge, values, skills, and cognitive and affective processes inclusive of self-awareness, self- reflection, and self-regulation. Students are expected to identify and challenge explicit and implicit personal bias through learning experiences in and out of the classroom.

Implicit Curriculum Efforts:

The implicit curriculum at HSU is detailed in the *HSU Student Handbook*, page 7, as a transformative co-curricular design with a specific commitment to student success through intentional partnership between student life and academic life at HSU:



"These five pillars are best captured by the words Engagement, Calling, Perspective, Community and Leadership. All efforts to strengthen the pillars culminate in an education enlightened by faith and a transformative collegiate experience for our students. Ultimately, each student should be confronted with the questions formed by school founder Dr. James B. Simmons, namely, (1) what is the highest thought that has

ever occupied your mind? and (2) what is your duty toward fulfilling it?" (HSU Student Handbook, pg. 7-8)

This co-curricular design and the questions posed by Dr. James B. Simmons are central to the structure, design and culturally inclusive context of the Social Work program. Dr. Simmons was an abolitionist and a Christian. He helped establish the University with a focus on inclusion and opportunity for those who had not been afforded such historically. The curriculum of the HSU Social Work Program is structured to provide students a transformative liberal arts based education in a Christian environment, incorporating specific and perpetual efforts to foster a learning environment which values and respects all people, where understanding diversity and difference are practiced, and a commitment to cultural humility is developed. Principles, policies and values of nondiscrimination, diversity, and inclusivity are fundamental to the ethos, culture and endeavors of the Social Work Program at HSU, as well as the University at large. We strive to create a learning environment that stimulates understanding, respect, value, and enhancement of diversity and act in a nondiscriminatory manner in recruitment, admission and retention of students; in hiring and retention of faculty and staff; in the selection of field agencies, field instructors and placements of students; in the use of our resources; in the memberships of the Social Work Advisory Council; and in our co-curricular programming and activities.

The HSU Social Work Program operates as an autonomous program within the Cynthia Ann Parker College of Liberal Arts. The Social Work Program's faculty and staff believe that an atmosphere which not only accepts and respects, but also appreciates and celebrates diversity and promotes nondiscrimination is necessary and desirable for creating a learning environment that reflects the social work profession's fundamental values and principles. Curricula and practices have been established to promote respect for all people, to develop and practice cultural humility, and to understand diversity as related to age, class, color, disability, ethnicity, family structure, gender, gender identity and expression, immigration status, political ideology, marital status, national origin, race, religion, sex, sexual orientation, and tribal sovereign status. The department's faculty and staff model respect and affirm diversity in and out the classroom, through research and related assignments, group and community projects, volunteerism, licensure, and through membership and participation with the National Association of Social Workers and the Council on Social Work Education.

Faculty

The Social Work program at HSU places significant importance on recruitment, hiring and retention of a diverse faculty and staff with respect to age, class, color, disability, ethnicity, family structure, gender, gender identity and expression, immigration status, political ideology, marital status, national origin, race, religion, sex, sexual orientation, and tribal sovereign status, as well as diverse educational and social work practice experience. Our location in central West Texas in a city of just over 122,000 residents can present challenges in recruiting a diverse yet well qualified faculty. Abilene has three Universities, one College, two Cosmetology schools, one technical school, and several program extensions of a State University. Abilene is also a military town, with Dyess Air Force Base being a very critical component of our community. Intersectionality of these factors create a challenging and competitive environment for recruiting educators, staff, and students.

The Social Work program has had some difficulty in hiring and retaining quality faculty, having had four different Field Directors since 2011. Currently the program employs two full-time faculty members and two part-time faculty from Sociology, figured as 2.33 full-time equivalents. Our current faculty to student ratio is 1:17. The demographics of the faculty are minimally diverse. The full-time faculty are both Caucasian, female, heterosexual, married, but not of the same Christian faith. One is a member of an Episcopal Church, but also attends a Cowboy Church, while the other faculty member is non-denominational. The full-time faculty do have diverse social work practice experiences in Child Welfare, Medical Social Work, Administration & Marketing, Gerontology, Schools, and Adoption. The full-time faculty members are licensed by the Texas State Board of Social Worker Examiners as LMSW-IPR, and LMSW, and are active members of NASW and CSWE. Both part-time faculty members are Caucasian, heterosexual, and married, however one is male, the other is female, one is a member of a Methodist Church, while the other is part of a non-denominational Church. The part-time faculty also have varied professional and research experience that helps diversify pedagogical principles and perspectives.

Administrative Support Staff

The staff of the Social Work Program includes a student worker and a shared administrative assistant in the College of Liberal Arts, both working part-time in the social work office. The student worker has a flexible schedule working approximately 10-12 hours per week depending on the student's course load. The administrative assistant is a part-time employee working in the social work office 29 hours per week with shared responsibilities in the College of Liberal Arts. The student worker during the 2019-2020 academic year was single, heterosexual, female, Mexican American, and Baptist. The administrative assistant is married, heterosexual, female, Hispanic, and of Methodist faith.

Students

The Social Work program intentionally recruits for a diverse student body and makes great efforts to provide this diverse student body a safe space for learning. Our location does provide challenges in recruitment and retention efforts as mentioned, putting us at a slight disadvantage; however, we have seen a gradual but steady increase in the diversity of students over the past 5-7 years. The diversity of students during the last self-study in 2012 showed students as 87.5% female and 12.5% male with no other identity options reported. 70.83% were white; 16.67% Hispanic; 8.33% Black; and 4.17% reported two or more races/ethnicities. The program now collects data more diversely as follows in the chart below:

Hardin-Simmons University Social Work Enrollment by Gender and Race/Ethnicity Academic Year 2019-2020

Race/ Ethnicity	Gender Female (36)	Male (6)	Non-Binary (1)	Grand Total
Amer/Alaskan				
Native	2.33%	0%	0%	2.33%
Asian	2.33%	0%	0%	2.33%
Black or			0%	
AfricanAm	6.99%	4.65%		11.64%
Hispanic/LatinX	20.9%	2.33%	0%	23.23%
Two or more	4.65%	0%	2.33%	6.98%
White/Caucasian	46.5%	6.99%	0%	53.49%
Grand Total	83.7%	13.97%	2.33%	100.00%

The HSU Social Work Department is committed to enhancing diversity within the program. When comparing 2012 to 2020, there is a significant increase in the diversity of the student population. The male population has increased 12.5%, now nearing 14%. There is an increase in additional races and ethnicities not previously a part of the student population. The department has also been more inclusive of students reporting gender non-binary. While data has not been statistically gathered, we do have students self-reporting as members of the LGBTQ+ community. This is a move in the right direction, evidentiary of students feeling accepted and in a safe space to disclose this personal information, whether privately to faculty, or openly during class discussion. This increased diversity in our student population provides opportunities for greater understanding and engagement of diversity and difference.

As part of our recruitment and retention plan, we work to assist students to achieve the highest financial aid assistance possible to offset the high cost of higher education. We have a limited number of social work scholarships and awards given annually in the spring for the following year. There are also awards for graduating seniors that assist them either financially or in enhancing their resume when seeking employment or graduate school enrollment. We inform students about Loan Repayment for social workers, refer them for community scholarships relevant to social work or like professions, and encourage students needing employment while a student to consider programs such as AmeriCorp and VISTA that provides educational stipends.

In our program, students are encouraged to respect and value diversity not only through curricula, but through several other venues. The faculty members serve as role models as do the community field instructors, guest lecturers, Social Work Advisory Council members, and the students themselves as they learn from each other in the classroom and through informal social contacts, as well as by participation in special events and projects through Phi Alpha Honor Society/Sigma Beta Chapter and the Social Work Club. Locally and at the State level, faculty members are active in various professional groups and organizations promoting advocacy efforts to combat disproportionality in social institutions, affirm diversity, and foster cultural humility. Students are encouraged to participate, with informational materials shared in and out of the

classroom, to enhance awareness and provide an environment that promotes respect and inclusivity.

Curriculum:

Students are expected to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Elements of diversity, human and civil rights, forms of injustice, and cultural humility are integrated in all social work courses beginning with Introduction to Social Work. This includes additional and optional materials from books, journals, videos such as Jane Elliott's Angry Eye Experiment, podcasts from professionals in the field such as Dr. Brene Brown and Dr. Ibram Kendi on Antiracism, Kerri Fisher, LCSW and Shane Blackshear on Right Action and engaging diversity, as well as involving other disciplines and organizations from across campus and the community for panel discussions, community town halls, and other type forums. Additionally, special topics, upper level elective courses are offered to provide students interested with a wider, multidisciplinary approach on diversity. Some of the most recent elective options were: Engaging Diversity and Difference, a civil rights travel course in 2017; Military Culture in 2017; Diversity and Justice, a civil rights travel course in 2019 and planned again for 2021; and Mental Health and Social Work in 2020 which focused on a disparate lack of mental health services. Students are required to complete 9 hours of upper level elective course for the major, so the likelihood of being in one of these classes is significantly high but not required, thus considered to be part of the implicit curriculum enhancing student engagement and experimentation with difference.

Within the co-curricular design, diversity is implicit and integral in the explicit curriculum as well. Integrated within the implicit curricular context of the program, students are challenged through required and optional course assignments to be intentionally self-aware of prejudices and biases, aspects of privilege, and to seek opportunities to engage in practices with diverse people and systems to advance social, economic, and environmental justice, and advocate for human rights at all system levels. Examples of some assignments designed to engage diversity and difference and promote human rights, and social, economic, and environmental justice are: Practice I Diversity Interview; Policy I Social Welfare Problem Review; Policy II Advocacy Packet, Letter to the Editor, and Letter to a Legislator; and Case Analyses in the Practice Series and Field Education. Students are pushed to identify personal biases and address them through these and other assignments, as well as through personal advising with faculty and discussions with peers. Additionally and collaborative through implicit curricula outside the classroom students are strongly encouraged to purposely participate in a multitude of campus and community experiences to engage difference and understand the importance of diversity in shaping life experiences, gaining knowledge of the forms and mechanisms of oppression, alienation, discrimination, and exclusion that marginalizes and creates power and privilege. Some of these campus and community experiences include: discussions on *Diversity Across* Campus, and Together We Pray, Listen, and Engage; a non-profit community agency sponsored Poverty Panel; National Association of Social Workers Texas Conference and Webinars; HSU Chapel forums, Black History Month, Hispanic Heritage, and International Student events; Disabilities in Action monthly calendar events; and involvement with HSU student organizations such as Sangre (Hispanic/LatinX Student Union, Proven (Black Student Union), African Student Association (ASA), International Student Federation (ISF), Social Work Club, and Sigma Beta.

Resources:

Hardin-Simmons and the local community offer a multitude of diverse resources available to students. As mentioned, HSU has several student organizations formed and lead by students; Sangre, Proven, ISF, and ASU. The leaders of each of these groups have been essential to the University's work toward *Justice Reform*, the efforts by administration, faculty, staff, and students to address inequities on our campus and work toward inclusivity for all. Students have been given safe spaces to discuss, share, and inform the institutional leaders on personal experiences of inequity, and opportunities to seek change. The community of Abilene has active groups such as NAACP, ACLU, LULAC, Abilene Pride Alliance, and NASW West Central Texas Branch. The three Universities in Abilene work collaboratively and with others in the community to stimulate change on the University campuses and within the Abilene and surrounding community.

For students with disabilities, the Office for Students with Disabilities Services provides documentation to faculty for students' specific physical, academic, and testing accommodation needs. HSU offers has a physical therapy clinic available, and students can also be referred to one of three rehabilitation centers in the local community if such therapies are needed. Durable medical equipment needs are referred through the student primary care physician, but Student Life can assist with community referrals as needed. Accommodations to facilities are in place with accessible bathrooms and electronic doors around campus. The University Facilities Plan addresses accessibility across campus and is updated when enhancements to accommodations are identified. The Writing Center is available to assist students struggling with their written work, especially those with learning and other disabilities that effect their writing abilities. Similarly, mentoring and tutoring services are provided through Academic Center for Enrichment (ACE). HSU Mental Health Services provides for the needs of students struggling with situational and/or chronic mental health needs, but also utilizes community mental health services as appropriate. Within the Social Work program, faculty and staff are diligent in providing for the individual, specific needs of students in and out of the classroom, whether through campus or community resource referrals, or in providing direct assistance with academic needs.

Field:

Field education addresses specific accommodation needs for students in field placements in the community by working directly with the field instructor and agency to ensure student learning and accessibility needs are met. For students with families or who are working in addition to their class schedule and field placement, opportunities for night and weekend placements are sought out. The Social Work program makes concerted efforts to ensure student academic, physical and mental health, and accommodation needs are met, whether on campus or in field placement, seeking diversity in field placement options, and field placement agencies and field instructors who can provide students diversified experiences in the field and the profession.

University and Program Policies:

The Hardin-Simmons University Personnel Handbook states the following on page 6: "In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Hardin-Simmons University does not illegally discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, genetic information, or military service in employment. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purpose. Minorities and women are encouraged to apply."

The University is substantially controlled and supported by a religious body, the Baptist General Convention of Texas, an association of Baptist churches. Hardin-Simmons University therefore appreciates an exemption from the prohibitions contained in Title VII of the Civil Rights Act of 1964 concerning religious discrimination in employment. Similarly, the University may designate certain positions of employment in which the employee's gender or national origin is a bona fide occupational qualification as permitted under the law. Also, the University holds legal exemptions from certain regulations promulgated under Title IX of the Education Amendments of 1972, which conflict with the University's religious tenets. The University also benefits from First Amendment Constitutional guarantees which assure the University that it may freely exercise its religion."

The University's policy of nondiscrimination, while consistent with the law, is in fact mandated by the University's religious values. The University's values are rooted in Christian principles which recognize the basic dignity of every person as a creation of God. The University recognizes the presence of a racially and gender diverse faculty as educationally desirable.

As efforts to establish an environment free from intimidation, hostility, or other offenses, HSU has a policy prohibiting harassment of any sort. The policy on Sexual/Discriminatory Harassment is found on pages 33-35 of the *Hardin-Simmons University Personnel Handbook*. Persons engaging in harassment are subject to disciplinary action through the specified policy which includes procedures for investigating the complaint, conducting hearings if necessary, and final resolution of the issue. University sponsored workshops have trained faculty and staff on how to address these issues.

The 2019-2020 Hardin-Simmons University Undergraduate Catalog, page 10 states:

"... no student shall be denied admission, suspended, or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin, or religion."

(2019-2020 HSU Undergraduate Catalog)

The *HSU Student Handbook*, page 64 further supports nondiscriminatory policies and efforts: "In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, Hardin-Simmons University does not illegally discriminate on the basis of race, color, national origin, sex, age, or disability in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have

been violated should contact the Dean of Students and/or the Vice President for Student Life."

The <u>Social Work Program Student Handbook</u> non-discriminatory policy is stated clearly: "The Social Work Program is open to all qualified applicants and does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation." (p. 3)

The program has only the traditional option.

Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.

Implicit Curriculum Efforts (listed in AS 3.0.1) Impact on the Learning Environment:

The implicit curriculum efforts as listed in AS 3.0.1 are intentional in providing a supportive and inclusive learning environment, through the intersectionality of the program and university transformational co-curricular design, faculty, staff, students, curriculum, resources, field, and university and program policies. These are monitored, evaluated, and improved on a continual basis by the institution and the program.

The co-curricular design found in the University's Student Handbook provides a transformative learning environment operationalized through the five pillars of "Engagement, Calling, Perspective, Community and Leadership. All efforts to strengthen the pillars culminate in an education enlightened by faith and a transformative collegiate experience for our students." (pg. 7-8) This context encourages student learning through engagement, being involved with campus and community life through service-learning activities, participation in student and professional organizations, and inspiring inclusivity of diversity and difference in these experiences. Students seek 'calling' or career development through life exploration and academic learning, particularly through a liberal arts education providing multidisciplinary examination. Perspective is developed cross-sectionally of the other pillars, probing varied and diverse ideologies, values, beliefs, and standards to establish their own. Community is significant in overall student learning, especially through service and practice, and provides opportunities not available in the classroom or on campus. Students are incited toward leadership in and out of the classroom. This can be through work, volunteerism, in groups or organizations, in their families, and in field and the profession. Collectively, these pillars integrated within the Social Work program provide for diverse, inclusive, and transformational learning experiences.

One goal of the Social Work program is to create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community. Social Work faculty and staff seek to offer students a healthy, safe, and inclusive environment for learning, to educate students to understand and embrace diversity in the world, to be committed to the promotion of human rights and social and economic justice, and to prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and

acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation. These goals cannot be reiterated enough. The inclusion of all persons, particularly in Social Work education and the profession, is essential to addressing injustice and rights violations, and are critical in meeting the needs of people and society, and in insuring students develop holistic social work competence.

The program has only one option.

Accreditation Standard 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Implicit Curriculum Plans:

To continuously improve the learning environment to affirm and support persons with diverse identities, the Social Work program implements and revises implicit and explicit curricula and external service-learning opportunities. Some examples are the inclusion of service learning in the community during the Introduction to Social Work and Practice I courses, involvement in Social Work Club, Sigma Beta (Phi Alpha), and NASW projects, activities, and meetings, and advising appointments with social work faculty for program admission, academic advising, and professional development. It should be noted that many of the course related service-learning activities are required, thus part of the explicit curriculum, however many are voluntary opportunities to provide for innovation, experimentation, and enhancement of student development of holistic competence implicitly. It is difficult to separate the implicit and explicit due to the integrative design of the social work curriculum and the institution's transformational co-curricular design.

The co-curricular design connects the context of the Social Work program with Hardin-Simmons as an institution. While the University is substantially controlled and somewhat supported by the Baptist General Convention of Texas as a faith-based institution, which could appear to impose some exclusion of diverse student groups, HSU does comply with federal law related to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 and does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, genetic information, or military service. HSU has been diligent in recruitment of more diverse student body. The Social Work program unceasingly seeks to promote an inclusive, diverse, equitable, and safe environment for all students, faculty, staff, and community partners, while striving to balance the core values of the profession and those of the Christian environment of the institution. Students are encouraged to develop their own personal perspectives and values through the self-awareness, reflection, and regulation, role modeling of the faculty, staff, and community partners, and through accessibility of resources, and field and community experiences. Self-awareness is intentionally embedded within the curriculum to enhance student learning, student well-being, and overall development of holistic competence.

The Social Work Program is unrelenting in amelioration of the learning environment to affirm and support persons with diverse identities. Difference is to be sought after, not only to engage diversity, but to embrace and uphold differences. Social Work seeks to empower persons who experience injustice and inequity, to continue to provide safe spaces and opportunities to speak

and to act by provisions of research data, historical information, review of policies and programs through the implicit and explicit curricula. Students will interminably be emboldened to be informed, empowered, and engaged, and to act when injustice is present, whether for themselves or others. Social Work will continue to utilize the classroom, course content, and implicit curricula such as the profession, the community, social media, and multiple methods of communications as platforms to affirm and support difference. Faculty and students will continue to be active participants who seek opportunities to engage difference, enhance understanding, and promote justice for all persons.

Student leaders in the Social Work program, through the Social Work Club, Sigma Beta Chapter of Phi Alpha, West Central Texas Branch of NASW Texas, and NASW Texas Board BSW Student Representative, and Social Work Advisory Council, are empowered to role model leadership by engaging their peers in diverse community activities on and off campus. Some examples include guest lectures during class and club or chapter activities, participation in professional conferences, social work advocacy work, and involvement in cultivating program enhancement. Social media platforms, such as HSU Social Work Club Facebook and Instagram accounts, as well as applications such as Community and Group Me are utilized as additional mechanisms for connection and communication with students.

In Social Work classrooms and course content, students are challenged to think outside the box by conducting research, writing, and presentation of learning through class discussion, in online forums or discussion boards, and participation in campus wide events relevant to historical and current local, national, and global landscapes. Considering the University's context of a Christian environment, students are required to participate in Chapel and successfully complete six hours of Bible and Religion courses as prerequisites to graduation. To expound upon these experiences, intentional opportunities in safe spaces are afforded to the students, particularly those who may feel devalued or oppressed in some way. The Social Work faculty are very attuned to the diversity of our students and recognition of issues of intersectionality potentially placing them at risk. In honoring the dignity and worth of each individual student, Social Work faculty purposefully engage and empower our students to develop and articulate self-awareness of their own beliefs and values as individuals and use of self-regulation in interactions with others. Again, this is implicit within the explicit curriculum and cannot be separated.

The perpetual efforts of the Social Work program are relentless and inexorable in seeking to enhance and improve a culturally inclusive learning environment for the betterment of our students. The conceptual linkage of the implicit and explicit curricula in this context provides learning opportunities for students to value and respect diversity and develop a commitment to cultural humility through the integration of social work knowledge, values, skills, and cognitive and affective processes inclusive of self-awareness, self- reflection, and self-regulation. Providing all students with a healthy, diverse, and inclusive environment where they can learn, serve, and develop into effective, competent and ethical professional social work practitioners is paramount. Student learning outcomes are primary as the program shapes the professional character and competence of program graduates.

The program only has one option.

Accreditation Standard 3.1 — Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Educational Policy 3.1—Student Development

"Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice." (EP 3.1, EPAS 2015)

Accreditation Standard B3.1.1: The program identifies the criteria it uses for admission to the social work program.

The HSU Social Work program's admission criteria is outlined in the <u>HSU Social Work Student</u> <u>Handbook</u>, beginning on page 15:

"Criteria for Formal Admission:

Admission into the Social Work major is based upon the following criteria established by the Social Work Program.

- 1. Satisfactory completion of Introduction to Social Work with the required interview.
- 2. Overall GPA minimum of 2.0.
- 3. Evaluation of all material required in the Pre-Admission interview.
- 4. Evidence that the student will be able to academically complete the Social Work Program.
- 5. Evidence that the student will be able to practice social work in an ethical and professional manner.

Pre-Admission Interview

Near the completion of the HBSE course series, the Program Director or assigned faculty will schedule Pre-Admission Interviews for those students meeting the criteria for admission and will meet individually with each student applying for admission. The student will submit a formal application to the department before an interview can be scheduled. The student may also be requested to furnish further information to enhance decision-making.

Three decisions may be made regarding admission:

- 1. Unconditional admission to the Program
- 2. Conditional admission to the Program
- 3. Denial of admission to the Program

In order to remedy problem areas or academic deficiencies, students may be referred to various University services, as needed. These may include: Writing lab, Counseling services, or the Student Success Seminar.

Following the completion of the semester, the student will be notified in writing of the decision to grant admission to the program. Students admitted "conditionally" may be required to complete a Social Work Major Contract agreement in order to resolve deficiencies or issues in order to remain in the social work program.

Post-Admission to the Social Work Program:

Students are assigned to a faculty advisor for academic and professional advising. The faculty advisor assists the student with course scheduling, academic, and professional self-assessment. Students are required to see their faculty advisor at least one time per semester. For additional information see the *Advising* section in this Handbook." (*HSU Social Work Student Handbook*, pg. 15-16)

The program has only one option.

Accreditation Standard 3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

Admission policies and procedures within the HSU Social Work program are explained here. This includes evaluation of applications, notifying applicants of the admission decision, and any contingent conditions of admission.

Admission Policies: *HSU Social Work Student Handbook* policies state, "Near the completion of the HBSE course series, the Program Director or assigned faculty will schedule Pre-Admission Interviews for those students meeting the criteria for admission and will meet individually with each student applying for admission. The student will submit a formal application to the department before an interview can be scheduled. The student may also be requested to furnish further information to enhance decision-making. (HSU Social Work Handbook, p. 15)

Admission Procedures: Embedded within the HSBE coursework, student completing the HBSE series submit a formal application for admission. The faculty assigned to teach the HBSE series reviews the application for admission, performs a pre-admission interview with the student, and discusses admission decisions with the Department Chair.

Notification Policies: In accordance with the policies outlined in the <u>HSU Social Work Student Handbook</u>, "Following the completion of the semester, the student will be notified in writing of the decision to grant admission to the program." (2020, p. 16)

Notification Procedures: After reviewing the application, conducting the pre-admission interview, and discussing admission decisions with the Department Chair, the faculty notifies the student of the formal admission decision in writing.

Contingency Policies: "Students admitted "conditionally" may be required to complete a Social Work Major Contract agreement in order to resolve deficiencies or issues in order to remain in the social work program." (*HSU Social Work Student Handbook*, p. 16)

Contingency Procedures: Student denied admission or admitted under conditional status are notified directly by the faculty. Student denied admission are provided the policies on appeal outlined in the *HSU Social Work Student Handbook* (2020, p. 16) Student admitted under conditional status meet with the faculty member or Department Chair to develop a Social Work Contract per admission policies outlined in the Handbook (2020, p. 16) to resolve deficiencies and concerns. Unconditional admission can occur upon successful completion of the contract.

The program has only one option.

Accreditation Standard 3.1.4: The program describes its policies and procedures concerning the transfer of credits.

Transfer of Credits Policies: The HSU Student Handbook clearly states the policies for transfer of credits, "No credits are automatically transferred to the Social Work degree. However, credits transferred from another CSWE accredited program may be acceptable if the student can demonstrate that the essential content material has been covered and they are compatible with our program objectives. Documentation the student must provide to demonstrate compatibility includes; (1) course syllabus, and (2) college catalogue. Also, transferred courses must have been completed with at least a grade of "C". If it cannot be determined that the credits are compatible with or equivalent, then they will be disallowed. The Social Work Program faculty retains the right to accept or reject any work completed at another school." (2020, p. 18)

Transfer of Credits Procedures: "Transfer students are advised by similar means as originating students. The student's academic record will be analyzed to determine if the liberal arts courses are completed and acceptable as certified by the registrar. A degree plan will be prepared by the advisor in conference with the student at a time of earliest convenience to her or his arrival." (*HSU Social Work Student Handbook*, p. 17)

The program has only one option.

Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The <u>HSU Social Work Student Handbook</u> explicitly states, "Life and Work Experiences: These experiences can be valuable, important, and enhance social work coursework and field experience. However, no academic credit can be given for life or work experience" (2020, p. 17) The first reading assignment in the Introduction to Social Work course is the *HSU Social Work Student Handbook*, with the handbook being referred to throughout advising, coursework, and advisory council meetings and other communications. Transfer students not taking Introduction to Social Work course at HSU are advised by faculty during advising sessions to be familiar with the policies outlined in the handbook and where to access the handbook. Prospective students interested in social work are informed when meeting with faculty and encouraged to peruse the

<u>HSU Social Work Webpage</u>. This handbook is available as published via the HSU Social Work webpage under Social Work Program and Career Resources at <u>HSU Social Work Webpage</u>.

The program has only one option.

Advisement, Retention, and Termination

Accreditation Standard 3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

Academic and Professional Advising

Policies: The <u>HSU Social Work Student Handbook</u> advising policies are outlined on pages 17-18, "Advising occurs each time students have a conference with their advisor and is not limited to schedule planning. The following issues may be discussed at various conference times:

- 1. Discussion of extra-curricular activities which affect your professional growth.
- 2. Discussion of elective course choices relevant to social work interests.
- 3. Review of academic performance.
- 4. Discussion of problems or concerns about her or his personal attributions and values as they relate to social work.
- 5. Planning for Field Instruction in cooperation with the Field Coordinator.
- 6. Career planning.

Students are encouraged to plan at least two conferences each semester with their advisor, which is a social work faculty member. When mid-term progress reports are received by the advisor any students with unsatisfactory marks will be requested to make an appointment with their advisor to discuss their academic situation."

Procedures: Students will meet with a Social Work faculty advisor for an advising conference time to plan and discuss extracurricular activities, academic work and performance progress, any problems or concerns as they relate to social work and/or academic performance, planning for field education, and career planning beyond obtaining their degree. Students on a conditional admission status will meet with the Social Work faculty advisor more often as needed to address problems, concerns, deficiencies, and work on strategies and goals to move toward unconditional admission status.

In accordance with the aforementioned <u>HSU Social Work Student Handbook</u> policies on advising, pages 17-18, the Social Work faculty members serve as advisors to all social work majors. Faculty advisors meet with students at least a minimum of once per semester, but it is typically more often as needs arise. Students on a conditional admission status will meet with the faculty advisor more often to address concerns, issues, and strategize for student improvement toward unconditional admission status or termination from the program without improvement.

The program has only one option.

Accreditation Standard 3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

Academic and Professional Performance:

The policies and procedures for evaluating student's academic and professional performance, as well as grievance policies and procedures, are outlined in the university's <u>HSU Student</u> <u>Handbook</u> and the program's HSU Social Work Student Handbook.

It is the policy of Hardin-Simmons University for student academic performance evaluation to be established for each course by the faculty and outlined in the course syllabi. The course syllabus is reviewed the first day of classes each semester in each course. The policies and procedures of Academic Integrity are found in the *HSU Student Handbook*:

"Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior.

Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

- 1.1(a). Cheating on an examination:
- (1) Copying from another student's examination
- (2) Possessing or using during an examination material not authorized by the person giving the exam
- (3) Collaborating with or seeking aid from another student during an exam without permission from the instructor
- (4) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered examination
- (5) Substituting for another student or permitting another student to substitute for oneself to take a test
- (6) Obtaining an un-administered test or information about an un-administered test

1.1(b). Plagiarism:

The appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in or as one's own work which could include the failure to specifically cite sources

Penalties may range from dismissal from the university to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

No student who has violated the Academic Integrity Policy will be allowed to graduate from Hardin-Simmons University with honors.

1.3 Procedure for Violation

At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor then the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below:

- 1.3(a). Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of this report shall be given to the supervisor, the head of the department and the Dean of the school or college in which the course is offered, the Office of the Provost, the student, and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the charge of violating academic integrity and of the penalty assessed.
- 1.3(b). From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above
- 1.3(c). The Office of the Provost shall maintain files of all violations of academic integrity.
- 1.3(d). The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

A student appealing a charge of an academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.

The chair of the committee will schedule a meeting of the committee as soon as practical after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.

Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.

The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then

convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the Dean of the school or college in which the course is offered, and the Office of the Provost of the decision.

If the appeal is denied, then the charge and penalty are upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final.

Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the university when appropriate." (*HSU Student Handbook*, pg. 63-64)

Grievance Procedures:

The HSU Social Work Student Handbook outlines the grievance policies and procedures as:

"Student complaints or grievances about the Social Work Program should be made directly to the Department Head. When the grievance cannot be worked out to the students' satisfaction a written request should be made to the Department Head for a grievance committee hearing. Upon receiving the request, the Department Head will, within seven school days, appoint an ad hoc grievance committee made up of one senior social work student, a program faculty member, and a member of the field practicum faculty. This committee will hear the grievance and make recommendations to the Dean of the College of Liberal Arts about how the issue should be resolved. The grievance committee will make their report within seven school days.

Student grievances about Program faculty should be worked out with the faculty member involved. When the results are unsatisfactory, then the student should consult with the Department Head or when appropriate, with the Dean of the College of Liberal Arts.

Students are encouraged to be familiar with the <u>University Student Handbook</u> for appropriate information on how student life grievances are addressed." (p. 20)

The <u>HSU Student Handbook</u> provides grievance policies and procedures in accordance with the Family Education Rights and Privacy Act (FERPA) in its Notification of Rights under FERPA on pages 2-4. Further academic performance and grievance policies and procedures are outlined in the handbook as mentioned relevant to academic integrity mentioned above. Professional performance policies, procedures and grievances are relevant to the Student Code of Conduct are found in the university Judicial Procedures:

"The judicial process is based on the assumption that disciplinary procedures, when required, should be an educational process. Disciplinary sanctions are imposed to help students develop individual responsibility and encourage self-discipline, to foster a respect for the rights of others, and to protect the rights, freedoms, and safety of members

of the university community. Students who demonstrate an unwillingness or inability to follow the Code of Conduct will be treated in the same manner as one who has failed academically.

An institution of higher learning is authorized by law to establish and administer codes of conduct and to suspend, expel or dismiss students whose actions negatively impact the campus community. Hardin-Simmons University reserves this right.

Student disciplinary proceedings are not analogous to criminal court proceedings. No particular model of procedural due process is required. However, the procedures should be structured in order to facilitate a reliable determination of the truth and to provide fundamental fairness. Procedures can be very informal in cases where suspension, expulsion, or dismissal, are not a probable penalty; more procedural formality should be observed in serious disciplinary cases. In all situations, fairness requires that students be informed of the nature of the charges and be given a fair opportunity to respond to them.

1. Student Rights

Students accused of Code of Conduct violations are entitled to the following standards of fairness:

- A. To be informed of the accusation and alleged misconduct upon which the accusation is based
- B. An opportunity to offer a relevant response to the charges
- C. Confidentiality, as defined by and in accordance with the terms of the federal Family Educational Rights and Privacy Act
- D. To request that any person conducting a disciplinary hearing or serving as a committee member be disqualified on the ground of personal bias
- E. To be considered innocent of the accusation until proven responsible
- F. To be advised by a current student, faculty, or staff member of the university who was not involved in the incident

2. Reporting Misconduct

Anyone may report a violation of the Code of Conduct by contacting the Dean of Students at 325-670-1250. Normally, the person reporting the violation will be asked to submit a written report. The report should be a brief written statement citing the section of the code allegedly violated and providing a summary of the facts deemed to constitute a violation. Reports should be submitted as soon as possible after the event takes place. The university reserves the right to take action against an individual for violating the Code of Conduct regardless of how much time has passed since the incident.

Anonymous reports may be made on the anonymous HSU Tip line by calling voice mail at 325-670-1461 or leaving a report on the tip web link under the Campus Police web page. *For any campus emergency, call 325-670-1461*

3. Immunity for Good Samaritans

HSU encourages students to offer assistance to other students in need, both on and off campus. The welfare of students in our community is of paramount importance.

Sometimes students are hesitant to offer assistance to other students for fear that they themselves may be charged with policy violations (for example, a student who has been drinking underage might hesitate to contact an RA or campus police in getting help for someone who may be suffering from alcohol poisoning, or a student might be hesitant to provide important information about a sexual assault incident). Students who seek assistance for another student in need will receive immunity from policy violations related to the incident. This immunity from disciplinary action applies to both the "Good Samaritan" and the student needing assistance.

A. Five students have been drinking alcohol in a residence hall room and one student gets so sick that they can't stop vomiting and are having a hard time breathing. It is more important to get help for that student, so we ask that 911 be called immediately and that help be sought from an RA and Campus Police. It is more important to get help immediately rather than hide the alcohol and get the room cleaned up. All students in that room would NOT get in trouble for calling for help. Students may need to tell their story and talk about the situation with authorities along the way to get help for a friend, but they would not receive any judicial sanctions for calling for help.

4. Sources of Information

Information about a student's misconduct may come from a variety of sources including, but not limited to, reports from faculty, staff, students, departments (e.g., Residence Life or campus police), law enforcement agencies, or community members. Other sources of information may include, but are not limited to electronic communications, photographs, social media, and audio or video recordings.

5. Social Media Privacy

The university complies with all local, state, and federal laws governing social media privacy. Although the law prohibits the university from asking students, prospective students, or student groups to disclose a user name or password for accessing personal social media, requesting access to personal social media, or divulging any personal social media to or in the presence of a university employee or representative, the university may lawfully require disclosure, access or view personal social media if necessary to investigate and take disciplinary action against any student, prospective student, or student group utilizing social media in ways that are unlawful, violate the Code of Conduct, or pose a threat to the safety of the campus community.

6. Definition of Student

HSU may exercise authority over any matriculated undergraduate or graduate student who is enrolled full- or part-time; has completed the immediately preceding term, is not presently enrolled, and is eligible for re-enrollment; or is on an approved educational leave or other approved leave status. This includes the period before classes begin, while the student is attending classes, between academic sessions and on leave.

7. Jurisdiction of the Code of Conduct

The Code of Conduct applies to conduct that occurs on university premises, at university sponsored activities, and to off-campus conduct that adversely affects the university community and/or the pursuit of its objectives. Each student is responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. The code applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. The Dean of Students will decide whether the code will be applied to conduct occurring off campus, on a case by case basis, in his or her sole discretion.

8. Administrative Hearings

The Dean of Students or their designee (such as a Residence Director) will meet directly with the student to discuss the incident, the student's involvement in it, and any steps that must be taken or sanction imposed to resolve the matter. The meeting will be followed by an official letter summarizing this discussion.

Before meeting with a judicial officer, the student will be provided, in writing, with a summary of the behavior that allegedly violates particular provisions of the Code of Conduct. Most meetings are at a more informal basis where the student is able to learn about a redemptive process.

If the violation is of a more serious nature where the misconduct would likely result in suspension or dismissal, the process will become more formal and the hearing will include the following structure:

- A. The hearing will be conducted in private. Admission of any person to the hearing will be at the discretion of the Dean of Students. The Dean may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the reporting party, accused student, and/or other witness during the hearing by providing separate facilities, and/or by permitting participation by telephone, video conferencing, written statement, or other means, where and as determined in the sole judgment of the Dean to be appropriate.
- B. Accused students may be assisted at hearings by an advisor. The advisor must be a current student, faculty, or staff member of the university who was not involved in the incident. The advisor cannot speak for the accused student. The role of the advisor is to accompany the student and advise him or her privately during the hearing process.
- C. Hearings will proceed in the following manner:
 - 1. An opportunity to get to know the student and their perspective
 - 2. Reading of the charges
 - 3. The student's denial or admission of the charges
 - 4. Presentation of information and/or witnesses supporting the charges and questions by the student charged and the committee

- 5. Presentation of information and/or witnesses by the student charged that rebuts the charges and questions by the Dean of Students
- 6. Closing statement by the accused student
- D. The Dean and the accused student may call witnesses. The Dean may ask questions of the witnesses. The accused student may not directly question the witness but may direct questions to the Dean after the witness has been excused. The Dean will then determine if the questions are appropriate, and if so, will follow up with the witness as necessary. Witnesses may only be present while giving testimony. Accused students must present a list of witnesses and purposes of their statements to the chair 24 hours in advance of the hearing.
- E. Pertinent records exhibits and written statements may be accepted as information for consideration by the Dean. This information must be submitted to the Dean at least 24 hours before the hearing.
- F. If, during the course of the hearing, additional charges are discovered, the accused student will be notified of the new charges and will be granted additional time, if needed, to prepare a defense of the new charges. The accused student may waive the additional time and the hearing can proceed with the new charges taken under consideration by the Dean.
- G. Information about the misconduct of other students shared at the hearing may be used as the basis for disciplinary action.
- H. The Dean's determination will be made on the basis of the preponderance of the evidence standard (whether it is more likely than not that the accused student violated the Code of Conduct).
- I. The Dean of Students will notify the student, in writing, of the decision and the sanctions issued, if any.
- J. If the accused student fails to appear at the hearing, the Dean may make a decision based on the available information.
- K. All procedural questions are subject to the final decision of the Dean of Students.

9. Sanctions

Violation of university policies for personal conduct may result in the imposition of one or more of the sanctions listed below. Sanctions that may be imposed are not limited to those listed. In certain limited situations, university officials may impose a sanction but suspend or postpone its actual implementation. Failure to comply with the sanction(s) imposed by a judicial body may result in further disciplinary action, including but not limited to, a registration hold, placement on or extension of university probation, or suspension.

Sanctions affecting the conduct of students are based on general principles of fair treatment. While attempting to be consistent in its disciplinary decisions, the university also seeks to be fair and sensitive to the facts and circumstances of each individual case. Disciplinary sanctions include:

- A. **Warning:** Oral or written notice to the student that the student is violating or has violated the Code of Conduct and that continuation or repetition of misconduct may result in a more severe sanction
- B. University Probation: A status which indicates that a student's relationship with HSU is tenuous. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found in violation of any university regulations. Probation may also result in the loss of privileges, depending on the policies of various university departments and organizations. For example, a student becomes ineligible to hold some leadership positions when placed on probation (see "Expectations for Student Leaders" below for more information).
- C. **Loss of Privileges:** Such loss may include, but is not limited to, financial assistance, eligibility to represent the university officially on athletic teams or performing groups, participation in the housing lottery, or use of specific university facilities, computer systems, equipment, or services.
- D. **Fines:** Payment of charges for violation of regulations which will be added to a student's account
- E. **Restitution:** Compensation for loss, damage or injury failure to pay such charges may result in additional sanctions (including, but not limited to, denial of re-enrollment or refusal to release official transcripts and records).
- F. **Educational Sanctions:** Mandatory work hours, reading/writing assignment, drug or alcohol assessment/treatment, seminar attendance, or other discretionary sanctions as deemed appropriate
- G. **Dismissal from University Housing:** Loss of privilege to live in university housing *Students in a contract or required to live on campus who are dismissed from university housing will be responsible for any remaining monetary charges for the term of their contract.*
- H. **Suspension:** Temporary separation of the student from HSU for a definite period of time, after which the student is eligible to return without re-applying
- I. **Expulsion:** Temporary separation of the student from HSU for a definite period of time, but not less than two years, after which the student must re-apply for admission
- J. **Dismissal:** Permanent separation of the student from HSU The student is dismissed from the university and is permanently ineligible to re-enroll at the university at any time in the future.

When students are dismissed, expelled, or suspended for disciplinary reasons, there will be no refund of tuition or room and board charges for the semester and all financial assistance for subsequent semesters will be reviewed and is subject to cancellation.

When students are dismissed, expelled, or suspended for disciplinary reasons, they are not allowed to continue any academic work and will receive all F's for the term. The student's academic transcript will also be noted that they have been temporarily or permanently dismissed and it is up to the student to notify any other institutions to the nature of their dismissal.

10. Forfeiture of Financial Assistance

Every student who has accepted a scholarship, loan, fellowship, grant-in-aid, or any other financial assistance by the university or the state is deemed to have agreed to observe the rules and regulations of the university. The university shall review the record of each recipient of financial assistance who has been placed on university disciplinary probation, is suspended, expelled, or dismissed from the university, or arrested and convicted as a result of a violation of university policy. In such cases students who have accordingly violated the student Code of Conduct as outlined in the Student Handbook may forfeit their financial assistance.

11. Expectations for Student Organizations

Student groups and organizations may be charged with violations of the Code of Conduct. A student group or organization may be held collectively responsible when violations of this code occur either during an event sponsored by the organization or when four or more members are in attendance at the event in question. Sanctions that may be imposed upon groups or organizations include but are not limited to deactivation, warning, reprimand, probation, fines, loss of privileges, restitution, and other educational sanctions. Deactivation includes loss of all privileges, including university recognition, for a specified period of time.

12. Expectations for Student Leaders

As role models to other students and ambassadors for HSU, student leaders are expected to embody the institution's highest ideals, values, and aspirations, and to uphold its community standards. Therefore, students placed on university probation will lose privileges, including their ability to apply, campaign, or hold leadership positions for the time they are on probation.

13. Interim Suspension

In certain circumstances, the Dean of Students or a designee may impose a university or residence hall suspension prior to a meeting with the Disciplinary Committee. Interim suspension may be imposed:

- A. To ensure the safety and well-being of members of the university community or preservation of university property.
- B. If the student poses a definite threat of disruption of, or interference with, the normal operations of the university. During the interim suspension, the student

may be denied access to the residence halls and/or to the campus (including classes) and/or all other university activities or privileges for which the student might otherwise be eligible, as the Dean of Students or the designee deems appropriate. The interim suspension does not replace the regular disciplinary process, which will proceed on the normal schedule, up to and through a Disciplinary Committee hearing, if required.

14. Appeals Process

Hardin-Simmons University has implemented procedures for student appeals with the intent of assuring fundamental fairness. Students who believe they were not treated fairly in the disciplinary process can submit a written appeal to the Vice President of Student Life. The appeal letter must be submitted within seven calendar days of the issuance of the sanction. The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the decision or an appeal for mercy is not an appropriate basis for an appeal. The written appeal must specifically address at least one of the following criteria:

- A. Insufficient information to support the decision
- B. New information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original hearing
- C. Procedural irregularity that undermined the student's ability to present a defense
- D. Inappropriateness of the sanction for the violation of the Code of Conduct Generally the appellate process does not require a hearing, nor does it require the vice president or designee to make personal contact with the student or the Disciplinary Committee.

The Vice President of Student Life may, but is not required to, convene an ad hoc appeal committee to assist in making a recommendation regarding the appeal. The vice president shall not be bound by the committee's recommendation, and may affirm, reverse, or modify the sanction. The Vice President of Student Life may also return the case to the Resident Director, Dean of Students or Disciplinary Committee for further consideration. The vice president's decision shall be final and effective immediately." (*HSU Student Handbook*, pg. 58-62)

Additional policies to protect students relevant to academic and professional performance found in *HSU Student Handbook* :

"11.2 Freedom within the Classroom

The student will expect the professor in the classroom and conferences to encourage free discussion, inquiry, and expression. Students will be evaluated on academic performance, not opinions or conduct in matters unrelated to academic standards.

11.4 Protection Against Improper Academic Evaluation

Students will have protection through orderly procedures against prejudiced or capricious academic evaluation. However, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled." (p. 74)

Lastly, the <u>HSU Student Handbook</u> provides policies related to termination for academic or professional performance as, "When students are dismissed, expelled, or suspended for disciplinary reasons, they are not allowed to continue any academic work and will receive all F's for the term. The student's academic transcript will also be noted that they have been temporarily or permanently dismissed and it is up to the student to notify any other institutions to the nature of their dismissal." (p. 96)

HSU Social Work informs students of the criteria for evaluating academic and professional performance through review of course syllabi. The course syllabi outline the criteria for evaluating academic performance in each course. Additionally, students are required to read the HSU Social Work Student Handbook as part of the Introduction to Social Work course. Upon reading this handbook, in class discussion in conducted and a quiz over the reading completed. Students are explicitly asked about academic and professional performance criteria for continuing in Social Work courses required to complete the program. HSU Social Work Student Handbook specifically details criteria for admission to the program, based on academic and professional performance:

"The Social Work Department selects students into the Social Work major. This selection process is designed to ensure that faculty and students will make the best decision possible about a professional career.

Proceeding into The Program:

- 1. The student enrolled in Introduction to Social Work will have an **EXIT** interview prior to the end of the semester. The purpose of this interview will be to:
 - a. discuss any concerns about the student's suitability for the profession or performance in the class that indicate potential problems regarding admission to the program. At this interview, recommendations to the student may include corrective action, counseling, etc.
- 2. Advise the student whether or not permission is granted to proceed to the next level of social work classes.

Criteria for Formal Admission

Admission to the Social Work major is based upon the following criteria established by the Social Work Program.

- 1. Satisfactory completion of Introduction to Social Work with the required interview.
- 2. Overall GPA minimum of 2.0.
- 3. Evaluation of all material required in the Pre-Admission interview.
- 4. Evidence that the student will be able to academically complete the Social Work Program.
- 5. Evidence that the student will be able to practice social work in an ethical and professional manner.

Pre-Admission Interview

Near the completion of the HBSE course series, the Program Director or assigned faculty will schedule Pre-Admission Interviews for those students meeting the criteria for admission and will meet individually with each student applying for admission. The student will submit a formal application to the department before an interview can be scheduled. The student may also be requested to furnish further information to enhance decision-making.

Three decisions may be made regarding admission:

- 1. Unconditional admission to the Program
- 2. Conditional admission to the Program
- 3. Denial of admission to the Program

In order to remedy problem areas or academic deficiencies, students may be referred to various University services, as needed. These may include: Writing lab, Counseling services, or the Student Success Seminar.

Following the completion of the semester, the student will be notified in writing of the decision to grant admission to the program. Students admitted "conditionally" may be required to complete a Social Work Major Contract agreement in order to resolve deficiencies or issues in order to remain in the social work program.

Post-Admission to the Social Work Program:

Students are assigned to a faculty advisor for academic and professional advising. The faculty advisor assists the student with course scheduling, academic, and professional self-assessment. Students are required to see their faculty advisor at least one time per semester. For additional information see the *Advising* section in this Handbook.

Students Denied Admission to the Social Work Program:

Students who are denied admission to the Program may appeal this decision within ten school days by the following procedure:

- Inform the Social Work Department Head in writing that the decision to deny
 admission is being appealed. The Department Head will review all information
 obtained from the pre-admission interview plus any additional information the
 student may wish to have considered and will meet with the student within ten school
 days of notification of the appeal. The Department Head has the authority to admit
 the student into the Program.
- 2. The student has the further right of appeal by filing a grievance with the Social Work Department Head. Procedure to be followed is found in the *Grievance* section of this handbook." (*HSU Social Work Student Handbook*, pg. 14-16)

The program has only one option.

Accreditation Standard 3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Termination from Social Work Program:

Policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance are outlined with the <u>HSU Social Work</u> <u>Student Handbook</u> as follows:

"The following situations are considered cause for termination:

- 1. Failure of any course which will preclude the student from advancing through the curriculum sequence.
- 2. Failure to fulfill the agreements of the Social Work Major Contract and Field Instruction Student Agreement. The Social Work Major Contract includes the professional performance agreements made between the student and the program at the time of pre-admission interview and included in the results of the interview, and any additional contracts completed in order to remedy problem areas.
- 3. Failure to make adequate academic progress. A student will not be allowed to enroll in Field Instruction Courses while on academic probation.

The following procedure will be used when the Program faculty considers it necessary to terminate a student from the program:

- 1. The student will be notified in writing to appear for a conference with the Department Head or designated Program faculty.
- 2. The student will be given a written statement outlining the reasons why she or he is being considered for termination.
- 3. The student will be given five school days to respond in writing to the statement.
- 4. Upon receiving the student's response, the Department Head will discuss with the student issues involved and attempt to resolve them through additional assignments designed to correct the situation. Examples of these may include:
 - A. Agreement by the student to seek individual therapy.
 - B. Repeating a course while being temporarily suspended from the Program.
 - C. Designating a time limited probationary period.
- 5. The student is then given five school days to accept or reject the additional assignment. If accepted, a personal contract will be written with the Department Head which will lead to good standing.
- 6. If the conditions are rejected, the student will be terminated from the Program.
- 7. The student has the right to appeal this decision to the Dean of the College of Liberal Arts.

^{**}Students are strongly encouraged to read and be familiar with the University Student Handbook which details their general rights and responsibilities." (pg. 20-21)

All students are informed of the academic and professional performance termination policies and procedures through a reading assignment in the Introduction to Social Work course. Students in this course are assigned to read the HSU Social Work Student Handbook as a reading assignment within the first two weeks of the semester. A quiz is conducted together in the classroom with open discussion over the contents of the handbook, including the policies, procedures, and criteria regarding academic and professional performance termination. Examples of termination reasons and processes are provided in the classroom.

In situations where students transfer from another CSWE accredited social work program with credit for Introduction to Social Work from that institution, students are informed of the HSU Social Work Student Handbook as a resource, and policies, procedures, and criteria are reviewed during advising. Such information is also reiterated as part of the Social Work Orientation provided at the beginning of each semester, for which all social work students are welcomed to participate in as a refresher.

The program has only one option.

Student Participation

Accreditation Standard 3.1.9: The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Policies Specifying Students' Rights & Responsibilities to Participate in Academic and Student Affairs Policymaking:

The <u>HSU Student Handbook</u> (pg. 43-44) outlines policies related to student's rights and responsibilities to participate in academic and student affairs policymaking, with which the program extends to its students as well.

"The Student Government Association (SGA) of HSU was established to be the voice of the students. The SGA is made up and administered entirely by students and is the representative body of the students at HSU. The purpose of Student Government is:

- To be the voice of the student! The Student Government Association strives to be the student voice by serving as a sounding board and representing the opinions, needs, interests, and concerns to HSU administration and the Board of Trustees.
- To develop leadership abilities. By participating in the election process, developing legislation and being the voice of the students, the members establish themselves as campus leaders.
- To promote and protect students' rights and responsibilities.
- To facilitate cooperation between students, faculty and administration.
- To encourage university pride.
- To collaborate with the university and other student organizations to enhance the overall college experience." (*HSU Student Handbook*, pg. 43-44)

Additionally, are Student Activities, "the vibrant social atmosphere on campus provides many opportunities for student interaction and fellowship. Students have the opportunity to take advantage of the programs hosted by student activities to help enrich their time as a student at HSU. In addition to student activities, the various clubs, organizations, SGA and residence hall leadership provide activities in which all currently enrolled HSU students may participate. Student Activities is currently made up of three student-led planning teams:

- SABERS Student Activities Board is the oldest student activities board on the HSU campus. SABERS are the face of student activities, planning some of the university's most noteworthy events including: Pumpkinpalooza, Gilbert's Birthday, HSU Day at the Zoo, Blacklight Breakdown, Welcome Week and Homecoming festivities. To become a SABER, students must demonstrate prior leadership experience through a student activities leadership group and participate in our application and interview process held every spring semester.
- SPARK Spontaneously Planned Activities plans and executes consistent programming and pop-up events throughout the school year. SPARK meets weekly to plan events, games, tournaments and celebrate unique and fun holidays. To become a member of SPARK, students must have an interest in learning how to plan and execute events, and participate in our interview and selection process. No prior leadership experience is required to apply.
- FreshCo Freshmen Leadership Council is a partnership between student activities and the Baptist Student Ministries to plan 4 major events throughout the fall semester. These students participate in leadership development facilitated by both the Coordinator of Student Activities and the Director of Baptist Student Ministries. To participate in FreshCo, students must attend weekly meetings, provide a FreshCo application and participate in 2 of the 4 campus events." (HSU Student Handbook, pg. 43)

Procedures Specifying Students' Rights & Responsibilities to Participate in Academic and Student Affairs Policymaking:

<u>HSU Student Handbook</u> states on page 44, "Members of Student Government are elected in an all-school election in the spring semester. The freshman class president is elected in the fall semester. All Student Government resources are available in the SGA office located in The Basement of Moody Center.

Student Government also contains student organization representatives from each organization that is registered through SGA. These representatives attend SGA meetings and represent their groups by voting. They are the liaison between the SGA and the various organizations on campus and serve as "The House" for SGA. Meetings are held throughout the school year every Thursday." (*HSU Student Handbook*, p. 44)

HSU Social Work extends these rights and responsibilities for students through various opportunities in social work courses and our social work student organizations, as well as community and professional involvements. HSU Social Work furthers this by encouraging student participation in campus life, serving as leaders and advocates, and providing safe space

for discussion, planning, and assisting with projects to enhance the student experience at HSU. Student officers of the Social Work Club and Sigma Beta are active members of SGA, serving as a voice for social work students specifically. Social Work Practice III students have served as advocates through community projects targeting the needs of students at HSU. These projects have included advocating for improved accessibility across campus, for gluten free meal plan options in the cafeteria, and for increased availability of child care for students, faculty, and staff with children, all of which have had some results on the HSU campus and in the Abilene community. Social Work students are also encouraged to participate in the HSU Social Work Advisory Council, to represent each classification of students in the program and be active in policy development and implementation for social work specifically.

The program has only one option.

Accreditation Standard 3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests.

The HSU Social Work program provides opportunities and encourages students to organize in their interests within the program, on campus, in the community, and with the profession.

Provides Opportunities for Student Organization:

HSU Social Work has two formal student organizations: Sigma Beta Chapter of Phi Alpha National Honor Society for Social Work, and HSU Social Work Club. Both student organizations are included in the University's Student Government Association body, giving students the opportunities to express their needs, preferences, and be involved in campus and community life beyond the classroom. Furthermore, HSU Social Work invites student membership in the HSU Social Work Advisory Council, including at least one student representative from each classification year. Social Work students have desired to organize specific student groups on campus, were provided resources and referrals to the entities that could be of assistance, and have been actively involved in the development and leadership of the HSU Veterans Student Organization in recent years. Students are informed during Social Work Orientation, held twice each academic year, of other student organizations they may choose to be involved with, as well as being encouraged to become active with professional organizations such as NASW, CSWE, and others.

Encourages Student Organization:

HSU Social Work faculty and staff frequently encourage student engagement in organizing, whether on campus, in the community, or within the profession. Within the explicit curriculum, assignments direct students toward being active, particularly when injustices and inequities occur, or rights are violated. The implicit curriculum provides even greater inspiration toward organizing on their own behalf and with others. As stated above, students are provided multiple opportunities to be active in areas where they are passionate, feel called, or have concerns, whether for themselves or for others.

The program has only one option.

Accreditation Standard 3.2 — Faculty

Educational Policy 3.2—Faculty

"Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned." (EP 3.2, EPAS 2015)

Accreditation Standard 3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

The HSU Social Work program has two full-time Social Work faculty members teaching the major required courses in Social Work Practice and Field, as well as Policy, Human Behavior and the Social Environment, and Introduction to Social Work. These two faculty members also serve as the Department Chair and Director of Field Education.

Two Sociology faculty assist part-time in teaching social work courses relevant to their qualifications, competence and expertise in research, and upper level elective courses.

The Faculty Summary Form and Faculty Data Form (CVs) for each full- and part-time faculty member teaching in social work education are provided on the following pages.

Faculty Summary Form

Provide the information requested below for all faculty employed in full- and part-time positions within the past academic year. However, if the program experiences major changes to faculty composition prior to self-study submission, please provide the most up-to-date information.

					2019	-2020									
						Teaching	Years of		Years of Employment as Full-Time Educator*			Percentage of Time			
Initials and Surname of					Tenure Practi	Tenure Practice	Practice Practic		Practice Previous Experience Positions			Current Position*		Assigned to Program**	
Faculty Member	Title	Hire Date	Race / Ethnicity	Gender	(Yes/N o/NA)	(Yes or No)?	Post- BSW	Post- MSW	BSW	MSW	BSW	MSW	BSW	MSW	
M. Milliorn	Department Chair; Professor	8/04	WH	F	Yes	Yes	27	21	0	0	16	0	100	0	
L. Cantrell	Director of Field Education; Assistant Professor	8/18	WH	F	No	Yes	10	9	0	0	2	0	100	0	
J. Roberts	Professor of Sociology	8/03	WH	F	Yes	No	N/A	N/A	0	0	17	0	25	0	
J. Rhodes	Associate Professor of Sociology	8/11	WH	M	Yes	No	N/A	N/A	0	0	9	0	20	0	
TOTAL FTE OF ALL FACULTY:						2.45	0								

^{*}Combine full-time and part-time work into full-time equivalence years of full-time teaching, based on your institution's workload policy.

^{**}If part-time, identify percent of a full-time workload assigned to the program, based on your institution's workload policy.

Faculty Data Forms (CVs)

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

CURRICULUM VITAE: Department Chair/Professor of Social Work

1. Melissa Milliorn, LMSW-IPR

2. Degree information

Degree	Masters of Science
Institution Granting Degree	University of Texas at Arlington
Major	Social Work
Date Awarded (month/year)	December 1999

Degree	Bachelor of Behavioral Science
Institution Granting Degree	Hardin-Simmons University
Major	Social Work
Date Awarded (month/year)	May 1993

3. Academic appointments

Employing academic institution	Hardin-Simmons University
Title	Professor of Social Work
City and state	Abilene, Texas
Start date (month/year)	August 2017
End date (month/year)	Present

Employing academic institution	Hardin-Simmons University
Title	Social Work Department Chair
City and state	Abilene, Texas
Start date (month/year)	June 2011
End date (month/year)	Present

Employing academic institution	Hardin-Simmons University
Title	Associate Professor of Social Work
City and state	Abilene, Texas
Start date (month/year)	August 2010
End date (month/year)	August 2017

Employing academic institution	Hardin-Simmons University
Title	Director of Field Education

City and state	Abilene, Texas
Start date (month/year)	August 2004
End date (month/year)	August 2011
Employing academic institution	Hardin-Simmons University
Title	Assistant Professor of Social Work
City and state	Abilene, Texas
Start date (month/year)	August 2004
End date (month/year)	August 2010

4. Professional post–baccalaureate and post–master's social work experience

Employer	Taylor County 326th District Court
Position	Adoption Home Studies (Contracted)
City and state	Abilene, Texas
Start date (month/year)	May 2017
End date (month/year)	Present

Employer	Texas Network of Youth Services: PEAKS Camps
Position	Group Facilitator (Contracted)
City and state	Austin, Texas
Start date (month/year)	January 2006
End date (month/year)	June 2011

Employer	Texas Department of Family & Protective Services/Child
	Protective Services
Position	(TARE) Texas Adoption Registry Exchange (Contracted)
City and state	Abilene, Texas
Start date (month/year)	July 2009
End date (month/year)	August 2009

Employer	Butman Methodist Encampment
Position	ROPES Course Facilitator
City and state	Merkel, Texas
Start date (month/year)	May 2006
End date (month/year)	August 2008

Employer	Texas Department of Family & Protective Services/Child
	Protective Services
Position	Adoption Assessments and Adoption Home Studies
	(Contracted)

City and state	Abilene, Texas
Start date (month/year)	March 2007
End date (month/year)	October 2007
Employer	Protective Services Training Institute/UT Arlington
Position	Basic Skills Development Trainer (Contracted)
City and state	Region 02 of Texas (Abilene, Lubbock, Midland/Odessa,
	Eastland, Wichita Falls)
Start date (month/year)	May 2006
End date (month/year)	August 2006

Employer	Girling Health Care, Inc.
Position	Social Worker (Contracted)
City and state	Abilene, Texas
Start date (month/year)	April 2005
End date (month/year)	April 2006

Employer	Texas Department of Family & Protective Services/Child Protective Services
Position	Child Protective Services (CPS) Specialist/Investigator Family Outreach Casework Manager CPS Support Supervisor Educational and Disability Specialist Quality Assurance Case Analyst, Supervisor
City and state	Abilene, Texas
Start date (month/year)	May 1999
End date (month/year)	August 2004

Employer	Abilene Regional Medical Center
Position	Social Work Case Manager (PRN – LMSW)
City and state	Abilene, Texas
Start date (month/year)	February 2001
End date (month/year)	July 2004

Employer	Abilene Regional Medical Center
Position	Social Work Case Manager (LBSW)
City and state	Abilene, Texas
Start date (month/year)	February 1994
End date (month/year)	May 1999

- Professional, academic, community-related, and scientific memberships.

 Council on Social Work Education, member 5.

- Texas Department of Health & Human Services Commission/Texas State Board of Social Worker Examiners, Continuing Education Unit Provider #5473
- National Association of Social Workers (NASW) member, current
- NASW Texas Board of Directors:
 - o Region 02 Representative, appointed 2015-2017, elected 2018-2021
 - Licensing Task Force, 2020
 - Strategic Planning Committee/Advocacy, 2019-2020
 - Executive Committee, Secretary 2011-2013
- NASW Texas Conference 2015-2020
 - o Volunteer chapter membership booth
 - o Judge, BSW Student Poster Session (2019)
- NASW Texas Social Work Advocacy Day Planning Committee, 2019-2020
- HSU Alumni Association, current
 - o New Student Orientation/Stampede Ice Cream Social
 - o Homecoming Tea-Social Work
 - o Assist with Alumni Lunch
 - o Alumni Board 2006-2009
- HSU University Women, current
- HSU Social Work Club, faculty sponsor
- Texas Association of Social Work Deans & Directors, 2011 present
- Texas Field Educators Consortium, 2004-2011, 2016-2018
- Phi Alpha Social Work Honor Society HSU Sigma Beta Chapter
 - o Lifetime Member
 - o HSU Faculty sponsor, 2012-2018, 2020
- HSU Mental Health Planning Committee, 2016-2017
- HSU Stampede Committee, 2016-2017
- Cynthia Ann Parker College of Liberal Arts, Dean Search Committee, elected member, 2015-2016
- HSU Social Work Faculty Search Committee Chair, 2014-2015; 2016-2017, 2018
- HSU Social Work Advisory Council, Faculty member 2013-present
- HSU Go Green Committee, 2016-2019
- HSU Equine Facilities Committee, 2018 present
- 6. Community service responsibilities and activities for the last 3 years.
 - Champion for Children Conference Planning Committee 2003-present
 - Sub Committee: Speakers & Programming, Chair 2010-2012; Member 2009-present
 - o Coordinator of Student Volunteers 2009-present
 - Communities in Schools Board of Directors, member 2016 2019
 - o School Programs Sub Committee member 2016-2017
 - o Vice President, Executive Committee member, 2017-2021
 - HSU Western Heritage Day volunteer
 - HSU Six White Horses, summer parades 2018 present
 - West Texas Fair & Rodeo Queen Judge Panel 2017
 - West Texas Fair & Rodeo Queen Committee 2017 present
 - o Chair of Sponsorships, 2018 present

- Connecting Caring Communities
 - o Poverty Simulation Facilitator 2009 2013, 2016-2017
- Abilene Aging Cluster, 2005 present
- West Texas Homeless Network, 2012 present
- Basic Needs Network, 2014 present
- Big Country Human Trafficking Coalition, 2017 present
- HOPES Coalition, 2017-2018
- Meeks Blood Center, donor
 - o Guns & Hoses community event annually
- Wigs for Kids, donor 2018
- The Mission/ Love and Care Ministries 2005-2019
 - Night Strikes
 - o Christmas on the Streets
 - Mission Thanksgiving
- Big Country Emmaus Community 2006 2019
 - o Women's Walk #222, Prayer Chief 2017
 - o Women's Walk #234, Music Team 2019
- 7. Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
 - Texas State Board of Social Worker Examiners
 - Licensed Master Social Worker (LMSW) 2005 with Independent Practice Recognition (IPR) 2007; LMSW-IPR #24473; 2005-present
 - o Licensed Bachelor Social Worker (LBSW) 1993-2005
 - NASW Member Profile recognition, October 2017 Newsletter
 - NASW West Central Texas Branch, Social Worker of the Year 2016
 - HSU Provost's Award for Outstanding Service to the Community, 2016
 - HSU Awesome Advisor Nominee, 2015-2019
 - HSU Faculty of the Year Runner-Up, 2019
- 8. List your professional presentations presented during the last 5 years.
 - Barker, T., Milliorn, M., Polk, M., & Wenetschleger, P. (2018) *Communication and Conflict Resolution*. Resolution Solutions: Abilene, Texas.
 - Milliorn, M., et al. (2020) *Social Work Orientation*. Hardin-Simmons University, Abilene, Texas. [September & January annually].
 - Milliorn, M., et al. (2019) *Workshop on Poverty: A Panel Presentation*. Christian Service Center, Abilene, Texas.
 - Milliorn, M. (2013-2020) *An Introduction to Child Abuse & Neglect*. Hardin-Simmons University Irvin School of Education; Abilene, Texas.
 - Milliorn, M., & Slaymaker, R. (2014-2018) *Collaborative Field Instructor Training:* Field as the Signature Pedagogy. Abilene Christian University, Hardin-Simmons

University: Abilene, Texas.

- Milliorn, M. (2018) *NASW Code of Ethics Revised*. National Association of Social Workers Texas, West Central Texas Branch: Abilene, Texas.
- Milliorn, M. (2017) *The Role of a School Social Worker*. Region 14 Education Service Center "Ignite...It Just Takes a Spark" Abilene, Texas.
- Milliorn, M. (2017) *Ethical Supervision in Field Education: Be the Change*. Field Instructor Training for Abilene Christian University & Hardin-Simmons University: Abilene, Texas.
- Milliorn, M. (2016) *Ethical Supervision in Field Education*. Field Instructor Training for Abilene Christian University & Hardin-Simmons University: Abilene, Texas.
- 9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

None

10. Include any other relevant information below.

Church of the Heavenly Rest, member; attend Three Crosses Cowboy Church.

CURRICULUM VITAE: Director of Field Education/Associate Professor of Social Work

- 1. Lauren Cantrell
- 2. Degree information

Degree	Master of Science
Institution Granting Degree	Abilene Christian University
Major	Social Work
Date Awarded (month/year)	May 2011

Degree	Bachelor of Behavioral Science
Institution Granting Degree	Hardin-Simmons University
Major	Social Work
Date Awarded (month/year)	May 2010

3. Academic appointments

Employing academic institution	Hardin-Simmons University
Title	Director of Field Education and Assistant Professor
City and state	Abilene, Texas

Start date (month/year)	August 2018
End date (month/year)	Present

Employing academic institution	Hardin-Simmons University
Title	Adjunct Professor
City and state	Abilene, Texas
Start date (month/year)	January 2018
End date (month/year)	May 2018

4. Professional post-baccalaureate and post-master's social work experience

Employer	Northern Oaks Nursing & Rehabilitation
Position	Director of Marketing and Sales/Palliative Care
	Program Director
City and state	Abilene, Texas
Start date (month/year)	August 2017
End date (month/year)	August 2018

Employer	Angels Care Home Health
Position	Branch Manager
City and state	Abilene, Texas
Start date (month/year)	January 2017
End date (month/year)	July 2017

Employer	Mesa Springs Nursing Facility
Position	Director of Social Services
City and state	Abilene, Texas
Start date (month/year)	August 2016
End date (month/year)	December 2016

Employer	Kindred Hospital System
Position	Case Manager
City and state	Houston, Texas
Start date (month/year)	August 2014
End date (month/year)	May 2016

Employer	Memorial Hermann Healthcare System
Position	Licensed Master Social Worker
City and state	Houston, Texas
Start date (month/year)	July 2013

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Employer	Mesa Springs Nursing Facility
Position	Director of Social Services
City and state	Ahilene Texas

September 2014

POSITION	Director of Social Services
City and state	Abilene, Texas
Start date (month/year)	August 2011
End date (month/year)	June 2013

Employer	Responsive Education Solutions
Position	Director of State Assessments
City and state	Lewisville, Texas
Start date (month/year)	September 2008
End date (month/year)	September 2011

- 5. List your current professional, academic, community-related, and scientific memberships.
 - Council on Social Work Education, member
 - National Association of Social Workers (NASW) member, current
 - NASW, West Central Texas Branch Chair Elect (2020)
 - NASW Texas Delegate Assembly Region 2 Representative
 - HSU Committee on Committee member, 2019
 - HSU University Women, current

End date (month/year)

- HSU Social Work Club, faculty sponsor, 2020 -2021
- Texas Field Educators Consortium, 2018-current
- Phi Alpha Social Work Honor Society HSU Sigma Beta Chapter
 - o Lifetime Member
 - o HSU Faculty sponsor, 2019- 2020
- HSU Western Heritage Day Committee, 2019-2020
- Cynthia Ann Parker College of Liberal Arts, Psychology Faculty Search Committee, elected member, 2019-2020
- HSU Social Work Advisory Council, Faculty member 2018-present
- Alzheimer's Association Committee Member
- 6. List your community service responsibilities and activities for the last 3 years.
 - APS Board Member, 2017-2019
 - Champion for Children Conference volunteer, 2019
 - HSU Western Heritage Day volunteer
 - Alzheimer's Association Committee Member
 - o Spring Fling marketing sub-committee member
 - o Walk to End Alzheimer's planning committee member
 - o Walk to End Alzheimer's team leader
 - Abilene Aging Cluster, 2009 present

- 7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
 - Leadership in Higher Education, HSU Doctoral Program student, 2019 present
- 8. List your professional presentations presented during the last 5 years.
 - Cantrell, L. (2019) *Teachable Moment: A Framework for Ethical Supervision*. Field Instructor Training for Abilene Christian University & Hardin-Simmons University: Abilene, Texas.
 - Cantrell, L. (2018) *Ethical Supervision in Field Education*. Field Instructor Training for Abilene Christian University & Hardin-Simmons University: Abilene, Texas.
- 9. List your professional publications for the last 5 years.
 None
- Include any other relevant information below.
 Calvary Baptist Church, active member

Research Experience

- Geriatrics Social Work, Dementia Care Interventions, Behavioral Health, Palliative Care
- Quantitative research in At- Risk youth programs, Master's Thesis 2011

CURRICULUM VITAE: Assistant Professor of Sociology

- 1. Jeremy R. Rhodes
- 2. Degree information

Degree	Ph.D.
Institution Granting Degree	Baylor University
Major	Sociology
Date Awarded (month/year)	08/2011

Degree	M.A.
Institution Granting Degree	Baylor University
Major	Sociology
Date Awarded (month/year)	05/2008

Degree	B.S.
Institution Granting Degree	Stephen F. Austin State University

Major	Sociology
Date Awarded (month/year)	05/2001

3. Academic appointments

Employing academic institution	Hardin-Simmons University
Title	Associate Professor of Sociology
City and state	Abilene, TX
Start date (month/year)	08/2011
End date (month/year)	present

- 4. Professional post–baccalaureate and post–master's social work experience: N/A
- 5. List your current professional, academic, community-related, and scientific memberships.
 - Member, American Sociological Association
 - Member, American Sociological Association Religion Section
 - Member, Society for the Scientific Study of Religion
 - Member, Association for the Sociology of Religion
- 6. List your community service responsibilities and activities for the last 3 years.
 - Coach and assistant coach, YMCA youth baseball and soccer
 - Participant, Annual MLK walk, rally, banquet
 - Member, Abilene ISD strategic planning committee
- 7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

None

- 8. List your professional presentations presented during the last 5 years.

 None
- 9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
 - Jang, Sung Joon, Todd W. Ferguson, and Jeremy Rhodes. 2016. "Does Alcohol or Delinquency Help Adolescents Feel Better Over Time?: A Study on the Influence of Heavy Drinking and Violent/Property Offending on Negative Emotions."
 International Journal of Offender Therapy and Comparative Criminology. 60(6): 619-639.
- 10. Include any other relevant information below. None

CURRICULUM VITAE: Professor of Sociology

1. Joanne Roberts

2. Degree information

Degree	Ph.D.
Institution Granting Degree	University of North Texas
Major	Sociology
Date Awarded (month/year)	08/02

Degree	M.S.
Institution Granting Degree	Texas A&M University at Commerce
Major	Sociology
Date Awarded (month/year)	12/82

Degree	B.A.
Institution Granting Degree	University of North Texas
Major	Political Science
Date Awarded (month/year)	08/02

3. Academic appointments

Employing academic institution	Hardin-Simmons University
Title	Professor, Department of Sociology
City and state	Abilene, Texas
Start date (month/year)	08/03
End date (month/year)	Present

Employing academic	Hill College
institution	
Title	Psychology/Sociology Instructor
City and state	Hillsboro, TX
Start date (month/year)	08/83
End date (month/year)	05/03

Employing academic institution	Abbott Independent School District
Title	Special Education Teacher
City and state	Abbott, Texas

Start date (month/year)	8/81
End date (month/year)	4/83

- 4. Professional post–baccalaureate and post–master's social work experience: N/A
- 5. List your current professional, academic, community-related, and scientific memberships.

American Sociological Association – Family and Religion Sections
National Council on Family Relations – Religion, Spirituality, and Family Section
Groves Conference on Marriage and Family
Texas Council on Family Relations

2019-2020

Past-President, Texas Council on Family Relations
National Council on Family Relations Board of Directors and Affiliate Councils
President-elect

Reviewer for Religions Online Journal

2018-2019

Past-President, Texas Council on Family Relations

Chair, Capitol Connection – TxCFR Day at the Capitol

National Council on Family Relations – Elected Affiliate Councils President-elect and the Board of Directors

Reviewer for Religions Online Journal

2017-2018

President, Texas Council on Family Relations Reviewed proposals for the TxCFR Annual Conference Reviewer for Religions Online Journal

2016-2017

President, TxCFR

Chaired Capital Connections – TxCFR Day at the Capitol

Reviewed proposals for the Religion and Family Life Section, National Council on Family Relations.

Reviewed proposals for the TxCFR Annual Conference

2015-2016

President, TxCFR

Past Chair, Religion and Family Life Section, National Council on Family Relations.

Registrar, Annual Conference, TxCFR, April 4-5, 2015, Abilene, Texas Reviewed proposals for the Religion and Family Life Section, National Council on Family Relations.

Reviewed Proposals for the TxCFR Annual Conference

Reviewed 2 articles for the Journal of Family Relations and the Journal of Family Theory and Review

6. List your community service responsibilities and activities for the last 3 years.

Community Activities

2019-2020

Connecting Caring Communities Board of Directors City of Abilene, Office of Neighborhood Services Advisory Committee Certified Victim Advocate Volunteer, Regional Victim Crisis Center, Abilene, TX

2018-2019

Connecting Caring Communities, President Board of Directors Table Captain, CCC Good Neighbor Breakfast City of Abilene, Office of Neighborhood Services Advisory Committee

2017-2018

Connecting Caring Communities (CCC) Board of Directors Table Captain, CCC Good Neighborhood Breakfast City of Abilene, Office of Neighborhood Services Advisory Committee

2016-2017

CCC Board of Directors
Table Captain, CCC Good Neighbor Breakfast
City of Abilene, Office of Neighborhood Services Advisory Committee

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Honors and Awards

2018 Awesome Advisor Recognition2017 Awesome Advisor Recognition

Grants

2005-2017 Received a \$500 annual grant from the HSU Academic Foundation for community renewal projects for my urban sociology class.

8. List your professional presentations presented during the last 5 years.

Refereed Presentations at Professional Meetings

Lobberecht, M., Roberts, J., and Jordan, E. *Capital Connection*, National Council on Family Relations Annual Conference, Minneapolis, Minnesota, November 3, 2017.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

None

10. Include any other relevant information below.

University Service

2019-2020

Chair, Department of Sociology

Professional Development Committee, At-Large Representative

Advisor, Human Services Administration Degree, Adult Track

HSU Experience Committee, Co-chair

Dissertation Committee, HSU Educational Leadership Candidate

2018-2019

Chair, Department of Sociology

Academic Committee, Social Science Representative

Committee on Committees

Advisor, Human Services Administration Degree, Adult Track

HSU Experience Committee

Dissertation Committee – HSU Educational Leadership Candidate

2017-2018

Chair, Department of Sociology

Academic Committee, Social Science Representative

Committee on Committees

Advisor, Human Services Administration Degree, Adult Track

HSU Experience Committee

Dissertation Committee – HSU Educational Leadership Candidate

Spoke to FYSM on Race in the U.S. Fall 2017

2016-2017

Chair, Department of Sociology

Academic Committee, Social Science Representative

Committee on Committees

Advisor, Human Services Administration Degree, Adult Track

Program Review Committee for the Music Department

Served on faculty search committee for political science faculty

LLC Faculty Pre-Health Sciences

Dissertation Committee - HSU Educational Leadership Candidate

2015-2016

Chair, Department of Sociology
Rank and Tenure Committee, Social Science Representative
Academic Committee, Social Science Representative
Committee on Committees
Advisor, Human Services Administration Degree, Adult Track
Program Review Chair for Education and FSSC
Honorary Doctorate Committee
LLC Faculty Pre- Health Sciences

The program has only one option.

Accreditation Standard 3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

Social Work Practice Courses:

SCWK 2303 Social Work Practice I – taught by Professor Melissa Milliorn, Department Chair SCWK 3370 Social Work Practice II – taught by Lauren Cantrell, Field Director SCWK 3375 Social Work Practice III – taught by Lauren Cantrell, Field Director

The faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience as evidenced in the faculty curriculum vitas provided. The faculty who teach the social work practice courses are the Department Chair and the Director of Field Education. Both faculty teaching the social work practice courses have a master's degree in social work from a CSWE accredited program and more than 2 years of post-master's social work degree practice experience. Both faculty members continue direct practice experience to enhance teaching of practice courses and to role model professional social work. The Department Chair has over 20 years of direct practice, post-masters experience. The Field Director has nearly 10 years of direct social work practice, post-masters experience.

Please review the Curriculum Vitae for the Department Chair in AS 3.2.1 on pg. 88 and the Curriculum Vitae for the Director of Field Education in AS 3.2.1 on pg. 93 for further details.

The program has only one option.

Accreditation Standard 3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

The Social Work program has documented its full-time equivalent faculty-to-student ratio at 1:17, not greater than 1:25 as a baccalaureate program.

Numerical FTE Faculty-to-Student Ratio: 1:17 with only one program option.

Formula used to calculate FTE of all faculty: Combined the full-time and part-time work into full-time equivalence years of full-time teaching, based on the institutional workload policy of 4 courses per Fall/Spring semesters and considering the amount of time for faculty assignment to the program. Two (2) FTE faculty are the Department Chair and Field Director; two Sociology faculty are assigned to teach social work part-time (.45).

Total FTE of faculty: 2.45

Formula used to calculate FTE of all students: All Social Work and Social Work & Psychology majors are counted as FTE students for this ratio, inclusive of part-time students.

Total FTE of students: 32.5

Faculty Size & Number and Type of Curricular Offerings in Class and Field: There are two full-time and two part-time faculty assigned to the Social Work program, calculated as 2.45 FTE.

The Department Chair teaches 3 courses each Fall and Spring semesters respectively: Introduction to Social Work (Fall & Spring), Social Work Practice I (Spring), Social Welfare Policy I & II (Fall/Spring series), and Child Welfare Services (elective/Fall). May Term elective courses are taught every other year are special topics and/or travel courses on Diversity & Justice, Community Renewal, and Civil Rights.

The Field Director teaches 3 courses each Fall and Spring semesters respectively: Human Behavior & the Social Environment I & II (Fall/Spring series), Social Work Practice II & III (Fall/Spring series), and Field Seminar I & II (Fall/Spring series). May Term elective courses are taught every other year are special topics on Mental Health, and School Social Work.

Two Sociology faculty assigned to Social Work part-time teach: Research Methods (Spring); Senior Research Seminar I & II (Fall/Spring series); three upper level electives on Statistics (every other Fall), Health Care (every other Spring), and Aging (every other Spring).

Faculty Size & Number of Program Options: There are two full-time and two part-time faculty assigned to the Social Work program. There is only one program option on the HSU

campus, which is a traditional face to face with some hybrid learning embedded utilizing the learning management system Canvas.

Faculty Size & Class Size: There are 2.45 faculty assigned to the Social Work program, with class sizes varying from 5-25 students in a class, with an average of approximately 12 students in a class. Practice courses are intentionally capped at 15 students per class for one faculty. Field Seminar courses average 8-10 students per one faculty, also intentionally capped at 15 students per class. Elective courses may have more students, up to 30, as they are often cross listed with other disciplines such as sociology, psychology, or criminal justice. It should be noted, non-majors also take social work courses as social work minors, prospective majors, and Human Service Administration majors required to take up to 12 hours of social work courses.

Faculty Size & Number of Students: There are 2 full-time faculty assigned to Social Work, responsible for the administration of the program and field education, recruitment and advising of students, teaching the majority of social work courses, and serving as faculty sponsors for two social work student organizations. There were 32 full-time students and one part-time student in the program for the 2019-2020 academic year.

Faculty Size & Advising: The Department Chair and Director of Field provide student advising for the Social Work and Social Work & Psychology majors. There was a 1:17 ratio in the 2019-2020 academic year.

Faculty Size & Faculty's Teaching Responsibilities: The Department Chair teaches 3 courses in the Fall and 3 courses in the Spring, teaching a May Term upper level elective course every other year. The Director of Field Education teaches 3 courses in the Fall and 3 courses in the Spring, teaching a May Term upper level elective course every other year. Two professors of Sociology assist in teaching part-time for the Social Work department. Required courses taught by doctoral level Sociology professors are Research Methods, and Senior Research Seminar I & II. The other courses taught by Sociology faculty are upper level elective courses.

Faculty Size & Scholarly Responsibilities: HSU does not require research publication of its faculty members, however copious research is conducted in course preparations, professional practice, presentations, and policy developments, as well as community involvement. For example, with the exacerbation of race equity issues in society, much research was conducted over the summer with an informal group of faculty members from multiple disciplines to enable faculty to present the most up to date and reliable information to students when they returned in the Fall of 2020. This group of faculty held near daily discussions via text and online platforms, participated in multiple webinars, shared readings followed by discernment and teleological deliberations, and shared in the collection of resources to enhance our own awareness and that of our students.

Each faculty member in the program have an assigned teaching load, with 4 courses each Fall and Spring semesters deemed as full-time. The full-time Social Work faculty each teach 3 courses each Fall and Spring to allow for administrative duties of the program. Please review the faculty curriculum vitas in AS 3.2.1 on p. 88 & p. 93 for more specific details on faculty scholarly responsibilities.

Faculty Size & Service Responsibilities: Each faculty member has the freedom to select their own service commitments. Social Work and Sociology faculty service to the community, University, Church, and as professionals are typically tied to academic responsibilities and enhance teaching and role modeling of professionalism. Please review the faculty curriculum vitas in AS 3.2.1 for more specific details on faculty service.

The program has only one option.

Accreditation Standard B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

Social Work has two full-time faculty assigned to the baccalaureate program: Department Chair and Director of Field Education. The program has only one option.

Both full-time faculty members have master's degrees in social work from CSWE accredited programs. The Department Chair obtained a MSSW degree from the University of Texas at Arlington in 1999. The Director of Field obtained a MSSW degree from Abilene Christian University in 2011 and is currently working on a doctoral degree from Hardin-Simmons University. Refer to the Department Chair Curriculum Vitae beginning on page 88, and the Director of Field Education Curriculum Vitae beginning on page 93.

The program has only one option.

Accreditation Standard 3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

The program's faculty workload policy is consistent with that of the university. The *HSU Personnel Handbook* on page 84 describes, "The normal teaching load for a regular, full-time faculty member is twelve semester hours or the equivalent per semester. Teaching loads of faculty members with major administrative assignments or other non- teaching responsibilities may be reduced upon recommendation of the appropriate Dean and approval by the Chief Academic Officer..." and on page 18, "Teaching loads are limited so that faculty members may have necessary time for study, reflection and creative activity essential to their intellectual life and professional growth". The Social Work program follows these same faculty workload policies, meeting the requirement for a one course or 25% reduced teaching load for the Department Chair and for the Director of Field Education.

Social Work Department Chair: The Chair has full-time assignment to the Social Work program, teaching 3 courses each Fall and each Spring semesters, providing a 25% release for administrative duties. The current Chair is a Professor of Social Work and has obtained tenure.

Director of Field: The Field Director has full-time assignment to the Social Work program, teaching 3 courses each Fall and Spring semesters, providing a 25% release for administrative duties. The current Field Director is an Assistant Professor of Social Work and on a two-year contract as a non-tenure track faculty.

Part-time faculty are utilized to teach the additional courses not taught by the full-time faculty. These can be adjuncts, or full-time faculty in liberal arts disciplines, such as Sociology, and assigned to the program on a part-time basis. The needs of the program are assessed annually to determine course schedules and teaching loads. In meeting institutional priorities, the program is assessed annually by administration.

In identifying institutional priorities, the HSU strategic plan is utilized as a source and emphasizes ten goals:

- 1. Develop a culture of innovation, diversity, and openness to change
- 2. Maintain and enhance the Christian distinctiveness of campus
- 3. Develop a unified marketing and imaging plan
- 4. Significantly improve campus technology
- 5. Enrich the total faculty/staff experience
- 6. Enrich the total student experience
- 7. Grow total enrollment
- 8. Develop new programs and evaluate existing programs
- 9. Dramatically improve, maintain, and expand facilities
- 10. Enhance financial condition and resources

(HSU Strategic Plan)

This policy supports the achievement of institutional priorities and the program's mission and goals in the following ways:

Sufficiency of Workload Policy to Support the Achievement of Institutional Priorities:

HSU has faced financial exigency in recent years, resulting in decreased annual budgets and cuts to programs, faculty, and staff. Some of the institution's priorities over the past three years directly impacting the Social Work program are to: enhance financial condition and resources; develop a culture of innovation, diversity, and openness to change; significantly improve campus technology; enrich the total faculty/staff experience; enrich the total student experience; grow total enrollment; and develop new programs and evaluate existing programs. The priority of greatest impact is to enhance financial condition and evaluate existing programs. The Director of Field Education was previously a tenure track position, however due to financial exigency, the Board of Trustees removed the option of tenure for faculty on tenure track who had not yet obtained tenure. The priority of growing total enrollment has benefitted Social Work enrollment and the student body. This has not had any effect on program workload or ability to sufficiently and effectively teach required courses. As the program continues to grow, faculty to student

ratios will change and there will be an increased need of faculty to maintain the Department Chair and Field Director teaching and administrative work loads.

Sufficiency of Workload Policy to Support the Achievement of The Program's Mission: HSU Social Work continues to have outstanding learning and program outcomes, keeping with institutional priorities and evidence of the workload supporting the program's mission to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and,
- Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.

Sufficiency of Workload Policy to Support the Achievement of The Program's Goals: HSU Social Work continues to have outstanding learning and program outcomes, ensuring the workload remains sufficient and supports the achievement of program goals:

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
- 4. To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
- 5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

The program has only one option.

Accreditation Standard 3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

The chart provided below visually and narratively demonstrates the ongoing professional development of the faculty as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Examples of Faculty	Relationship to		
Research	Institutional Component(s) of		Component(s) of
Experience	Priorities	Program's Mission	Program's Goals
Director of Field	Develop a culture of	To provide students	To create and support
Education, Lauren	innovation, diversity,	with a generalist's	an environment that
Cantrell is a current	and openness to	knowledge of social	values, models and
post-graduate student	change; Enrich the	work that is broad in	promotes lifelong
pursuing a doctoral	total student	scope including:	learning, professional
degree in Educational	experience; Enrich	scientific inquiry for	development, and
Leadership.	the total faculty/staff	research-informed	active participation in
	experience.	practice and practice-	the profession and
		informed research;	community.
		theory; Develop	
		professionals who	
	promote social		
	justice, dignity and		
	worth of the		
		individual, the	
		importance of human	
		relationships, human	
		rights, and scientific	
		inquiry, and who are	
		characterized by	
		integrity, competence	
		and service.	

Department Chair, Melissa Milliorn in collaboration with Psychology faculty researched & developed a new degree in Social Work & Psychology	Develop new programs and evaluate existing programs; Develop unified marketing and imaging plan; Grow total enrollment; Enrich the total student experience; Enrich the total faculty/staff experience.	Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities; Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and, Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.	To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
Professor Joanne Roberts conducted informal research on family rituals in preparation for her sabbatical in China, Greece, and Israel.	Enrich the total faculty/staff experience; Enrich the total student experience.	Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities.	To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and

<u> </u>	Develop a culture of innovation, diversity, and openness to change; Enrich the total student experience; Maintain and enhance the Christian distinctiveness of campus.	Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service.	through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized; Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social
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Examples of Faculty	Relationship to			
Scholarship	Institutional	Component(s) of	Component(s) of	
Experience	Priorities	Program's Mission	Program's Goals	
All faculty members attend professional and academic conferences annually. Department Chair, Melissa Milliorn, and Field Director, Lauren Cantrell attended the NASW Texas Conference and CSWE APM in October 2019. Professor Joanne Roberts attended the National Conference on Family Relations Annual Conference.	Relevant to each of the institutional priorities, especially the priorities to enrich the total faculty/staff experience and study experience.	Relevant to each component of the program's mission.	Relevant to all program's goals, particularly: To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.	

Examples of Faculty	Relationship to		
Exchanges with External Constituencies	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Department Chair	Develop a culture of	Develop	To foster student
serves on the NASW	innovation, diversity,	professionals who	development and
Texas Board as the	and openness to	promote social	utilization of
Region 02	change; Enrich the	justice, dignity and	relational, cognitive,
Representative; Vice	total student	worth of the	political and
President for Big	experience Enrich the	individual, the	professional skills
Country	total faculty/staff	importance of human	appropriate to
Communities in	experience.	relationships, human	generalist practice,
Schools Board of		rights, and scientific	while being able to
Directors; active		inquiry, and who are	apply critical thinking
member of American		characterized by	within the context of
Association of		integrity, competence	professional social
University		and service.	work practice with
Professors; active			individuals, families,
member of CSWE.			groups, organizations
			and communities;
Professor Joanne			To educate students
Roberts serves on the			to understand and
Board of the National			embrace diversity in

Council on Family		the world and to be
Relations; Capitol		committed to the
Connections Chair		promotion of human
for public policy for		rights and social and
the Texas Council on		economic justice
Family Relations;		through policy
Board of Directors,		analysis, formulation
Connecting, Caring,		and development,
Communities; City of		service delivery and
Abilene Office of		through leadership in
Neighborhood		the development of a
Services Advisory		nurturing and
Committee.		supportive
		environment for all
Director of Field		people, applying
Education, Lauren		strategies of
Cantrell serves as		advocacy and social
Branch Chair for the		change, especially for
West Central Texas		those who are
chapter of NASW;		marginalized; To
active member of		create and support an
CSWE.		environment that
		values, models and
		promotes lifelong
		learning, professional
		development, and
		active participation in
		the profession and
		community.
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Accreditation Standard 3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Profession's Values

"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (EP 1.0, 2015 EPAS)

Examples of Faculty Modeling Professional Values and Behavior in the Educational Environment:

Students were asked to participate in this portion of the self-study to provide examples of how they see faculty model professionalism in the educational environment, specifically professional values and professional behavior. Here is an excerpt response from a student:

"I believe that our Faculty model professional behavior in the way their passion for the industry is so evident. We are constantly being encouraged to actively help in our community while simultaneously learning how to grow in our abilities. We see our Faculty participating in NASW events and leadership, but as students, we are also encouraged and guided in our attempts to get "our feet wet" through the helping process.

"Our Faculty demonstrates Social Work values is in the classroom. As a single mom of two small children, working full time, taking classes, and battling learning disabilities, I am always met with space to learn individualistically. This doesn't play out in a "sympathy card" manner. I'm expected to complete all the tasks before me, but they have sat down with me time and time again to explain material in a way I can comprehend. They have also sat with me while I work through some triggers which arose during role-play in class. I've been taught that this is the time to reach inward and understand my strengths, but also my areas of weakness, so they can be addressed through their guidance. This is creating the strongest potential for me to be effective when I become a licensed professional."

Both Social Work faculty members are licensed in Texas, are active members of professional associations such as NASW and CSWE, serve as leaders in the profession through state and local elected leadership positions with NASW Texas, and daily exhibit the profession's core values in and out of the classroom. Students are intentionally included in these professional activities, are active participants in the community, on campus, and in NASW locally and at the state level. Students are intentionally challenged to examine and openly discuss (whether in class or privately with faculty) value dilemmas and conflicts between personal and professional to grow their understanding and competence as ethically competent future professional social workers.

The Social Work faculty serves as sponsors for the student led organizations, HSU Social Work Club and Sigma Beta Chapter of Phi Alpha Honor Society. These student groups and our program have information online through the HSU website and social media outlets Facebook and Instagram. The media postings and information on the website is primarily developed by the faculty, with students having an ability to post and/or respond to posts under faculty oversight. This provides an additional avenue for communication of professional values and promote response for all people, particularly during current events in 2020.

The Social Work faculty provide students opportunities to participate in professional development, research, and public speaking. Faculty and students attend professional conferences together locally, regionally, and nationally. Such ongoing scholarship and developmental activities enhance pedagogy, as well as student learning and connectedness professionally and provide opportunities for students to become leaders and advocates. Faculty also sponsor and accompany students for Social Work Advocacy Day, public political and social rallies, and other student organization related activities on campus, in the community, and world. Faculty actively participate and provide opportunities for student participation globally through use of technologies such as Zoom, and webinar platforms.

Students who may be struggling personally or academically are provided supportive services and accommodations to ensure opportunities and access for their personal, academic, and professional success. Interactions with students facing a multitude of challenges, particularly during a pandemic and social unrest, provides the faculty opportunities to role model professional responses to student need fulfillment inclusive of the core values, theory and concepts, and helping processes of this profession.

Accreditation Standard 3.3 — Administrative Structure

Educational Policy 3.3—Administrative and Governance Structure

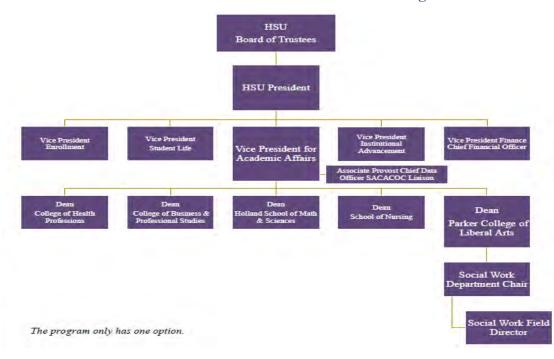
"Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options." (EP 3.3, EPAS 2015)

Accreditation Standard 3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

The HSU Social Work program employs two full-time social work faculty. Its' administrative structure consists of the Chair of the Social Work Department as the program administrator, with the Director of Field Education administering field education coordination.

This administrative structure provides the necessary autonomy to achieve program goals as the Department Chair has full autonomy in administration of the Social Work program, working collaboratively with the Dean of the College of Liberal Arts and University Administration in planning, budgeting, and program review. The Chair also collaborates with the Director of Field Education as well as the Social Work Advisory Council inclusive of student representation in curricular design, development, and program assessment in achieving the program's mission and goals.

Administrative Structure for Social Work Program



Accreditation Standard 3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The faculty of the Social Work Department have the responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

Curricular Development Process: The Social Work faculty, as a department, have the responsibility and autonomy for defining program curriculum consistent with EPAS. The Social Work Department Chair works with the Social Work faculty, staff, and HSU Social Work Advisory Council regarding curricular design, implicit and explicit curricula, and any additions, changes, or updates to the curriculum in place. The Department Chair, in compliance with institutional protocols is responsible for completing and submitting the required forms for curricular changes within institutional timeframes and guidelines. Submissions for curricular changes can be made in the Fall and Spring semesters, to be approved through the institutional processes outlined below, and for implementation in the following academic year. The institutional policies, as approved by the Academic Committee, provide the guidelines for curricular development and curricular changes as follows:

Protocols for approving undergraduate curriculum changes

New Major or Minor:

The form, "UNDERGRADUATE PROPOSED CURRICULUM CHANGE: NEW MAJOR, MINOR OR DEGREE" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school) for approval,
- Registrar for review,
- If the change affects the Foundational Curriculum General Education Council for approval,
- Academic Committee for approval, and
- Faculty for final approval.

Changes to Major or Minor:

The form, "UNDERGRADUATE PROPOSED CURRICULUM CHANGE: REVISIONS TO MAJORS OR MINORS" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school) for information or approval (as needed or as decided by the Dean),
- Registrar for review,
- If the change affects the Foundational Curriculum General Education Council for approval,
- Academic Committee for information or for approval, and
- Faculty for information or for final approval.

New Degree:

The form, "UNDERGRADUATE PROPOSED CURRICULUM CHANGE: NEW MAJOR, MINOR OR DEGREE" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school), or to appropriate ad hoc committee, for approval,
- College/school for approval,
- Registrar for review,
- Academic Committee for approval,
- Faculty for approval, and
- Board of Trustees for final approval.

Revision to an Existing Degree:

The form, "UNDERGRADUATE PROPOSED CURRICULUM CHANGE: REVISIONS TO AN EXISTING DEGREE" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school) for information or approval (as needed or as decided by the Dean), or to appropriate ad hoc committee for information or approval,
- Registrar for review,
- (If the change affects the Foundational Curriculum) General Education Council for approval,
- Academic Committee for information or for approval, and
- Faculty for information or for final approval.

New Course:

The form, "UNDERGRADUATE PROPOSAL FOR A NEW COURSE" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school) for information or approval (as needed or as decided by the Dean),
- Registrar for review,
- If the change affects the Foundational Curriculum General Education Council for approval,
- Academic Committee for information or for approval, and
- Faculty for information or for final approval.

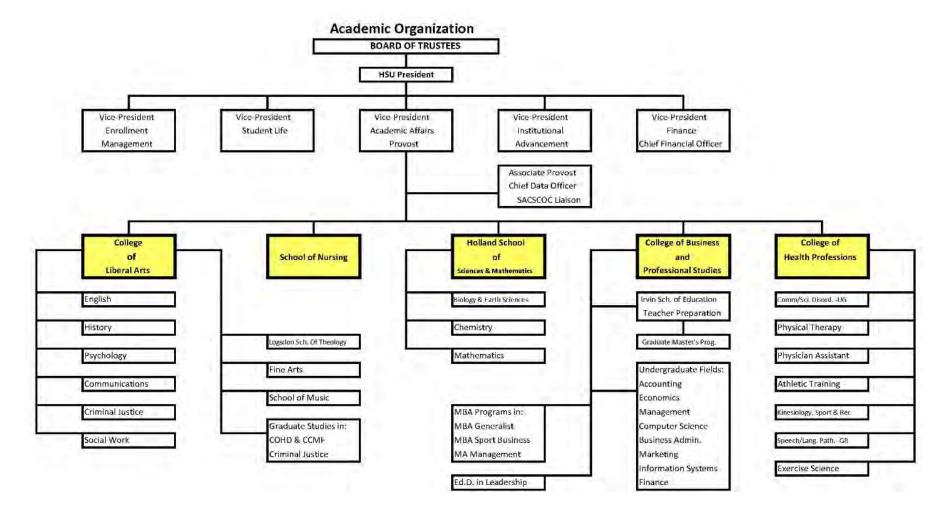
Revision to Course Title/Content/Description:

The form, "UNDERGRADUATE PROPOSED CURRICULUM CHANGE: REVISIONS OF AN EXISTING COURSE" is completed and forwarded to:

- College/school curriculum committee (and, as needed, the college/school) for information or approval (as needed or as decided by the Dean),
- Registrar for review,
- If the change affects the Foundational Curriculum General Education Council for approval,
- Academic Committee for information or for approval, and
- Faculty for information or for final approval.

Accreditation Standard 3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

HSU Academic Organization Chart



The formulation and implementation of policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel is conducted primarily by administration and the HSU Board of Trustees without involvement of the faculty. No faculty are present during meetings of the governing board. Formal procedures are nonexistent for accurate, regular communications regarding faculty or staff positions and concerns to the governing board. Faculty have not been consulted in setting the institutional budget, and the governing board suspended tenure effective immediately in October 2019. By February 2020, administration and the board made decisions to close several charter programs representing foundational blocks in the original mission of higher education at the institution due to financial exigency. An additional audit of the institution's financial condition was performed in 2020 with a financial restatement being published, revealing the institution to be in better financial status that previously presented, but still with financial concerns.

Policies Related to Recruitment of Faculty

Role of social work faculty/administration in policy formulation: Social Work faculty play no role in policy formulation related to the recruitment of faculty. These policies are formulated by the HSU Board of Trustees and administration without shared governance with the faculty.

Role of social work faculty/administration in policy implementation: The Social Work faculty and administration participate fully in the recruitment of new faculty when there is a faculty position available in the department. The Social Work Department Chair works collaboratively with the Dean of the College of Liberal Arts and the Director of Human Resources to develop the job posting, advertise and market the position, and make other recruitment decisions as applicable.

Policies Related to Hiring of Faculty

Role of social work faculty/administration in policy formulation: None, the hiring policies are formulated by the HSU Board of Trustees and Administration without shared governance with faculty.

Role of social work faculty/administration in policy implementation: The Social Work Department Chair works collaboratively with the Dean of the College of Liberal Arts, Provost, and President in making hiring decisions. To include students in the process, candidates conduct a professional presentation for students in the program. Students provide an evaluation of each candidate, and these scores are reviewed as part of the decision-making process for a faculty new hire. Once a candidate is selected, the Chair of the Social Work Department and the Dean of the College of Liberal Arts works with the Director of Human Resources on extending the offer and beginning the formal hiring of the new faculty member. The Provost and President make final decisions about salary and develop the contract.

Policies Related to Retention of Faculty

Role of social work faculty/administration in policy formulation: None, faculty retention policies are formulated by the HSU Board of Trustees and Administration without shared governance with faculty.

Role of social work faculty/administration in policy implementation: The decision to retain or release a social work faculty member is primarily made outside of the program, though the Social Work Department Chair is actively involved in such decision-making and can initiate the processes for termination of a faculty member when necessary. There are, of course, continuous efforts for retention of faculty within the Social Work department.

Policies Related to Promotion of Faculty

Role of social work faculty/administration in policy formulation: None, faculty promotion policies are formulated by the HSU Board of Trustees and Administration without shared governance with faculty, and without regard for the faculty rank and tenure committee.

Role of social work faculty/administration in policy implementation: The Social Work Department Chair upon notification from the Dean's office has responsibility to notify a faculty member when they are eligible for promotion, to assist the eligible faculty member with the promotion process, and provide a letter of recommendation upon request by the eligible faculty member.

Policies Related to Tenure of Faculty

Role of social work faculty/administration in policy formulation: None, tenure policies are formulated by the HSU Board of Trustees and Administration without shared governance with faculty and without regard for the faculty rank and tenure committee.

Role of social work faculty/administration in implementation: The HSU Board of Trustees deleted tenure track from all faculty contracts due to financial exigency in 2020. Prior to 2020, the Social Work Department Chair in collaboration with the Dean of the College of Liberal Arts made the decision regarding tenure track contract offering for new hires. The Social Work Department Chair had responsibility within the chain of command to notify a faculty member of eligibility for tenure, to assist the eligible faculty member with the tenure application process and provide a letter of recommendation upon request by the eligible faculty member.

Accreditation Standard 3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

The HSU Social Work program's Department Chair, also termed Head of the Department of Social Work, serves as the program director. The Department Chair is a full-time faculty member with 25% release time for administrative duties. The Department Chair teaches a 3/3 load, which is three classes in the Fall and Spring semesters respectively of a 4/4 full-time teaching load.

The HSU Social Work program is a Baccalaureate only program, with the Department Chair serving as the program director.

The program has only one option.

Accreditation Standard B3.3.4(a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

The baccalaureate program director's leadership is exhibited through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work.

Teaching Experience: Professor Milliorn has been teaching full-time for 16 years. Prior to this full-time appointment, she was a case reviewer and trainer for the State of Texas, teaching Basic Skills Development to new hires, teaching case workers case planning and intervention models, and training staff on policy developments and changes. Prof. Milliorn has also presented numerous workshops, community trainings, and conference sessions.

Scholarship Experience: Professor Milliorn obtained both her Bachelor and master's degrees in Social Work. Annually, Prof. Milliorn achieves a minimum of 15 hours of continuing education for her social work license in the State of Texas, including 3 hours of continuing education in ethics annually. Additionally, Prof. Milliorn is continuously seeking new knowledge through research for course preparations and professional presentations.

Curricular Development Experience: Prior to becoming a faculty member, Professor Milliorn was responsible for assisting with and/or developing curriculum for training of staff through the Texas Department of Family and Protective Services, Child Protective Services program. She continued this work after becoming a faculty member at HSU in 2004 by assisting with training and curricular development for the Protective Services Training Institute through the University of Texas at Arlington. Prior to being the Department Chair, Professor Milliorn assisted the previous program director in curricular design and development of new courses, including collaborating across disciplines with faculty in Criminal Justice, Sociology, Ministry, Leadership, and Psychology to provide students multidisciplinary academic learning

opportunities. This work continued once becoming Department Chair in 2011, with primary curricular oversight in collaboration with the Social Work Advisory Council and the Field Director for development of curriculum; and the Dean of the College of Liberal Arts, the College Curriculum Committee, University General Education Council, and the faculty at large for curriculum approvals.

Administrative Experience: Prior to coming to HSU, Professor Milliorn was a Support Staff Supervisor for Child Protective Services (CPS) and a field instructor for HSU and UT Arlington, supervising both BSW and MSW students in field placement at CPS. In 2004, Professor Milliorn became the Director of Field Education at HSU with administrative and teaching responsibilities related to field coordination, seminar instruction, and field instructor training and supervision.

Other Academic and Professional Experience: Professor Milliorn has continued professional practice and academic experiences during her tenure at HSU and has a Master of Science in Social Work (MSSW) degree from the University of Texas at Arlington, a CSWE accredited program. Please refer to the Department Chair Curriculum Vitae found in AS 3.2.1 beginning on page 88.

The program has only one option.

Accreditation Standard B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

The personnel letter on the next page provides documentation from the HSU Director of Human Resource that the program director, which is the Head of the Social Work Department, has a full-time appointment to the social work baccalaureate program. Professor Melissa Milliorn has been employed as a full-time faculty member since August 2004 and serves as the Head of the Social Work Department at the rank of full Professor and with tenure. Professor Milliorn is approved for one course reduction each semester in compliance with CSWE policies and standards for administrative duties within the Social Work program.



September 25, 2020

To Whom It May Concern:

Re: Mrs. Melissa Milliorn, Personnel Letter for Self-Study

This letter is to verify Mrs. Melissa Milliorn's employment with Hardin-Simmons University from 08/19/2004 – present.

Ms. Milliorn is currently employed as a Full-Time faculty member, with an approved one course reduction per semester. Her current title is **Professor of Social Work / Head of the Department of Social Work** in the Cynthia Ann Parker College of Liberal Arts.

If you have any questions or need any additional information, please feel free to contact me directly at (325) 670-1077.

Thank you,

Tera M. Gibson, SPHR, SHRM-SCP

Director of Human Resources Hardin-Simmons University

2200 Hickory Street, Abilene, TX 79601

Tera.gibson@hsutx.edu

(325) 670-1077 - Office

(325) 670-5874 - Fax #

Accreditation Standard B3.3.4(c): The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

The HSU Social Work program's Department Chair serves as the program director. The Department Chair is a full-time faculty member. Full-time faculty are required to teach 12 hours or 4 courses, 4/4 each Fall/Spring semesters. The Department Chair is given 25% release from teaching for administrative duties. The Department Chair teaches 9 hours or three classes, 3/3 in each Fall and Spring semesters respectively. The other quarter of time is set aside for administration functions.

To calculate the program director's assigned time for educational and administrative leadership to the program, Hardin-Simmons University requires the program director to teach 3 courses each long semester, Fall and Spring. This allows time for administrative duties, which is a 25% release time for administrative duties.

University Administration and the Dean of the College of Liberal Arts are protective of the release time for the Social Work Department Chair in order to meet the needs of program administration. Additional support staff, time, and resources have been provided to ensure program administration is sufficiently addressed. While the University has faced some financial constraints, the social work program has continued to receive adequate support, resources, and administrative release time to accommodate program needs, especially during this reaffirmation process. This release time has shown to be sufficient to meet the administrative needs of the program and accomplishing the program's mission, goals, and outcomes for student development of holistic competence.

The program has only one option.

Accreditation Standard 3.3.5: The program identifies the field education director.

The program has a Director of Field Education, Lauren Cantrell, who is a full-time faculty member with 25% release for administrative duties. In accordance with university teaching load policies, 4/4 respectively, the Director of Field Education teaches three classes in each Fall and Spring semesters or (3/3) providing a 25% release for administration of field education. The Field Director has sufficient and ample time to recruit field placement agencies, field instructors, conduct field instructor trainings and monthly meetings, conduct agency visits, and meet with field students in an advising and monitoring capacity. This time is more than adequate in completing data collection and assessment for evaluation of field education and for program evaluation as well. There have been no issues related to the Field Director's time for administration of field education, evident that the 25% release time is more than sufficient.

Accreditation Standard 3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

The Director of Field Education at HSU provides leadership in the program through professional practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Practice Experience: Assistant Professor Cantrell has been a licensed master social worker (LMSW) for 10 years and has worked in professional practice during her social work career. She has been a full-time assistant professor and Director of Field Education for 2 years. Prior to this full-time appointment, she was a Director of Social Work and case manager working in geriatric and palliative care services, working in an inter-disciplinary team capacity to provide education, resources, plan of care adherence and discharge planning services to clients.

Field Instruction Experience: Assistant Professor Cantrell previously served as a field instructor for two academic years, supervising both BSW and MSW students while serving as a Director of Social Work service in geriatric care facility.

Administrative Experience: Prior to coming to HSU, Assistant Professor Cantrell was the Director of Social Services for geriatric care, a lead case manager for a long-term acute care hospital, a Branch Manager for a home health agency and a field instructor for HSU and ACU, supervising both BSW and MSW students in field placement at Mesa Springs Nursing and Rehab. In 2018, Assistant Professor Cantrell became the Director of Field Education at HSU with administrative and teaching responsibilities related to field coordination, seminar instruction, and field instructor training and supervision.

Other Academic and Professional Experience: Assistant Professor Cantrell has continued professional practice and academic experiences during her social work career and has a Master of Science in Social Work degree from Abilene Christian University, a program accredited by CSWE. Please refer to the Director of Field Education/Assistant Professor of Social Work Curriculum Vitae provided in AS 3.2.1. beginning on page 93.

The program has only one option.

Accreditation Standard B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

The Director of Field Education at HSU received a Master of Science in Social Work degree from Abilene Christian University, a program accredited by CSWE. The Director of Field Education at HSU is currently pursuing a doctoral degree in educational leadership at HSU.

The Director of Field Education at HSU has over 8 years of post-master's degree professional practice experience. Please refer to the Director of Field Education/Assistant Professor of Social Work Curriculum Vitae provided in AS 3.2.1. beginning on page 93.

Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

The Director of Field Education at HSU is considered an administrative position, much like that of the Department Chair. The Department Chair and Field Director have full-time assignment to the social work program, teaching 3 courses each Fall and Spring semesters. The Field Director's teaching load includes the field seminar course as one of the three courses taught both Fall and Spring semesters. Field Seminar meets only once per week, providing additional time for educational and administrative leadership for field.

The Director of Field Education at HSU is given a minimum of 25% release time for field administrative functions by teaching a 3/3 course load for Fall and Spring. Included in the 3/3 course load is the field seminar course each semester. The only additional teaching duties the Director of Field has outside of field education are the Human Behavior courses and Practice courses that are developmentally preparatory for field education and intentional in design.

The Director of Field Education at HSU release time has been sufficient to allow recruitment of field placements and field instructors, collaborative training of field instructors, meeting with field instructors three times each semester, meeting with students weekly in seminar, participation in the Texas Field Educator's Consortium, and conducting field evaluations at midterm and final each semester. The Field Director has sufficient time for determinations of field placements and assignment of field instructors without issue.

The program has only one option.

Accreditation Standard 3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

The Director of Field Education serves as the administrator for the field education program and is supervised by the program director, which is the Social Work Department Chair. The program and university resources are fully accessible to the Director of Field and the Department Chair and are sufficient in the administration of field education and in meeting its mission and goals.

Description & Sufficiency of Personnel Resources: The staff of the Social Work Program includes an administrative assistant working part-time in the social work office. In addition, the department has a student worker with a flexible schedule working approximately 10-12 hours per

week depending on the student's course load and program needs. The support staff provide sufficient assistance with tasks as needed for the Director of Field's administrative needs, mission and goals for field education and the social work program. The administrative staff coordinates field instructor trainings, meetings, assists in online scheduling of evaluations and student appointments, filing of field related documents, as well as data collections from field evaluation tools each semester. The student worker assists by running errands across campus, picking up and delivering mail, being in the office to greet students and others when they visit the office, and provide a student perspective for planning of field related events and activities. This is more than sufficient to meet the needs of field education and the social work program.

Description & Sufficiency Time Resources: The Director of Field Education at HSU has sufficient release time to allow for recruitment of field placements and field instructors, provide collaborative training of field instructors, meeting with field instructors three times each semester, meeting with students weekly in seminar, participation in the Texas Field Educator's Consortium, and conducting midterm and final field evaluations each semester. The Field Director has sufficient time for determinations of field placements and assignment of field instructors in meeting student specific learning needs in field education. The Field Director's teaching load includes the field seminar course as one of the three courses taught both Fall and Spring semesters. Field Seminar meets only once per week, providing additional time for educational and administrative leadership for field education by the Field Director.

Description & Sufficiency Technological Support Resources: The university provides a laptop with a webcam, speakers, and a microphone, as well as an iPad for professional use by the Director of Field Education. These may be utilized in the office, when working from home, and in the community for field evaluations, field instructor meetings and trainings, and other tasks. The Help Desk and Technology Services staff are available to assist with program technology equipment needs, technology in the classroom, as issues may arise, and provide training and software updates. During times when quarantine has been mandated and courses transitioned to completely online, Technology Services provided additional software, training for best practices in online teaching and course development, and additional support when needed. Cameras and proctor screens are also available in all classrooms and utilized by Director of Field Education for access of students in distance placements or when unable to meet in person. These technology supports and resources have been more than sufficient in meeting the needs of field education and the social work program.

Accreditation Standard 3.4 — Resources

Educational Policy 3.4—Resources

"Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement." (EP 3.4, EPAS 2015)

Accreditation Standard 3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Procedures for budget development and administration are outlined by the Budgeting and Finance Department at HSU as follows:

Philosophy

The responsibility for budget development and funds administration is delegated by the University's President to the Vice President for Finance (VPF), who works in conjunction with the President, Administrative Council and Board of Trustees on all financial matters.

It is the desire of the University's Board of Trustees that all core revenues and expenses supporting the instructional programs of the University be reported in the annual budget, regardless of the funding source. As such, all activities that generate tuition or fees will be included in the budget. Generally, all revenues and expenses will be budgeted at "gross", rather than on a "net" basis.

Budget Development and Approval

At the beginning of January each year, the VPF will solicit budget requests for consideration for the upcoming fiscal year from Budget Managers. The Social Work Department Chair serves as the Budget Manager for Social Work. The University's fiscal year runs from June through May.

Depending on the outlook for revenue forecasts and University funding priorities, not all funding levels from the previous year will be continued, nor will all new requests be approved. Budget Managers submit their requests through the colleague budget module. Budget Managers will provide detailed information to support their requests and may choose to submit additional supplemental information to fully explain the needs of and upcoming plans for their programs. Budget requests should directly tie to and support the written goals of the departments' continuous improvement plans, as well as their reports on the assessment of outcomes and revised plans from the previous year's stated goals.

Each budget request is reviewed and approved through a hierarchy system. The department head, as the budget manager, inputs the initial request. This is then reviewed by the Dean and Academic Provost. The budget is reviewed and compiled by the VPF before being presented to the administrative council.

Funding priorities and allocations will be recommended to the Finance Committee of the Board of Trustees by the President, after considering input from members of the Administrative Council. The Finance Committee will then recommend the final funding priorities and allocations to the full Board of Trustees for approval at its Spring meeting. If it is later determined that actual revenues are not meeting budgeted forecasts, mid-year adjustments may be made to the budget.

Salaries and Benefits

Base salaries and employee benefits are budgeted for and managed by the Vice President for Finance. Those funds, including any anticipated savings within them, are not available for transfer or expenditure by Budget Managers. Faculty overloads and adjunct budgets are managed by the Academic Deans through the Provost's Office.

Budget Reporting and Oversight

Budget Managers are responsible for continuously monitoring their budgets via electronic access through self-service.

The VPF reviews and presents interim budget reports reflecting departmental activity to the President and the Administrative Council collectively. Interim budget reports are also provided to the Finance Committee and Board of Trustees.

The University's budgetary process is a stable procedure followed annually. Each year the budget process for the university starts each department with a budget of zero. The department head calculates a budget request in three categories of expenses: supplies and operations, travel, and student wages. The Dean over the department reviews the budget requests and makes recommended changes. The Provost then reviews the budget before submitting the request to the assistant vice president for finance. The assistance vice president for finance and the VPF consider the requests in light of program enrollments and expected program revenues. If entity-wide budget constraints exist, the requests are adjusted to conform with entity-wide budget goals according to the costs that the program's enrollments and revenues support.

The Provost, in discussion with the Dean and VPF, determines the number of faculty and non-faculty lines the program will require, basing the decision on credit hours sold, sections taught, accreditor requirements, and the program's administrative needs. The Provost bases salaries for new faculty on market salary levels in the discipline and faculty raises on the budget for raises and the metrics for awarding them that are established each year by the Board of Trustees. The VPF bases the pay for non-faculty lines on local pay-scale norms and scheduled hours to be worked. The determination of whether a program has part-time or full-time non-faculty lines derives from accreditor requirements and the number of majors in the program.

Specifically, for the CSWE-accredited Social Work program at HSU, the number of majors and program's revenues have dictated that the program's faculty and non-faculty lines be set at CSWE-required minimums. As the university has reallocated entity-wide budgets based on a systematic measure of program efficiency, the department's non-salary budgets have been

reduced to more closely reflect the program's size in proportion to other majors at the university. The program remains the only undergraduate program in the university with direct support staff.

Hardin-Simmons University has been experiencing financial exigency, leading to budgetary cuts for all programs across campus. The budget form reveals ongoing cuts to the Social Work program over a three-year period, related to an unstable financial situation at the institutional level. While there have been budgetary cuts, the program has been provided the financial resources needed to achieve its mission and goals and continues in regularly conversations with the Dean of the College of Liberal Arts regarding budgetary constraints. Thus far, no identified needs of the program have been denied. The Dean of the College of Liberal Arts and the University Provost have both provided additional funding for program operations to continue efficiently and effectively, for ongoing faculty development, and to ensure sufficient resources are provided for the program to achieve its mission and goals.

For compliance, the Budget and Finance Department completed the required budget form provided on the next page.

Program Expense Budget Council on Social Work Education Commission on Accreditation

2015 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.4.1.

AS 3.4.1

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

Type of Program: X Baccalaureate Master's

Program Expenses	Previous Year 2019		Current Year 2020		Next Year 2021	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	122,200	100%	126,000	100%	124,650	100%
Support Staff	10,400	100%	10,712	100%	12,990	100%
Temporary or Adjunct Faculty & Field Staff	0	NA	0	NA	0	NA
Fringe	52,271	100%	48,978	100%	51,427	100%
Supplies & Services	9,262	100%	7,589	100%	6,571	100%
Travel	3,850	100%	2,000	100%	2,000	100%
Student Financial Aid	2,200	100%	2,200	100%	2,000	100%
Technological Resources	0	NA	0	NA	0	NA
Other (Specify)	0	NA	0	NA	0	NA
TOTAL	200,183		197,479		199,638	

Accreditation Standard 3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.

Recent Challenges and Resources Utilized:

The Social Work faculty and staff are astutely aware of and committed to addressing programmatic, professional, and personal challenges through continuous improvement efforts. Significant societal, professional, personal, and programmatic conditions, such as the Covid-19 pandemic, racial inequities, and national elections, have posed the most predominant concerns and challenges in the most recent and current academic years. Accommodations to meet student needs pertinent to basic needs, mental and physical health, learning abilities, accessibility to appropriate technology, engaging and maintaining connectedness with and between students, development of faculty and students, and continuance of service-learning opportunities have been and continue to be at the forefront.

Additional challenges have been the financial circumstances for the institution and recruitment and retention of students as related to societal, professional, and personal conditions as well as financial constraints. HSU has been experiencing financial exigency resulting in cuts to program financial resources, as well as faculty and staff positions. These challenges, and those discussed above, have resulted in an abundance of financial needs, as well as mental and physical health issues for students with increased expenditures of time, money, and energy in addressing such needs and concerns.

To address these challenges, concerns, and needs, through abiding engagement and assessment of student needs, the Social Work faculty and staff are ceaselessly engaged in collaborative, multidisciplinary efforts on campus, within the profession and with our partners in the greater community. These efforts include networking, communications, information and referral, allocation and utilization of campus and community resources and services, mentoring, advising, and intentionality in accessibility to the students.

A priority in recent months is response to the Covid pandemic requiring the closure of campus, extension of Spring Break, and restructuring courses to an online platform, and the temporary institutional offering of pass/fail grading. The program's response was to immediately communicate with students via email and the learning management system, Canvas, the plans for each course explicitly. Faculty worked to move courses to online asynchronous and synchronous formats utilizing Zoom and Canvas. Accommodations were made for students regarding attendance, assignment due dates, and technological challenges. Faculty and staff collaborated with other disciplines, departments, and community partners to ensure student needs were met. Transitioning to summer months, all course offerings were offered completely online, in an asynchronous format. Returning in the Fall, faculty, staff, and students were provided varied options in attempts to meet program, course, and individual needs. For example, Covid-19 protocols were put in place for face to face contacts and courses, as well as extracurricular activities, field placements, and social gatherings. Exceptions for face to face attendance, offering hybrid or fully online courses is in place. Technology services put into place advanced equipment in the classrooms for inclusivity of students unable to participate in person for face to face classes. Class sizes were limited to provide space for social distancing. Hand sanitizing

stations were strategically placed at building entrances and exits, in classrooms and office spaces. Wearing of face masks is mandatory in all common areas, in offices, and the classroom. Faculty, as space is available for social distancing, can remove their face mask while lecturing in the classroom. When space for social distancing is not ample, plexiglass barriers are in place. These resources and precautions have served well and allow students unable to be physically present in the classroom to still attend and participate virtually. Class sessions are also recorded and made available for students to review lecture, discussion, exercises, and other supplemental materials to aid their overall learning.

Ongoing issues and concerns directly affecting our students are racism, the Black Lives Matter (BLM) movement, policing, and the current political climate. The Social Work faculty and staff are committed to providing equitable and safe spaces for conversations, deliberately challenging cognitive & affective processes in and out of the classroom and embedded within course assignments model a commitment to justice and equity for all people. Course assignments and class discussions are inclusive of open questioning, often rhetorically, about students' critical opinions, beliefs, thoughts and feelings over such topics. Students are offered extra credit in their work, for example providing evidence of being a registered voter, attendance and participation in community social action or political rallies. Faculty, staff, and students participate in campus and community events relevant to the promotion of equity and justice, modeling activism and leadership as advocacy efforts. Faculty voluntarily serve in leadership positions within the profession, community, and university. The Department Chair serves on the NASW Texas Board, providing leadership in decision making regarding the involvement of social work in making public statements on BLM, policing, inclusivity, and setting legislative priorities for the upcoming Texas Legislative Session. A junior student in the HSU Social Work program is the NASW Texas Board BSW Student Representative, providing a student voice on the Board and role modeling this state level leadership to her peers. The Field Director serves as the West Central Texas Branch Chair, sharing NASW Texas information, opportunities, and trainings, and well as candidate endorsements made by NASW Texas Political Action for Candidate Election committee. The work being completed by students in and out of the classroom, along with these leadership roles within the profession, enhance student awareness, learning, and opportunities to strengthen inclusivity and relationships.

Recent institutional budgetary constraints have resulted in reallocation of financial resources within the program. For example, while our budget accounts have been reduced, supplemental resources have been available to meet program needs. For example, access to Cullen Faculty Development funds and the Parker College of Liberal Arts Faculty Development grants, as well as funding provided through the Provost's office have allowed for continued faculty and student development without interruption. An example, additional faculty development funds have been provided for faculty to attend CSWE APM, Reaffirmation Trainings, and reaffirmation meetings with the Accreditation Specialist at CSWE.

Student wellbeing is a constant priority. Mental Health is an ongoing challenge in the university setting, particularly and increasingly over the past year. Professional mental health services for students are available on campus at no charge, and also in the community with a sliding scale fee for service. Students are encouraged and empowered to obtain mental health services when needed to restore and enhance student academic functioning and overall wellbeing. The physical

health needs of students are met through resources and services provided by HSU Student Life, including community referrals. Student accommodation needs pertinent to physical, mental, or learning disabilities are provided through the Office for Students with Disabilities Services and followed within the social work program for our majors. Such accommodations are confidentially communicated with the faculty to enable student success academically and enhance student well-being.

The Social Work Department Chair and faculty work collaborative with the library faculty and staff to ensure adequate and relevant library resources and services are available to meet student learning and research needs. Provision of services accessible through the library include The Writing Center for assistance with student formal written work, and Academic Center for Enrichment to provide tutoring and mentoring services by faculty, staff, and student mentors, and assistance of the librarians applicable to student research and learning.

For continuous improvement, program updates are provided to faculty, staff, students, alumni, field instructors, and community partners through Social Work Orientation, communications with the Social Work Advisory Council, and Field Instructor trainings, including information about this reaffirmation process, development of this self-study, and other CSWE policies and standards considerations. Direct and indirect communications with the Dean of the College of Liberal Arts, the Provost, and the University President provide such information and program updates to administration as well. These methods of communication are willfully designed for feedback and recommendations to contribute to the ongoing advancement of the program.

Awareness, openness, and attention to detail are prerequisite for continuous improvement in the Social Work Program. The copious efforts described reflect the recurring work toward program development and enhancement for the faculty, staff, students, community, university, and the profession. The resources available are sufficient and have afforded the social work program its ability to meet needs for the faculty, staff, and students through resource allocation and collaboration across disciplines, colleges, and with community partners.

The program has only one option.

Accreditation Standard 3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

Description & Sufficiency of Support Staff and Other Personnel: The program support staff consists of a part-time secretary and a student worker. The secretary is employed for 29 hours per week during the Fall and Spring semesters, with shared responsibilities to the College of Liberal Arts and International Studies. Additionally, the secretary is allotted an additional 80 hours per fiscal year to assist the department beyond the typical Fall/Spring semesters. The student worker is typically will work a flexible schedule according to the needs of the program, the student class schedule, and collaboratively with the secretary to ensure the office needs are met. This support staff is adequately sufficient to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Description & Sufficiency of Technological Resources: Technology Services provides for all technological needs of the faculty and staff in the social work program. The social work faculty members have been provided University issued laptops with all required and relevant software. The faculty have also been provided iPads to further assist in flexibility and mobility of their work. Within the office suite, there is a large all-in-one printer, copier, email capable and fax machine. The University phone system is integrated with the email system and Microsoft Teams so messages can be easily retrieved by faculty even when off campus. Phone calls can also be received via laptop computer from remote locations as needed, and forwarded to another number to ensure messages are received and calls returned. These resources are easy to use and adequately provide for the needs of the program. These resources are sufficient to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

The program has only one option.

Accreditation Standard 3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

CSWE Accreditation Librarian's Report

General Library Description

The Rupert and Pauline Richardson Library and the Smith Music Library provide the materials, databases, and services necessary to support the curriculum of the University. The libraries maintain a robust, easy to navigate, research website with access to databases, print book bibliographic information, e-books, subject guides, "how to" videos, contact information and service hours. The library is open to the public and serves not only the Hardin-Simmons campus but the surrounding community at large in the role as a member of the Federal Depository Library Program with the Government Printing Office of the United States and a member of the Abilene Library Consortium which encompasses four area universities and the Abilene Public Library.

The library's online catalog, full-text periodical articles, electronic reference sources, databases, e-books, subject guides, digital archives, and recommended websites are all available 24/7 to current students from the library's research website using computers and devices from on or off-campus.

The library's discovery tool <u>Research Roundup</u> simplifies searching by providing a one-step process to search for books, peer-reviewed articles, and other database resources. The HSU library provides access to more than 200,000 physical items, 48,000 full-text journals, and 275,000 electronic books. HSU's membership in the Abilene Library Consortium adds access to more than 2 million items. TexShare resources are available from across the state and our interlibrary loan service can request materials from around the world.

Physical materials housed in the library include print reference resources, circulating print books, videos/music, DVDs, CDs, audio cassettes, CD-ROMs, music scores, and microforms.

HSU Librarians are HSU faculty members who have extensive professional expertise in helping students find and use information. Through one-on-one library and classroom instruction, they guide students in the use of resources for maximum effectiveness and efficiency. Librarians are available at the Information Desk, by phone (325-670-1578), professional librarians may be contacted 24/7 by online chat, and via email (hsuref@hsutx.edu).

Library Specific to Social Work:

• If there is a library specific to social work, a single institutional library, or multiple libraries at the institution.

There is not a library designated for Social Work at HSU, but there is a Social Work and Sociology Collection. The Social Work and Sociology Department receives an annual budget to purchase library materials and subscribe to journals specific to their disciplines. Social Work materials are held in the main library on campus, the Richardson Library, but most research materials are accessible online. Students in Social Work can also utilize their HSU ID Card to access the Abilene Library Consortium which includes the Abilene Public Library, Hardin-Simmons University, Abilene Christian University, and Howard Payne University Libraries. Purchasing of materials in relevant subject collections for Social Work have been geared toward promoting diversity and inclusiveness for several years. The plethora of online scholarly resources that are available via the library subscription databases have helped to expand the library's collection in the past twenty years far beyond what was once limited to a hard copy collection. At most recent count there are 2,328 full-text journals available in the subject of Social Work via the library databases and periodical subscriptions.

• What is the student FTE at your institution?

There were 2,139 students enrolled at HSU in the Fall of 2019.

• Library open hours, including periods of extended or reduced hours for the library that serves social work students. Please note if there are extended periods during the year that the library is closed to students.

The Library is open 84.5 hours per week during the fall and spring semesters; Sundays 3pm-Midnight, Monday-Thursday 7:30am-Midnight, Friday 7:30am-5pm. The library has extended hours until 2am during final exams in the long semesters. During the interim time between semesters and for summer sessions the library is open from 8am-5pm, Monday-Friday. The Library is closed for administrative and university holidays.

• Equipment and other technology available to students (e.g. computers, scanners, and printers).

Technology available at the Richardson Library includes computer labs on all three floors, a copier, scanner, lamination machine, and color printing. Currently, there is no limit or charge for black and white prints using the lab printers. There is also a presentation room available with materials and equipment to assist in the creation of professional presentations.

The library provides two raised study desks and one computer on a raised table for accessibility. The computers in the library have plugins for a headset for students that utilize closed caption or an audible reader, and the size of fonts on the computer screens are adjustable for persons with visual impairment. Additional technology needed as an accommodation for a disability comes from the campus Office of Disability Services or Technology Services.

Library Faculty and Staff

Please describe your staffing framework including:

• Number of librarians, academic professional, and paraprofessional staff.

There are four librarians, one academic professional, and three paraprofessional staff.

• Do librarians have faculty and/or tenure status at your institution?

All HSU librarians have faculty status, with two being tenured or tenure-track.

• Is there a librarian with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities and other relevant activities of this librarian.

There is not a dedicated librarian with an exclusive designation for social work, but the User-Services Librarian serves as the liaison for the Social Work Department regarding research instruction. The Cataloging and Collection Development librarian is available for consultation regarding the social work collection. These librarians provide library instruction and collection development for both print and online materials.

• Describe any other librarian roles/activities at your library that benefit social work teaching and research, such as data management, government documents, and scholarly communication.

The Richardson Library is a federal government documents depository library serving the Abilene area. The government documents collection is primarily electronic but there are some paper materials held at the library as well. This collection is open for use for all individuals and a professional librarian is available to assist them with access.

The library also employees a diverse group of student assistants, many of whom are international students who may only work on campus.

Access Services

Please describe the following related to access to resources:

• Online catalog/discovery system

The integrated library system used by the Richardson library is from Sirsi/Dynix. The discovery system is provided by the Ebsco Discovery Service. It is titled Research Roundup and is available on the library webpage as well as specific subject subsets in the library subject guides section of the library webpage at https://library.hsutx.edu/. The library catalog is open to be searched on the internet.

• Describe your borrowing/access policies

The Richardson Library is open to the public. Students can check out all main collection materials for up to 21 days, with renewal of their items checked out twice. Renewing checked out materials can be done online or in person. Other types of materials such as DVDs have a shortened checkout period. All library users with a valid library card may check out materials. The circulating collections is available to all individuals with proper credentials identifying them as a patron of one of the Abilene Library Consortium libraries, which includes the three branches of the Abilene Public Library.

• Describe interlibrary loan, article delivery, and other related services such as consortium library access

HSU is a member of the Abilene Library Consortium (ALC) which is made up of Abilene Christian University ACU), Abilene Public Library (APL), Hardin-Simmons University (HSU), Howard Payne University (HPU) and McMurry University (MCM). The holdings of almost two million items of all five libraries, as mentioned above, are in the ALC online catalog. Students can check out main collection materials for 21 days at all ALC libraries using their HSU student ID. Items can be requested from the member libraries via the online public access catalog. ALC runs a daily courier service on weekdays between the four libraries located in Abilene, Texas. Materials are delivered weekly from HPU in Brownwood, Texas, via separate courier.

Interlibrary loan is available through OCLC's WorldShare. HSU does not charge to request Interlibrary Loan (ILL) materials. The ILL coordinator attempts to request materials from libraries that do not charge a fee, but when that is not possible the fee is passed along to the requestor. The ILL form has a place on it for the requestor to indicate if they are willing to pay for items requested. The ILL requests are submitted electronically and if the material is sent from the owning library in electronic format that material is emailed to the requestor.

• Print and electronic course reserves

The library holds print course reserves behind the Circulation desk. Electronic reserves are not available as faculty use the campus learning management system, Canvas, to provide access to these types of materials.

• Services for students with disabilities

The entrances and exits to the library have electronic doors and a ramp to provide for accessibility to the building. Handicap spaces for parking are near the entrance of the building. There is an elevator for access to the upper floors of the library. The library provides two raised study desks and one computer on a raised table for accessibility. When a student needs assistance obtaining items from the shelves, they may request this assistance of any library worker. The student can also place a hold on the items needed and library student worker will pull the materials from the shelves. The computers in the library have plugins for a headset for students that utilize closed caption or an audible reader, and the size of fonts on the computer screens are adjustable for persons with visual impairment. Other accommodations are made as requested through the Office of Disability Services on campus.

• Federal copyright and fair use awareness efforts

The library has created a video available on its YouTube channel addressing copyright and fair use. There is also a link in the library webpage, Intellectual Property and Fair Use Guidelines that discusses these concepts and gives suggested guidelines. The librarian is also available to discuss copyright with individuals or groups. Fair Use Guidelines

Reference Services

Please describe the range of reference services provided for social work students including:

• Does your library offer drop-in reference services? How many hours per week?

Reference services are provided 73 hours per week, Sunday 3pm-9pm on Sunday, Monday-Thursday 8am-9pm, Friday 8am-5pm. Reference assistance is available to any person that requests it.

• Can students make an appointment with librarian who is a social work subject specialist or liaison?

Students have the option to make an appointment with a librarian. All of the librarians can assist with Social Work students with questions regarding research for their social work courses.

• Does your library offer reference and consultation services by telephone and/or email?

The Richardson Library at HSU offers reference and consultation services by phone, email, text, or live chat.

• Does your library provide access to a live online chat service with a librarian?

Yes, the library has access to a product from AskAcademic call RefChat that is staffed 24/7 by professional librarians at HSU and other librarians in the AskAcademic consortium. This service is anonymous so it does not require that the person be affiliated with HSU to request assistance

• Please provide statistics relevant to reference and research consultation services.

Statistics specific to reference and research consultation are not recorded. Library instruction statistics are kept instead.

Instruction Services

Please describe the range of instructional services (both in person and online, synchronous and asynchronous) provided for social work students. For online instructional materials and activities, please describe accessibility compliance for students with disabilities.

• Library orientation or program related instruction

The librarians provide general library instruction to all incoming freshmen during the First Year Seminar class which is a core requirement. The librarians are available to provide instruction to any student, program, or class, and this instruction can be provided in the library, in the classroom, or online. Videos have been created that are available through the library website that provide instruction on basic research for students that need adaptive technology to fully benefit from research instruction which can be challenging in a classroom situation. Social Work faculty often refer students directly to librarians for assistance in research, use of databases and other online sources available, and to access governmental documents.

• Course integrated instruction

The library regularly conducts specialized library instruction sessions for the Social Work program, primarily for the SCWK1350 Introduction to Social Work course in the both the fall and spring semesters.

• Online instructional support such as subject and course guides, tutorials, videos

A Subject Guide was created for the Social Work and Sociology programs with a link to this tool located on the Library home page. This will allow Social Work students to do discover searches accessing only the most pertinent databases related to Social Work and related fields—(Social Work & Sociology Guides). Statistics for use of this page are available via Google Analytics.

Provide data regarding the number of students participating in synchronous instruction sessions in an academic year, or describe other means of measuring student engagement with library services.

To assess the effectiveness of library instruction, HSU faculty are surveyed approximately every two years specifically regarding the quality of library instruction. Every other year, all library

users are surveyed about the library and library services in general. The average number of students that participate in synchronous classroom instruction is 40 per year in the SCWK1350 classes. Overall instruction in the library for FY2019 was 1,050 students and 68 classes.

Social Work Resources/Collection Development

For the following section, please describe the availability, use, and purchasing of social work related resources.

• Is there a procedure for social work faculty, staff, and/or students to recommend items for purchase? How are such recommendations handled?

Purchases for library materials are done upon request, primarily by faculty and the librarians to support course work. An online form is available for requesting items. New acquisitions are listed in the online catalog as soon as they are processed. After processing, the head of the department is sent the original request card or form indicating the material has been received and is ready for checkout and the call number for the item(s) is included. As an academic library the library collection in Social Work is developed with an eye to representing all views and interests and to support the curriculum being taught by the department.

• How often are new acquisitions relevant to social work teaching and research reported to social work faculty?

New acquisitions relevant to social work teaching and research are reported to the social work department chair as the new materials are acquired.

• What are the primary abstracting and indexing databases and content packages (e.g streaming video and ebook collections) that support social work teaching and research?

The department subscribes to three journals including: *Smith College Studies in Social Work, Social Service Review, and Social Work Abstracts*. Students also have online access to e-books, journals and newspapers through various pertinent databases provided by the library. Some of the e-journal databases are: *Encyclopedia of Social Work, SocIndex with Full Text, and Access World News – Social Issues*. These databases and other general and specialized subject databases provide access to over 10,000 e-journals to students and faculty. In the area of social work, the library's electronic listing of access to full-text journals includes 247 titles. The availability of online resources 24/7 at remote locations provides the convenience faculty and students have come to expect. The library subscribes to a streaming service called Films on Demand--Academic Collection which include relevant videos for social work students and faculty.

Other databases containing social work titles are Psychology and Behavioral Science Collection, PsycARTICLES (full text), PsycINFO (partial full text), Academic Search Complete (full text) and MasterFILE Premier (full text). Students may save, print or e-mail articles from this database free of charge. HSU also subscribes to certain JSTOR collections, that provide access to some social work and social science journals. The above databases as well as other databases the

library subscribes to can be searched globally through the library's discovery system, Research Roundup.

• Describe strengths and weaknesses of the social work collection at your library. Include projections and assessment plans of the collection.

The librarian liaison does a report that is included in the Department of Social Work's five year program reviews. The last one was completed in fall of 2019 and provided below:

Library Statistics

Amount Budgeted for Library Expenditures (Social Work):

2013-2014	\$2,740.00
2014-2015	\$2,200.00
2015-2016	\$2,250.00
2016-2017	\$3,760.00
2017-2018	\$3,760.00

Title Counts	2018-2019	Average Age
Social Work (all "HV" call numbers)	902	1984

Circulation at HSU by HSU students	For the year ending May 2018
Social Work (all "HV" call numbers)	10

Circulation at other ALC libraries by HSU patrons	For the year ending May 2018
Social Work (all "HV" call numbers)	16

Database Statistics - Full Text Retrievals	For the year ending May 2018
SocIndex with Full Text	3,757

The Abilene Library Consortium (ALC) circulation statistics for these areas show 10 items circulated from June 2017 through May 2018. Students are supplementing our collection by borrowing materials from the other ALC libraries. Circulation statistics reflects a decline in print materials being used by students which may be due to the availability of online e-books and e-journals. The HSU title count statistics reflect monographic materials only. Audio visual materials are not included. Statistical reports mentioned in this review may be viewed on the Internet at this address: http://www.alc.org/acdc/INDEX.HTML.

Departmental Selections

The department of Social Work does a good job of using the allocated funds available to them to purchase library materials. Their selections include information on a number of education books and journals. The department subscribes to three journals including: *Smith College Studies in*

Social Work, Social Service Review, and Social Work Abstracts. Students also have online access to e-books, journals and newspapers through various pertinent databases provided by the library. Some of the e-journal databases are: Encyclopedia of Social Work, SocIndex with Full Text, and Access World News – Social Issues. These databases and other general and specialized subject databases provide access to over 10,000 e-journals to education students and faculty. The availability of online resources 24/7 at remote locations provides the convenience faculty and students have come to expect.

Library Instruction

In the last five years, the library has conducted several library instruction sessions for the Social Work program and the students continue to benefit from this cooperation. In an upper level course, the students would benefit from a subject specific library instruction, as many of them will have never been shown how to do research in their field. Students also should be made aware of the availability and time required to request materials through Interlibrary Loan. A Subject Guide was created for the Social Work program with a link to this tool located on the Library home page. This will allow Social Work students to do a Research Roundup search accessing only the most pertinent databases related to Social Work.

Recommendations

The Social Work Program does a good job of providing library instructions for all levels of students and usage of journals and databases and uses their library budget effectively on materials.

There has not been a lot of purchasing of books in social work in recent years, so the collection is starting to age. However, the breadth of journal coverage available through full-text databases is strong and compensates for the print collection which has declined in use over the years. A future focus for the social work collection on purchasing more electronic books to support online classes and remote users. The deselecting outdated titles to be removed from the print collection will be done in the near future. The intentional purchasing of titles on topics of diversity and inclusivity should also be a goal.

Outreach

Please describe any outreach services and/or marketing strategies your library uses to connect students and faculty to the resources of the library including:

 Presence on social work school/department/program website and/or in an information manual

The library website is linked in all courses in the campus learning management system, Canvas. There is a specific subject guide on the library website designed to assist student doing sociological and social work research. (<u>Library Subject Guides</u>) There are also general instruction videos available to anyone on how to do library research.

• Email/newsletter/social network contact with students and/or faculty.

The library hosts weekly Community Coffee Hours for faculty, staff, and students to socialize and become aware of library happenings. Library staff and faculty post flyers

around campus that provide information about library events, activities, and resources. An email in the form of a newsletter or flyer is sent to faculty on a routine basis, which keeps faculty informed of library updates, changes, etc. The library website is the main form of communication regarding the library, however contact with students, faculty, and staff also takes place via HSU internal networks and social media presence on Twitter, Facebook, and Instagram. The library also hosts a number of campus events such as activities for International Women's Day, readings by alumni authors, and events from various student organizations.

• Print flyers and brochures (if applicable) Mentioned above.

Accreditation Standard 3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

Description & Sufficiency of Office Space: The Social Work and Sociology Department faculty are housed in an office suite together in the College of Liberal Arts. Physically, the office suite is in the Skiles Social Science Building, which is one of the newer buildings on campus. Support staff is officed in a large reception area of the suite, surrounded by five offices. These five offices contain the Director of Field Education, Social Work Department Chair, two Sociology faculty, and a student worker office with storage space. Social Work students often congregate in the outer office suite and will utilize the student worker office space to study, meet in small groups, coordinate projects and events, and makeup assignments or exams. This space is excellent and more than sufficient for the Social Work faculty and staff.

Description & Sufficiency of Classroom Space: Social Work courses are primarily taught in the Skiles Social Science building where the office is physically located as well. This is very convenient for faculty, staff, and students. The classrooms are equipped with technology and media for use by faculty and students, wi-fi is available, and the rooms have either desks or tables and chairs. These classrooms are copacetic, very functional for a variety of class settings, sizes, and activities, and are more than sufficient to meet the needs of the program.

Description & Sufficiency of Computer-Mediated Access: As mentioned above, technology is provided within the classroom with wi-fi accessibility for faculty and students in the classroom. The technology available is continuously upgraded with assistance from the help desk when needed. The computer-mediated access is beyond sufficient in meeting the needs of the program.

The program has only one option.

Accreditation Standard 3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

The program has yet to identify resource needs not made available upon request. Below is a list of current assistive technology resources available and how students' access such.

List of Assistive Technology Resources Available:

Notetaking system
Text-to-speech system
Audio books
Colored plastic overlays
Large print materials
Electronic door openers
Closed-captioning videos

How Students Access Assistive Technology:

For access to most assistive technologies, students register with the Office of Disability Services, provide supporting documentation, and complete an intake interview with the Disability Services Coordinator. Together, the student and Coordinator explore options that best meet the learning needs and list those in accommodation letters written to instructors. The Coordinator educates the student(s) about the technologies, secures login information, and ensures they understand how to use it.

In the event a student presents with a need for a technology HSU has not used before, the Coordinator for the Office of Disability Services will procure the technology or work to find a suitable alternative to meet the needs of the student.

The program has only one option.

Accreditation Standard 4.0

Accreditation Standard 4.0 — Assessment

Educational Policy 4.0 – Assessment

"Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies." (EP 4.0, EPAS 2015)

Accreditation Standard 4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

Assessment Procedures

Assessment of student learning outcomes provides the evidence required to determine student preparedness for professional social work practice and holistic competence. Faculty, staff, and program administration use ongoing data collection and analysis for formative and summative assessment of student achievement of learning outcomes on an annual basis. Assessment measures are utilized to continuously evaluate and strengthen implicit and explicit curricula, and enhance student achievement, preparedness for professional social work practice, and holistic competence.

On the following pages, the program will provide its procedures and plan for ongoing formative and summative assessment approaches in determining student learning outcomes for the social work competencies at the generalist level of practice. This plan includes:

- assessment procedures which detail when, where, and how each competency is assessed;
- a minimum of two measures to assess each competency with at least one measure based on the demonstration of competency in real or simulated practice situations;
- explanation of how the assessment plan measures multiple dimensions of each competency as describe in EP 4.0;
- benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark; and
- an explanation of how the program determines the percentage of students achieving the benchmark.

The program has provided copies of all assessment measures utilized. These assessment measures, via grading rubrics and assignment instructions, are provided in Volume II with the course syllabi and embedded in AS 4.0.1 after the Assessment Matrix.

Assessment planning and procedures are completed under the direction and supervision of the Department Chair by program designated faculty. Primary program evaluation is the

responsibility of the Department Chair, with assistance from the Director of Field Education, and the faculty assigned to teach each of the required social work courses included in the assessment plan. This is documented in column six of the Assessment Procedures table. The description of the assessment procedures detailing when, where, how, and who assessed each competency is provided on the Assessment Procedures table beginning on the next page.

Courses Required

All required courses in the social work curriculum are incorporated into the assessment plan. The required courses are:

- SCWK 1350 Introduction to Social Work
- SCWK 2303 Social Work Practice I
- SCWK 2360 Human Behavior and the Social Environment I
- SCWK 2365 Human Behavior and the Social Environment II
- SCWK 3360 Social Welfare Policy I
- SCWK 3365 Social Welfare Policy II
- SCWK 3370 Social Work Practice II
- SCWK 3375 Social Work Practice III
- SCWK 4310 Senior Research Seminar I
- SCWK 4320 Senior Research Seminar II
- SCWK 4450 Field Instruction I
- SCWK 4552 Field Instruction II

Evidence of two to four measures being utilized to multidimensionally assess each of the nine competencies, including real and simulated practice situations in the explicit and implicit curriculum through 17 outcome measures is well documented in the Assessment Procedures table on the next page and the Assessment Plan Matrix following the assessment plan narrative as:

- Competencies 1, 6, 7, and 8 have two outcome measures, inclusive of real and simulated practice, and implicit curricula.
- Competencies 2 and 4 have four outcome measures, inclusive of real and simulated practice, and implicit curricula.
- Competencies 3, 5, and 9 have three outcome measures, inclusive of real and simulated practice, and implicit curricula.

Assessment procedures will first be introduced on the following pages in an Assessment Procedures table. This table is descriptive of the assessment procedures that detail when, where, and how each competency is assessed and who completed each assessment measure. These procedures will be followed by the assessment plan outlined on the Assessment Plan Matrix. Ultimately, assessment outcomes will be provided on the Generalist Assessment Outcomes Matrix with program plans for improvement identified.

			Social Work Prog essment Procedu	•	
Identified Measures	Competency Assessed	When Assessed	Where Assessed	How Assessed	Who Assessed
Measure 1: Spring Field Evaluation	All: #1 - #9	Spring semester Senior Year	SCWK 4552 Field Education	Comprehensive Evaluation of real practice in the field agency	Field Director, Field Student, and agency Field Instructor
Measure 2: Volunteer Assignment Term Paper	#1	Fall/Spring semesters; Freshman/Sophomore Year	SCWK 1350 Introduction to Social Work	Grading Rubric Real and simulated practice situations	Intro Faculty
Measure 3: Diversity Interview	#2	Spring semester Sophomore Year	SCWK 2303 Social Work Practice I	Grading Rubric Real practice situations	Practice I Faculty
Measure 4: Cultural Bias Analysis	#2	Fall semester Junior Year	SCWK 3370 Social Work Practice II	Grading Rubric Real and simulated practice situations	Practice II Faculty
Measure 5: Speak Out Project	#2	Spring semester Senior Year	SCWK 4552 Field Education	Identification of current social issue/injustice; identify potential solutions to address issue/injustice; advocacy efforts. Real and simulated practice situations	Field Director
Measure 6: Fall Field Evaluation	#3 & #6	Fall semester Senior Year	SCWK 4450 Field Education	Comprehensive Evaluation of real practice in the field agency	Field Director, Field Student, and agency Field Instructor
Measure 7: Social Welfare Problem Review	#3	Fall semester Junior Year	SCWK 3360 Social Welfare Policy I	Grading Rubric Real and simulated practice situations	Policy I Faculty

Measure 8: Group	#3 & #6	Spring semester	SCWK 3375	Grading Rubric	Practice III Faculty
Community		Junior Year	Social Work	Real and simulated practice	
Project			Practice III	situations	
Measure 9:	#4	Spring semester	SCWK 3380	Grading Rubric	Research Methods
Research Paper		Junior Year	Research	Real and simulated practice	Faculty
-			Methods	situations	
Measure 10:	#4	Fall semester	SCWK 4310	Assignment criteria; following	Research Seminar I
Literature Review		Senior Year	Research	directions; quality of research.	Faculty
			Seminar I	Simulation practice	
Measure 11:	#4	Spring semester	SCWK 4320	Grading Rubric	Research Seminar II
Research Project		Senior Year	Research	Real and simulated practice	Faculty
			Seminar II	situations	
Measure 12:	#5	Spring semester	SCWK 3365	Grading Rubric	Policy II Faculty
Social Welfare		Junior Year	Social Welfare	Real and simulated practice	
Policy Analysis			Policy II	situations	
Measure 13:	#5	Spring semester	SCWK 3365	Faculty Assessment of Content	Policy II Faculty
Advocacy Packet		Junior Year	Social Welfare	based on research, aesthetics of	
			Policy II	documents, usefulness for	
				advocacy efforts. Real and	
				simulated practice situations.	
Measure 14:	#7	Fall semester	SCWK 2365	Grading Rubric	HBSE II Faculty
Autobiography		Sophomore Year	HBSE II	Real practice (self)	
Measure 15: Case	#8	Fall semester	SCWK 4450	Grading Rubric	Field Director
Analysis &		Senior Year	Field Education	Real and simulated practice	
Presentation				situations	
Measure 16: Major	#9	Spring semester	SCWK 4552	Grading Rubric	Field Director
Integration Paper		Senior Year	Field Education	Real and simulated practice	
				situations	
Measure 17:	#9	Spring semester	SCWK 2360	Grading Rubric	HBSE I Faculty
Systems Analysis		Sophomore Year	HBSE I	Simulated practice	
Paper					

Assessment Plan for Generalist Practice

The program presents its multidimensional, integrated assessment plan for generalist practice on the *Presenting the Program's Assessment Plans for Generalist Practice*, simply referred to as the Assessment Plan Matrix in this narrative. The program's Assessment Plan Matrix for generalist practice identifies the social work competencies to be attained, the competency benchmarks, measures utilized in assessment, behaviors when assessing the competency behaviorally, dimensions of competence, outcome measure benchmarks, and the assessment procedures for the outcome measures and the competencies. The assessment plan and procedures for competency assessment are provided on this matrix in eight columns describe below, including rationale for the competency benchmarks and the outcome measures benchmarks as follows:

Column 1: Competency The social work competencies to be attained are identified in column 1. These are explicitly the nine competencies required by the 2015 CSWE Educational Policies and Accreditation Standards.

Column 2: Competency Benchmark % Establishes the competency benchmark percentage through two benchmarks; an average score of 80% that is to be met or exceeded to determine student competence; and at least 80% of students attain the benchmark for the competency collectively. Competency benchmarks are intentionally set at 80% consistently for all nine competencies. The rationale behind this consistent competency benchmark is based on program policies relevant to grades required for admission and progression through the program. Students are required to maintain an overall grade point average of 2.0 or higher and must earn a C or better in all Social Work courses. (HSU Social Work Student Handbook, p. 15) While these are the minimum criteria, the program strives for higher quality of learning outcomes for students essentially equating to higher levels of competence, thus setting the competency benchmark at 80% attainment.

Column 3: Measure The measures utilized in assessing competence are provided in column 3, with classification of real and/or simulated practice situations for each measure. Each competency is measured by a minimum of two assessments measures, with a maximum of four assessment measures being utilized. A total of 17 outcome measures are utilized by the program in assessing competence. All nine competencies have at least one measure at the behavioral level in real practice situations in the field agency setting or in the professional social work community. The Fall and Spring Field Evaluation tools evaluate real practice situations and measure all dimensions of competence (column 5) on all nine competencies (column 1). Other course assignments and activities, including implicit curricula, are utilized as both simulated and real practice situations to measure multiple and varied dimensions of competence. This column of the matrix clearly shows the utilization of 2 or more measures in assessing each social work competency.

Column 4: Behaviors This column captures the behaviors, when the measure is assessing at the behavioral level. The behaviors identified correspond as the practice behaviors identified with each CSWE competency within the EPAS 2015. Behavioral level assessment is based on real and simulated practice situations in the field setting and uses the field evaluation tools as measures to determine student performance demonstrating competence.

Column 5: Dimensions This column reveals how the assessment plan measures multiple dimensions of each competency by documenting the dimensions of competence involving performance, behaviors, and social work knowledge, values, skills, and cognitive and affective processes. In review of the assessment plan, one can observe measures of multiple dimensions for each competency provided in column 5 of the matrix. For example, Competency #1 Ethical and Professional Behavior utilizes measures of performance that are both real and simulated, measuring the dimensions of knowledge, values, skills, and cognitive and affective processes to reflect student competence. Real practice situations are used as performance measures to behaviorally assess student competence. Every competency is measured through behavior level assessment measures utilizing field evaluation of student performance in the field agency setting. These evaluations are conducted using the Field Evaluation tools through a three-way process. This process includes student self-evaluation, field instructor evaluation of student performance, and field faculty evaluation with the field instructor and student in the agency setting. This process evaluates student application of student knowledge, values, skills, and cognitive and affective processes at the behavioral level to determine competence.

Course assignments and activities, incorporating the implicit curricula, with real and simulated practice situations are also utilized to measure student attainment and application of social work knowledge, values, skills, and cognitive and affective processes for an integrative assessment process. These are not measured at the behavioral level, but rather assess student academic performance at the competency level. For example, in Competency 4: Engage in Practice-informed Research and Research-informed Practice a research paper assignment in the junior level Research Methods course is used as a measure of competence. A grading rubric is utilized to determine student learning and application through this simulated practice experience integrating multidimensional assessment of knowledge, values, skills, and cognitive and affective processes in conducting, interpreting, and documenting research through formal written work in APA format style.

Column 6: Outcome Measure Benchmark This column of the matrix identifies the outcome measure benchmark utilized in measuring student competence. The first outcome measures utilized on all nine competencies are multidimensional, measuring knowledge, values, skills and cognitive and affective processes at a behavioral level through us of either the Fall or Spring Field Evaluation tools. Student performance is evaluated based on real practice experiences measured by evaluative ratings on items identified to correlate with the competency specific practice behaviors. The items used for each competency and the evaluation tool used are identified explicitly in column 7 of the Assessment Matrix. These field evaluation items are rated on a Likert scale of 1-5 as follows: 1) Poor; 2) Marginal; 3) Acceptable; 4) Good; 5) Superior. A rating of 3, which is identified as Acceptable on this scale, is set as the outcome measure benchmark. The rationale for this benchmark is based on the goal for student performance to meet acceptable behavioral expectations in the field agency setting. Acceptable performance of the relevant practice behaviors demonstrates student competence as developing future social work professionals.

The subsequent outcome measures for all competencies which are not assessed behaviorally are course assignments and activities graded on a 0-100 scale utilizing grading rubrics and/or

specific assignment or activity instructions. The consistent benchmark of 80% is used based on student scores ranging from 0-100. The rationale for these outcome measure benchmarks are consistent with the rationale for the competency benchmarks (column 2) as previously explained. This rationale is directly linked to program policies related to minimum requirements for grades and overall grade point average, with the program striving to attain higher outcomes than the minimum required of students. Likewise, assignments and activities are scored on a range of 0-100, with the outcome measure benchmark as a score of 80 or higher, which is set greater than the minimum requirements, to assess student competence.

Column 7: Assessment Procedures - Outcome Measures Benchmarks are determined based on student behavioral performance evaluation utilizing the field evaluation tools with a Likert scale of 1-5 to measure real performance in the field setting. As mentioned in the description for column 6, the benchmark using this scale is a 3, so students met the outcome measure benchmark when they receive a 3, 4, or 5 rating. Additionally, real and simulated course assignments and activities within the implicit and explicit curriculum are utilized based on a score range of 0-100, or rubric scores converted to this 100-point score range during data analysis. For example, use of grading rubrics may give a score of 20 when an assignment is worth 20% of the overall course grade. This can be mathematically converted to the 100-point scoring system. The benchmark set for such assignments is 80 out of 100. Students meet the benchmark when they earn a score of 80 or higher.

Column 8: Assessment Procedures - Competency The process to determine if the competency is met is described under this column. To determine if students' performance meets the competency benchmark (column 2), faculty calculate student outcome benchmarks (column 6), then compare these averages to the competency benchmark (column 2). As mentioned already, for field evaluation items the outcome measure benchmark is a 3. For course assignments and activities, the outcome measure benchmark is a score of 80 out of 100, or 80%. This process provides assessment of students at all levels in the Social Work program, Freshman through Senior, and through multiple dimensions of competence. Competencies measured behaviorally in real practice situations in the field setting and utilizing the field evaluation tool are determined based on the average of the ratings on the field evaluation tool items identified for each. For example, in Competency #3 Advancing Human Rights and Social, Economic, and Environmental Justice, the practice behaviors are measured using items #30, 31, 32, 33, 38, and 39 of the Spring Field Evaluation (*HSU Social Work Field Instruction Manual*, Appendix P). The items rated are averaged together to determine an aggregate rating. The outcome measure benchmark is met when the aggregate rating is at least a 3 or higher. The percentage of students meeting the benchmark is determined based on total number of students completing the assignment, activity, and evaluation tool for each measure, then divide the number of students who met the benchmark by the total number of students. The competency benchmark is met when at least 80% or more of students meet the outcome measures benchmarks.

PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR GENERALIST PRACTICE: <u>Assessment Plan Matrix</u>

**Only one program option

Competency #1	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1 SCWK 4552 Spring Field Evaluation (Real practice in agency setting)	1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	Knowledge, Values, Skills, Cognitive and Affective (C/A) Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 – Acceptable out of 5 -Superior	 Calculate the average rating for each field evaluation item. Aggregate of the field evaluation items #7, 9, 10, 14, 19, 23, and 36. The benchmark is met when the aggregate rating is at least a 3 or higher. 	 Calculate the aggregate of the field evaluation items #7, 9, 10, 14, 19, 23, and 36. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #7, 9, 10,
			2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Knowledge, Values, Skills, C/A Processes	5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.	**Spring Field Evaluation of the Field Instruction Manual Appendix P, pg.401 of Volume III.	14, 19, 23, and 36.

		3. demonstrate	Knowledge,	5 -Superior to a		
		professional demeanor in	Values, Skills,	Minimum of		
		behavior; appearance;	C/A Processes	1 - Poor		
		and oral, written, and				
		electronic		Benchmark to		
		communication;		achieve is a		
				3 – Acceptable out		
				of		
				5 -Superior		
		4. use technology	Knowledge,	5 -Superior to a		
		ethically and	Values, Skills,	Minimum of		
		appropriately to facilitate	C/A Processes	1 - Poor		
		practice outcomes;	C/11110CCBSCS			
				Benchmark to		
				achieve is a		
				3 – Acceptable out		
				of		
				5 -Superior		
		5. use supervision and	Knowledge,	5 -Superior to a		
		consultation to guide	Values, Skills,	Minimum of		
		professional judgment	C/A Processes	1 - Poor		
		and behavior.	CHITTOCOSSOS	1 1001		
				Benchmark to		
				achieve is a		
				3 – Acceptable out		
				of		
				5 -Superior.		
	Measure 2		Knowledge,	Score 80 out of 100	Students must	Calculate the
	SCWK 1350		Values, Skills	Score of out of 100	attain a total score	average score
	Volunteer		values, Skills		of 80-100.	for all students.
					01 00-100.	for all students.
	Assignment				** D 1 ·	
	Гегт Paper				** Rubric	2. Determine the
					provided on page	percentage of
	(Real and				9 of Volume II.	students
	simulated					meeting or
p	practice)					exceeding the
						benchmark.

Competency #2	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1 SCWK 4552 Spring Field Evaluation (Real practice in agency setting)	1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 2. present themselves as learners and engage clients and constituencies as experts of their own experiences;	Knowledge, Values, Skills, C/A Processes Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior to a Minimum of 1 - Poor	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #2, 4, 10, 28, 37, 55, and 56. 3. The benchmark is met when the aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the Field Instruction	1. Calculate the aggregate of the field evaluation items #2, 4, 10, 28, 37, 55, and 56. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #2, 4, 10, 28, 37, 55, and 56.
			3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Knowledge, Values, Skills, C/A Processes	Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a	Field Instruction Manual Appendix P, pg. 401 of Volume III.	

		3 – Acceptable out of 5 -Superior.		
Measure 3 SCWK 2303 Diversity Interview (Real and simulated practice)	Values and Skills	80 out of 100	Students must attain a total score of 80-100. ** Rubric provided on p. 19 of Volume II.	 Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.
Measure 4 SCWK 3370 Cultural Bias Analysis (Real and simulated practice activity)	Knowledge, Values, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100. ** Instructions provided on p. 55 of Volume II.	 Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.
Measure 5 SCWK 4552 Speak Out Project (Simulated practice activity)	Knowledge, Values, Skills, C/A Processes	80 out of 100	Student must obtain a total score at least 80 out of 100 on the overall assignment criteria. ***Speak Out Project Instruction on pg. 102 of Volume II.	 Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.

Competency #3	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 6 SCWK 4450 Fall Field Evaluation (Real practice in agency setting)	1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 – Acceptable out of 5 -Superior.	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #30, 31, 32, 33, 38, and 39. 3. The benchmark is met when the aggregate rating is at least a 3 or	1. Calculate the aggregate of the field evaluation items #30, 31, 32, 33, 38, and 39. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #30, 31, 32, 33, 38, and 39.
			2. engage in practices that advance social, economic, and environmental justice.	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.	higher. **Fall Field Evaluation of the Field Instruction Manual Appendix L, pg. 392 of Volume III.	

Measure 7 SCWK 3360 Social Welfare Problem Review (Simulated practice)	Knowledge, Values, Skills, and C/A Processes	20 out of 25	Students must attain a total score of 80-100. ** Rubric provided on p. 42 of Volume II.	Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.
Measure 8 SCWK 3375 Group Community Project (Real and simulated practice)	Knowledge, Values, Skills, and C/A Processes	80 out of 100	Students must attain a total score of 80-100. ** Rubric provided on page p. 62 of Volume II.	

Engage in Practice- Informed Research and Research Practice Informed Practice Informed Research Practice Informed Practice Informed Research Practice Informed Practice Inform	Competency #4	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
3 - Acceptable out of 5 - Superior. 2. apply critical 3. The benchmark is met when the field evaluated aggregate rating is items #1	Engage in Practice- informed Research and Research- informed	80%	SCWK 4552 Spring Field Evaluation (Real practice in agency	2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; 3. use and translate research evidence to inform and improve practice, policy, and service	Values, Skills,	scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior to a Minimum of 1 - Poor Scale is a Maximum of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a	average rating for each field evaluation item. 2. Aggregate of the field evaluation items #16, 23, 25, 34, 54, and 61. 3. The benchmark is met when the aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the Field Instruction Manual Appendix P, pg. 401 of	1. Calculate the aggregate of the field evaluation items #16, 23, 25, 34, 54, and 61. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #16, 23, 25, 34, 54, and 61.

SCW	nsure 9 WK 3380 earch Paper	Knowledge, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100.	1. Calculate the average score for all students.
(Simpract	nulated etice)			** Rubric provided on p. 69 of Volume II.	2. Determine the percentage of students meeting or exceeding the benchmark.
SCW	asure 10 WK 4310 rature iew	Knowledge, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100.	1. Calculate the average score for all students.
pract	nulated etice based esearch)			** See Syllabus for grading criteria on p. 71 of Volume II.	2. Determine the percentage of students meeting or exceeding the benchmark.
SCW Resea Proje	ect al and ulated	Knowledge, Values, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100. ** See Syllabus for grading criteria on p. 77 of Volume II.	1. Calculate the average score for all students. 2. Determine the percentage of students meeting or exceeding the benchmark.

Competency #5	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	80%	Measure 1 SCWK 4552 Spring Field Evaluation (Real practice in agency setting)	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 – Acceptable out of 5 -Superior.	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #25, 53, 54, 55, 56, 57, 60, and 61. 3. The benchmark is met when the	1. Calculate the aggregate of the field evaluation items #25, 53, 54, 55, 56, 57, 60, and 61. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items
			2. assess how social welfare and economic policies impact the delivery of and access to social services;	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.	aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the	#25, 53, 54, 55, 56, 57, 60, and 61.
			3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a	Field Instruction Manual Appendix P, pg. 401 of Volume III.	

justice		of 5 -Superior.		
	Knowledge, Values, Skills, and C/A Processes	16 out of 20	Students must attain a total score of 80-100. ** Rubric provided on page 48 of Volume II.	 Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.
	Knowledge, Values, Skills, and C/A Processes	16 out of 20	Student must obtain a total score at least 16 out of 20 points	 Calculate the average score for all students. Determine the percentage of students meeting or exceeding the
			** Instructions provided on page 49 of Volume II.	benchmark.
	5	Values, Skills, and C/A Processes Knowledge, Values, Skills, and	Values, Skills, and C/A Processes Knowledge, Values, Skills, and	Values, Skills, and C/A Processes Knowledge, Values, Skills, and C/A Processes Knowledge, Values, Skills, and C/A Processes 16 out of 20 Student must obtain a total score at least 16 out of 20 points ** Instructions provided on page

Competency #6	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 6 SCWK 4450 Fall Field Evaluation (Real practice in agency setting)	1. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 – Acceptable out of 5 -Superior.	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #14, 19, 25, 30, 31, 34, 35, and 38. 3. The benchmark is met when the aggregate rating is at least a 3 or	1. Calculate the aggregate of the field evaluation items #14, 19, 25, 30, 31, 34, 35, and 38. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #14, 19, 25, 30, 31, 34, 35, and 38.
			2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.	at least a 3 or higher. **Fall Field Evaluation of the Field Instruction Manual Appendix L, pg.392 of Volume III.	34, 35, and 38.

	Measure 8 SCWK 3375 Group Community	Knowledge, Values, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100.	1. Calculate the average score for all students.
	Project (Real and simulated practice)			** Rubric provided on p. 62 of Volume II.	2. Determine the percentage of students meeting or exceeding the benchmark.

Competency #7 Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Measure 1 SCWK 4552 Spring Field Evaluation (Real practice in agency setting)	1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and	Knowledge, Values, Skills, C/A Processes Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior to a Minimum of 1 - Poor	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #26, 27, 29, 30, 31, and 33. 3. The benchmark is met when the aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the Field Instruction Manual Appendix P, pg. 401 of Volume III.	1. Calculate the aggregate of the field evaluation items #26, 27, 29, 30, 31, and 33. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #26, 27, 29, 30, 31, and 33.

	3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; 4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Knowledge, Values, Skills, C/A Processes Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.		
Measure 14 SCWK 2365 Auto- biography (Real and simulated practice)		Knowledge, Values, Skills, C/A Processes	80 out of 100	Students must attain a total score of 80-100. ** Rubric provided on p. 35 of Volume II.	Calculate the average score for all students. Determine the percentage of students meeting or exceeding the benchmark.

Competency #8	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1 SCWL 4552 Spring Field Evaluation (Real practice in agency setting)	1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 2. apply	Knowledge, Values, Skills, C/A Processes	Use of a Likert scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Scale is a	1. Calculate the average rating for each field evaluation item. 2. Aggregate of the field evaluation items #34, 38, 39, 40, 43, 44, 46, 48, and 58. 3. The benchmark is met when the	1. Calculate the aggregate of the field evaluation items #34, 38, 39, 40, 43, 44, 46, 48, and 58. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items
			knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Values, Skills, C/A Processes	Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior.	aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the Field Instruction Manual Appendix P, pg. 401 of Volume III.	#34, 38, 39, 40, 43, 44, 46, 48, and 58.

	3. use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 – Acceptable out of 5 -Superior.		
	4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Knowledge, Values, Skills, C/A Processes	Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a		
	5. facilitate effective transitions and endings that advance mutually agreed-on goals	Knowledge, Values, Skills, C/A Processes	3 – Acceptable out of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to		
Mea	sure 15	Knowledge,	achieve is a 3 – Acceptable out of 5 -Superior. 80 out of 100	Students must	1. Calculate the
SCV Case Pres	VK 4450 Paper& entation I and elated	Values, Skills, C/A Processes	00 out 01 100	attain a total score of 80-100. ** Rubric provided on p. 92 of Volume II.	average score for all students. 2. Determine the percentage of students meeting or exceeding the benchmark.

Groups, Organizations, and Communities (Real practice in agency setting) Outcomes; a Maximum of 5 -Superior to a Minimum of 1 - Poor a Maximum of 5 -Superior to a Minimum of 1 - Poor a Maximum of 5 -Superior to a Minimum of 1 - Poor a Maximum of 5 -Superior to a Minimum of 1 - Poor b 45, 49, 50, 59, and 60. 2. Determine the percentage of	Competency #9	Competency Benchmark (%)	Measure	Behaviors	Dimensions	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
3 – Acceptable out of 5 -Superior. 3. The benchmark is met when the evaluation items	Evaluate Practice with Individuals, Families, Groups, Organizations,	80%	SCWK 4450 Spring Field Evaluation (Real practice in agency	appropriate methods for evaluation of outcomes; 2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the	Values, Skills, C/A Processes Knowledge, Values, Skills,	scale to rank student behavioral outcomes. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out of 5 -Superior. Scale is a Maximum of 5 -Superior to a Minimum of 1 - Poor Benchmark to achieve is a 3 - Acceptable out	average rating for each field evaluation item. 2. Aggregate of the field evaluation items #11, 18, 41,, 45, 49, 50, 59, and 60. 3. The benchmark is met when the aggregate rating is at least a 3 or higher. **Spring Field Evaluation of the Field Instruction	aggregate of the field evaluation items #11, 18, 41,, 45, 49, 50, 59, and 60. 2. Determine the percentage of students meeting the benchmark of 3 or higher on the field evaluation items #11, 18, 41,, 45, 49,

	3. critically	Knowledge,	Scale is a		
	analyze, monitor,	Values, Skills,	Maximum of		
	and evaluate	C/A Processes	5 -Superior to a		
	intervention and	C/A I locesses	Minimum of		
			1 - Poor		
	program processes and outcomes;		1 - Poor		
	,		Benchmark to		
			achieve is a		
			3 – Acceptable out		
			of 5 -Superior.		
	4. apply evaluation	Knowledge,	Scale is a		
	findings to improve	Values, Skills,	Maximum of		
	practice	C/A Processes	5 -Superior to a		
	effectiveness at the		Minimum of		
	micro, mezzo, and		1 - Poor		
	macro levels.				
			Benchmark to		
			achieve is a		
			3 – Acceptable out		
			of 5 -Superior.		
Measur		Knowledge,	80 out of 100	Students must	1. Calculate the
SCWK	1452	Values, Skills,		attain a total score	average score for all
Major		C/A Processes		of 80-100.	students.
Integrat	on				
Paper					2. Determine the
				** Rubric	percentage of
(Real ar	d			provided on p.	students meeting or
simulat	d			101 of	exceeding the
practice				Volume II.	benchmark.
Measur			80 out of 100	Student must	1. Calculate the
SCWK	2360			obtain a total	average score for all
System				score at least 80	students.
Analysi				out of 100 on the	
Paper				items on the	2. Determine the
				grading rubric.	percentage of
(Simula	ted			** Rubric	students meeting or
practice				provided on p. 6	exceeding the
				of Vol II.	benchmark.

Assessment Measures: The following pages will provide copies of all assessment measures used in evaluation of competencies.

<u>Measure #1:</u> SCWK 4552 Field Seminar: Spring Field Evaluation, Appendix P of the HSU Field Instruction Manual

HSU SPRING FIELD EVALUATION (Appendix P)

Student:		Date:		
Field Instructor:		Telepho	one:	
Agency:		Address:		
This evaluation tool will be will become a part of his/he relating to each of the foll number or letter from the assessment box.	er permanent file. lowing criteria us	Please rate the studering the evaluation ca	nt's demonstrated potential tegories below by	erformance placing the
5 – Superior	4 – Good	3 – Acceptable	2 – Marginal	1 – Poor

Development of Professional Self and Ethical Practice

Values and Ethics	Mid	Fin	Notes/Comments/Examples
1. Demonstrates respect and			
concern for all people.			
2. Maintains non-blaming attitude			
toward clients.			
3. Refrains from imposing his/her			
own values on others.			
4. Permits client self-determination.			
5. Demonstrates receptivity to new			
ideas.			
6. Demonstrates ability to tolerate			
ambiguity in resolving ethical			
conflicts.			

Values and Ethics (cont.)	Mid	Fin	Notes/Comments/Examples
7. Makes ethical decisions by			
applying standards of the NASW			
Code of Ethics and/or IFS.			
Self-Awareness	Mid	Fin	Notes/Comments/Examples
8. Recognizes her/his own feelings			-
and attitudes.			
9. Manages his/her own feelings			
and attitudes appropriately.			
10. Uses self-discipline in			
interactions.			
11. Recognizes his/her own			
challenges/areas of			
improvement.			
12. Seeks help when needed.			
13. Recognizes his/her own areas of			
strength/competence.			
14. Accepts and utilizes professional			
feedback.			
Professional Skills	Mid	Fin	Notes/Comments/Examples
15. Distinguishes between personal,			
professional, agency, and student			
roles.			
16. Applies conceptual and theoretical			
frameworks, research evidence, and			
practice techniques from academic			
courses to practice.			

Professional Skills (cont.)	Mid	Fin	Notes/Comments/Examples
17. Participates actively in			
supervision and consultation			
with the field instructor.			
18. Organizes and completes tasks			
efficiently and effectively.			
19. Actively seeks new learning			
experiences.			
20. Expresses, defines, and redefines			
her/his own learning goals.			
21. Demonstrates ability to transfer			
learning across arenas.			
22. Demonstrates ability to clearly			
communicate feelings and/or			
ideas in verbal, non-verbal, and written forms.			
23. Applies strategies of ethical			
reasoning when making practice			
decisions.			
24. Advocates for client access to the			
services of social work.			
Helping Process: Working with Client Systems Assessment	Mid	Fin	Notes/Comments/Examples
25. Determines necessary			
information for assessment.			
26. Actively seeks needed			
information.			

Helping Process: Working with Client Systems Assessment (cont.)	Mid	Fin	Notes/Comments/Examples
27. Accurately assesses the client's			
capacity and desire for change.			
28. Identifies strengths and limitations affecting potential for change.			
29. Formulates explicit assessment statements and can document his/her assessment in a professional manner.			
30. Considers constraints present on personal, interpersonal, cultural, and environmental levels.			
Intervention	Mid	Fin	Notes/Comments/Examples
31. Establishes, clarifies, maintains, and manages effective helping relationships with clients.			
32. Maintains client confidentiality.			
33. Assists client systems to clarify their own focus, goals, and roles.			
34. Formulates realistic goals and intervention plans with the client system.			
35. Is able to distinguish between personal reaction to client system and personal responsibility.			
36. Maintains a professional response to hostile, aggressive, or otherwise troublesome client behavior.			

Intervention (cont.)	Mid	Fin	Notes/Comments/Examples
37. Is able to start where the client system perceives the concern/need.			
38. Is able to provide practical support to client system when appropriate.			
39. Demonstrates appropriate expressions of empathy.			
40. Recognizes and responds appropriately to verbal and nonverbal communication.			
41. Recognizes incongruence between verbal and nonverbal communication when present.			
42. Demonstrates interventive techniques such as clarifying, reinforcing, confronting, etc.			
43. Works with individuals, groups, and organizations outside the client system to intervene/plan for change.			
44. Acts as an advocate for a client system where appropriate.			
45. Demonstrates professionalism when discussing a case.			
46. Prepares the client for termination.			

Functioning Within the Agency	Mid	Fin	Notes/Comments/Examples
47. Demonstrates an understanding			
of agency policy and services.			
48. Makes appropriate use of agency			
resources for client system as			
well as own learning.			
49. Demonstrates understanding of			
agency procedures to provide			
services.			
50. Complies with agency's method			
for recording.			
51. Participates appropriately in			
agency meetings.			
52. Demonstrates an ability to relate			
appropriately to support staff as			
well as other agency			
professionals.			
53. Analyzes, formulates, and advocates for policy changes			
needed to promote social,			
environmental, and economic			
justice.			
54. Collaborates with colleagues and			
clients to change policies when			
applicable.			
Community Involvement, Social	Mid	Fin	Notes/Comments/Examples
Justice, and Changing Contexts			
55. Demonstrates an understanding			
of the forms and mechanisms of oppression/discrimination.			
oppression/discrimination.			
	l	l	<u> </u>

Community Involvement, Social	Mid	Fin	Notes/Comments/Examples
Justice, and Changing Contexts (cont.)	MIU	FIII	rvotes/Comments/Examples
56. Demonstrates the ability to			
utilize knowledge of community			
structure, culture, and dynamics			
(especially those that oppress,			
marginalize, alienate, OR			
create/enhance privilege and			
power) to evaluate service needs			
within a specific population and			
advocate for social,			
environmental, and economic			
justice.			
57. Recognizes own attitudes about			
agency goals for service			
delivery.			
58. Utilizes local resources to			
provide services for agency			
clientele, including making			
referrals.			
59. Recognizes limitations of local			
agencies regarding policy and			
practice.			
60. Considers steps to evaluate and			
change agency policies and			
practices that require change.			
61. Acknowledges, examines, and			
adapts to changing locations,			
populations, methods, and trends			
in practice, science, and society.			

Narrative Evaluation

Briefly	describe the following:
1.	Specific tasks and responsibilities undertaken by the student:
2.	Student's effectiveness in working with clients and dealing with resource people:
3.	Student's ability to conduct research as guided by practice and to employ scientific inquiry to inform practice:
4.	Student's use of supervision from field instruction:
5.	Student's major strengths:
6.	Student's areas for growth:
7.	Student's potential for social work:
8.	Additional comments:
Final C	Grade:
Ctudon	t. Data:

Field Instructor: ______Date: _____

Measure #2: SCWK 1350 Volunteer Term Paper Assignment

SCWK 1350 Introduction to Social Work Term Paper Instructions

The paper will be based on your learning experiences as a social work volunteer in your approved social service agency. It should indicate how you have developed your knowledge, values and skills as a professional relative to the core competencies of social work education and practice as follows:

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Using the above competency and practice behaviors as a guide, the following should also be covered in your paper:

- 1. A description of your social agency and its functions. Discuss professionalism in practice in your agency setting; discuss your agency volunteer tasks and responsibilities.
- 2. How this agency fits into the community system of social welfare. How are social workers utilized or how should they be utilized in this setting if none are present.

- 3. Your idea of what you think it is like to be a client at the agency in which you volunteer. Discuss the diversity of the agency clients (who are the clients); what special knowledge is needed in working with agency clients.
- 4. Describe how knowledge of social work values and ethics affected your understanding and work in the agency. Describe any conflict you recognized between your own value system, those of the agency, and those of the profession.
- 5. Discuss how the agency affects its clients and what changes in behavior and environment come about because of the clients' involvement with the agency's services. This should include information regarding how a change process is utilized to fulfill agency and client goals.
- 6. Discuss technology use in the agency setting. If not utilized, how might technology improve the functions of the agency and/or client outcomes.
- 7. A discussion of the impact this volunteer experience had on your decision concerning becoming a social worker or other helping professional. How did supervision and consultation influence your experiences and decision about your future career of choice.
- 8. Utilize five journal articles in the preparation of your paper which report a setting or client group similar in characteristics to the one you encountered in your volunteer placement. You may use up to two references from the Internet. Be careful to select a reputable scholarly work (Example: not Redbook or Reader's Digest) and cite the website so I can locate it.
- 9. The body of your paper should be limited to no more than seven typewritten pages, double-spaced using APA style/format.

This major paper is to be turned in via LMS (Word document) to the professor by the beginning of class on the due date (See assignment schedule). Late assignments will not be accepted unless approved by the professor. Points will be deducted for each day late at the discretion of the professor. This assignment is worth 25% of your overall course grade.

SCWK 1350 Introduction to Social Work Term Paper Grading Rubric

	Term Paper Grading Rubric
NAME:	

Related to the grading criteria and descriptions, refer to the instructions for the Term Paper as a more thorough guide. The descriptions here are brief summaries of what is expected in this paper.

Criteria	Description	Notes/Feedback	Points	Score
Competency	CSWE Competency #1 Ethical and Professional		25	
Met	Behavior with 5 listed practice behaviors			
Requirements	Followed instructions for the Volunteer		10	
	Assignment: Volunteer Report; Volunteer Logs;			
	Term Paper – mostly considering requirements			
	of the paper, but this is influenced by how well			
	you followed instructions on the entire			
	Volunteer assignment collectively			
Content	Included all content as required in instructions:		35	
	1) Competency & Practice Behaviors; 2) Agency			
	description, professionalism, tasks &			
	responsibilities; 3)Social welfare systems;			
	4)Being the client; 5)Diversity & knowledge;			
	6) Values & ethics; 7) Change process and effects			
	on system outcomes; 7)Technology; 8)Your			
	future			
Organization	Paper is well organized and well written; flows		10	
	well/make sense; easily readable (please note if I			
	can't understand the paper, other criteria cannot			
	be met)			
Research and	Minimum of 5 scholarly references; research is		10	
References	sufficient to provide a strong argument in			
	supporting the author's claims/statements;			
	variety of references utilized			
APA Format;	Correct use of APA style format; well typed		10	
grammar,	without grammatical or spelling errors.			
spelling, other				
errors				
TOTAL:			100	

^{***}Assignment is 25% of overall course grade and will be converted to a 25 point scale (100 = 25; 95 = 23.75; etc.)

Measure #3: SCWK 2303 Social Work Practice I Diversity Interview

Diversity Interview Assignment

The purpose of this assignment is to assist students in developing multidimensional competencies in social work practice. Specifically, this assignment should address Competency #1 and Competency #2:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication:
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Instructions for the assignment: Complete an in-depth interview with a person of another significantly different dimension of diversity as listed in Competency 2. You are expected to stretch your horizons and interview people who are not in your usual interaction group. You will write a paper in APA style summarizing the interview. The following guidelines should be used in preparation for the interview and for the content of the interview:

- Why was this interviewee selected? (i.e. gender, sexual orientation, religion, culture, ethnicity)
- What are the differences and similarities:
 - o In appearance: (dress, skin color, eye color, hair, other)
 - o In speech: (language, accent, inflection, word use, pauses, colloquialisms, etc.)
 - o In body movements: (personal distance, body posture, eye contact, touch)
- How does interviewee perceive his or her difference, or does interviewee perceive a difference between himself or herself and other?
- When did interviewee first notice a difference between himself or herself and others? What made it happen?
- Does interviewee perceive himself or herself as communicating differently from others? How?
- Has interviewee ever experienced persecution because of real or perceived differences? (racism, stereotyping, sexism, etc.) What happened?
- What does interviewee wish that others understood better about his or her gender, sexual orientation, religion, culture, or ethnicity?
- What suggestions does interviewee have for bringing that better understanding about?
- Does interviewee think his or her gender, sexual orientation, religion, culture or ethnicity makes a difference in his or her job or intended field? Why or why not? How might a person be treated differently in the workplace because of his or her "difference"?

In your paper, be sure to discuss:

- similarities and differences between a student's gender, religion, culture, ethnicity, etc., and that of the interviewee
- examine how an interviewee's communication style could differ based on these elements
- include a final selection delineating guidelines for personal and professional behavior in a diverse, multicultural society
- discuss a value or ethical dilemmas or considerations (personal vs. professional values; application of Code of Ethics, Code of Conduct, Social Work Practice Act; issues of ambiguity or any conflicts; strategies of ethical reasoning in decision making)

The diversity interview will be evaluated based upon your ability to follow the instructions, meet all criteria for the assignment, organization of the interview, correct grammar, spelling, and punctuation, and adherence to APA style. The diversity interview is due ON or BEFORE the due date (see assignment schedule or Canvas for due date). Late papers will not be accepted unless preapproved by instructor and then will be penalized five points per day late beginning on the date due.

Diversity Interview Assignment Rubric

See the Diversity Interview Assignment instructions for further details. The below rubric will be utilized to grade this assignment.

Required Elements	Expectations	Points
Competency 1, 5	Utilize and apply the related CSWE	
Values/Ethics Considerations	Competencies and NASW Code of Ethics,	
	Code of Conduct, and Social Work Practice Act	
	as applicable to the interview conducted.	15
Discussion of required	Brief summary of the interview; Why you	
content:	selected the interviewee;	
Competencies 1, 2, 3, 6-9	Similarities/differences between you and	40
	interviewee; Communication style of	
	you/interviewee based on culture/diversity;	
	Personal/professional behaviors/skills in a	
	multicultural, diverse society; Values & ethical	
	considerations; Process (EDAPIET);	
	Theoretical application (HBSE)	
Use of Research:	Utilize research to guide/support your work;	
Competencies 2, 3, 4, 5	cite your research to provide evidence to your	
	claims/statements in your paper.	20
Professionalism, Grammar	Professionalism and Grammar: APA format, no	
and Appropriate use of	typos, no spelling errors, flawless grammar and	
references: Competency 1, 5	easy narrative flow.	25
Total Points		100

This assignment is worth 20% of the overall course grade or 20 points out of 100 possible for the overall course grade. To convert your grade multiple your grade by .20, for example in using the rubric and if you made a 100, 90, 80, etc. on this assignment:

$100 \times .20 = 20$	$90 \times .20 = 18$
$80 \times .20 = 16$	$70 \times .20 = 14$
$60 \times .20 = 12$	$50 \times .20 = 10$

Your grade will be reported on Canvas using this 20-point conversion.

Measure #4: SCWK 3370 Social Work Practice II Cultural Bias Analysis

Cultural Bias Analysis

Choose a minimum of one personal bias you still feel you resonate deeply with and you are to write a paper on what you believe your life would be like to be in the shoes of the person or group for which your bias is based. Consider their personal views, discuss the culture, religious beliefs, environment, and biopsychosocial well-being. What would you want the prejudice or biased person to know about you? I encourage you to watch a documentary, you tube video, or other film related to the bias you have selected and discuss this as well. Conclude your paper with a reflection on how your perspective has changed and what bias remain. How will this impact the work you are doing with the client?

The intent of this assignment is to promote students in their development of multidimensional competencies in social work practice. This assignment should address Competency #1: Demonstrate Ethical and Professional Behavior and Competency #2: Engage Diversity and Difference in Practice.

This paper is to be written in APA format, with a cover page and should be thorough. Utilize ethical principles, the helping process, and other terms to consider when writing this paper. There is not a page minimum, but rather the quality of the evaluation, proper use of format and grammar, along with detailed responses to the questions above.

Consider your willingness to share this in class. I will not mandate that you do so, but if you are willing to be vulnerable and share, this can be an excellent opportunity for learning.

Measure #5: SCWK 4552 Field Seminar II Speak Out Project, Appendix T of the HSU Field Instruction Manual

Speak Out Project (Appendix T)

Whether you consider yourself a clinician, community organizer, administrator, educator or a generalist, our role as a professional includes promotion of social, economic, and environmental justice through advocacy. The purpose of this assignment is to provide the student with a "real-life" opportunity to articulate a concern through one or more avenues of expression. The student will plan and implement a *Speak Out* concerning a social issue of his or her choosing. The purpose of the project is to exemplify the holistic competency in practical application. The expectation is that Competencies 1, 2, 3, 5-9 will be addressed through the research, engagement, presentation and advocacy of an identified social issue in the community.

Preparation Guidelines

- 1. Select and issue that you are most concerned about (perhaps one that has affected your clients or agency)
- 2. Research the issue using local resources and/or academic articles/texts
- 3. Select the medium/forum/venue for your *Speak Out*
- 4. Discuss your ideas and plans with the instructor for approval **before** implementing the *Speak Out*.
- 5. Prepare to present your Speak Out to the class during the last class meeting. At that time each student should hand in any appropriate materials which document the preparation and implementation of the project (reference list, photos, letters written, audio-visual recordings, etc.)

Presentation Guidelines

- 1. Describe your *Speak Out* (topic, medium/forum/venue)
- 2. Discuss personal/professional relevance to you
- 3. Discuss assessment of need/research for this project
- 4. Discuss what you would like to see happen in the future regarding this social, economic, or environmental justice issue.

Project Ideas

- Present a Statement at Court, Public Hearing, board meeting, city council, etc.
- Develop a radio or editorial spot
- Facilitate a letter-writing campaign
- Letter to the editor (which sheds light rather than heat on a relevant issue)
- Organize a public forum, viewing, reading, etc.
- Participate and provide leadership in a March, Rally, etc.
- Develop a creative presentation for legislators or other power players (video, scrapbook, etc.)
- Create a blog

^{**} All Speak Outs must be presented to at least 10 individuals (classmates not included)

^{**} Adapted from Kathy Armenta, University of Texas

<u>Measure #6:</u> SCWK 4450 Field Seminar I Fall Field Evaluation, Appendix L of the HSU Field Instruction Manual

HSU FALL FIELD EVALUATION

(Appendix L)

Student	Date
Field Instructor	Telephone #
Agency	_Address

Using the evaluation categories below, please evaluate the following student behaviors by placing the number or letter from the appropriate evaluative category in each behavior's corresponding assessment box.

5 – Superior 4 – Good 3 – Acceptable 2 – Marginal 1 – Poor

Knowledge of Program	Mid	Fin	Notes/Comments/Examples
1. The student is able to describe agency structure.			•
2. The student is able to describe agency staffing and division of responsibility within agency.			
3. The student understands the relationship of the parts (division of responsibility) to the whole.			
4. The student is aware of sources of funding for agency operations and budgetary decision-making processes of the agency.			
5. The student understands the common methodologies of social work practice employed by professional employees of the agency.			
6. The student knows the general characteristics of the client population served by the agency.			
Knowledge of Program	Mid	Fin	Notes/Comments/Examples

Self-Awareness/Use of Supervision	Mid	Fin	Notes/Comments/Examples
prepare written material as required by agency policy and/or field instructor.			
17. The student demonstrates the ability to			
16. The student completes assignments in a timely fashion.			
15. The student has demonstrated the ability to identify and resolve, in an appropriate manner, any conflicts with agency staff and professional personnel.			
Responsible Work Behavior	Mid	Fin	Notes/Comments/Examples
14. The student has demonstrated the ability to establish relationships with agency staff and professional personnel.			
13. The student's personal appearance and dress are appropriate to their role in the agency.			
12. The student organized time well while at the agency.			
11. The student has shown dependability in attendance and responsibility if circumstances prevent attendance.			
Responsible Work Behavior	Mid	Fin	Notes/Comments/Examples
being met by the agency.			
10. The student has demonstrated the beginning ability to evaluate whether the goals for the service delivery are			
9. The student has demonstrated the beginning ability to evaluate quality of service provided by the agency.			
8. The student has demonstrated the ability to make appropriate referrals.			
7. The student knows the referral resources most commonly used to aid clients of the agency.			

18. The student is able to describe feelings about and reactions to the agency's clients.			
19. The student is able to exercise conscious control of feelings and reactions in his or her contacts with clients.			
20. The student demonstrates an ability to be self-critical and identify areas of social work practice in which improvement might be made.			
21. The student demonstrates ability to change behavior to achieve greater effectiveness with clients in light of self-awareness or supervisory feedback.			
22. Student demonstrates ability to accept constructive criticism and suggestions for improvement of skills/attitudes.			
Cale Assessment I as a Community	Mari	F: .	N-4/C
Self-Awareness/Use of Supervision	Mid	Fin	Notes/Comments/Examples
Self-Awareness/Use of Supervision 23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency.	Mid	Fin	Notes/Comments/Examples
23. Student demonstrates initiative in the conduct or acceptance of responsibility	Mid	Fin	Notes/Comments/Examples
23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency.24. The student demonstrates enthusiasm	Mid	Fin	Notes/Comments/Examples
 23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency. 24. The student demonstrates enthusiasm for the field experience. 25. The student demonstrates ability to ask pertinent questions and seek information about clients and 	Mid	Fin	Notes/Comments/Examples
 23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency. 24. The student demonstrates enthusiasm for the field experience. 25. The student demonstrates ability to ask pertinent questions and seek information about clients and functioning/processes of the agency. 26. The student has shown the ability to 	Mid	Fin	Notes/Comments/Examples Notes/Comments/Examples

	The student is able to identify values in the decision of other worker's conduct of practice activity with clients. The student demonstrates social work			
	values in his or her attitudes toward agency's clients.			
	The student exemplifies social work values in his or her behavior in contacts with clients.			
Sk	ills/Purposeful Interaction	Mid	Fin	Notes/Comments/Examples
31.	Student demonstrates sensitivity to client's diversity and difference in lifestyle/culture.			1
	Student is able to identify value conflicts in practice, agency operation, and in community/agency relationships.			
Sk	cills/Purposeful Interaction	Mid	Fin	Notes/Comments/Examples
33.	The student has demonstrated the ability to accurately observe and report client system interaction.	1124		Troops Comments, Establish
	The student has demonstrated an ability to actively listen to clients.			
	The student is able to establish a working rapport with clients.			
36.	The student is able to establish goals for working with agency's clients.			
	The student is able to record accurately and professionally in accordance with agency norms.			
	The student has demonstrated skills in interviewing clients and the conduct of purposeful interaction with clients.			

Field Instructor	Date
For the student: Please indicate your le	evel of agreement with this evaluation.
Student	Date
Final: Please comment about your ass	sessment of the student's readiness for Field II.
Field Instructor	Date
Semester Grade:	
For the student: Please indicate your le	evel of agreement with this evaluation.
Student	Date

Measure #7: SCWK 3360 Social Welfare Policy I Social Welfare Problem Review

SCWK 3360 Social Welfare Policy I Social Welfare Problem Review Assignment

This course has been designed to examine social welfare programs and services and the agencies that provide these services. Throughout the semester, references are made to the use of these programs/services/agencies by members of populations at risk such as children, the elderly, LGBTQ, persons living in poverty, immigrants and refugees, persons with disabilities, ethnic and racial minorities, and others (Refer to CSWE Competency #2 & #3). The purpose of your research is to give you the opportunity to become an "expert" on the social problems facing your chosen group, to enhance your understanding of the people most affected by it, and to learn about the policies and programs available to address the problem. In order to accomplish this, you are expected to do **extensive research** into all facets of this population/problem and particularly, how well the present welfare system is meeting the needs of this group in terms of resources and programs. Each student will be assigned an approved social problem on which to do research.

At a **minimum** the following information should be covered:

- Prevalence of the problem: Sociological, psychological, cultural, environmental implications.
- Interviews with people who are personally faced with the problem.
- Current social welfare services, laws, programs, and agencies that are meeting or attempting to meet the problem need.
- Interviews with professionals who are working in related fields.
- Recommendations, based on research, for addressing the social problem/population needs.

As part of the profession's advocacy efforts related to social, economic, and environmental justice, as well as human and civil rights, NASW Texas has requested Social Work Programs assist in current advocacy efforts by providing needed policy research through appropriate course assignments. For this assignment, it would be appropriate to do the following to assist and enhance your paper (if not for NASW, potentially for meeting with legislators or other government officials in advocating for change for your respective population group/social issue):

- Related to #2 and #4 above; conduct a structured interview with a social worker and a client in a given service area. Provide a written case study to include biographical information, a description of their role (worker/client), a brief summary about their situation/environment/experiences, and the impact it has on them professionally/personally. (Remember confidentiality in your writing/presentation, make sure those you interview are aware this will be documented in a paper and potentially used in testifying to the legislative session/legislators. Feel free to obtain written consent to use their information publicly).
- Select the program for review. Provide a description of the program, statistics on the population served, and projections for the next biennium. Identify barriers to services and the impact this has on people's lives. Use case examples when possible.

- Interview local or regional administrative personnel from a program (example: APS, CPS). Describe what they do, what challenges they face, and what drives them to serve. Provide personal/professional stories as examples.
- Select a topic you care a lot about or are interested in learning more about (example: teen pregnancy, homelessness, domestic violence) Conduct research on the statistics for your county &/or state. Prepare a testimony or statement that can be given at a commissioner's court, city council, or state legislator's offices to appeal for help or funding or volunteers to serve (can use in your presentation in class).
- Related to volunteer experiences, write about your work/experiences and collect data about the population served. What are the issues? What are some resolutions?

***With written permission, these papers could potentially be shared with NASW/TX government relations staff to use to help in advocacy efforts in Texas.

Social Welfare Problem Review Paper – Grading Rubric

Required	Expectations	Points	Points	Comments
Elements				
Interviews	Student conducts and includes in the paper information			
Conducted	from interviews required with people personally facing			
	the social problem and the professionals working to	5		
	alleviate or eliminate the problem.			
Instructions and	Student follows instructions; effectively integrate			
Content	knowledge, values, and skills; includes all required			
	content (prevalence, sociological, psychological, cultural,			
	environmental implications); discussion of current social			
	welfare policies, laws, programs, services, and agencies			
	that are meeting or attempting to meet the needs of those			
	impacted	5		
Organization of	Paper is well organized and well written; flows well/make			
paper	sense; easily readable (please note if I can't understand			
	the paper, other criteria cannot be met)			
		5		
Use of Research	Student conducts <u>extensive</u> research to understand the			
	prevalence of the problem, utilizes research to inform			
	practice, & based on research is able to make appropriate			
	recommendations for addressing the social problem.			
		5		
Professionalism,	APA format style; writing is clear, concise, and well			
Grammar and	organized; appropriate grammar, spelling; references			
APA Style	cited appropriately to strengthen student's understanding			
Format	of the social welfare problem and the people effected by			
	policies, programs, and services	5		
Total Points		25		

Measure #8: SCWK Social Work Practice III Group Community Project

Macro Group Project

This project is designed to assess how well you can work as a member of a large team when assessing the needs of your local community. You will need to gather data about your community, analyze current social problems in your community, and formulate a possible change action that could be introduced to address the community problem. You will be assessed not only by the final product produced by your large group, but also in your ability to collaborate with local stakeholders. The purpose of the project is to exemplify the holistic competency in practical application. The expectation is that Competencies 1, 2, 3, 5-9 will be addressed through the research, engagement, presentation and advocacy of an identified social issue in the community within a group capacity.

I. The Problem

- a. Through group discussion come to a consensus and inform Mrs. Wright about the specific community problem the group have agreed will be the focus.
- b. Define the community problem utilizing Census data, local demographic data, and journal articles that are pertinent to the problem you are addressing.
- c. From your research you will need to demonstrate that this is a problem that needs addressing in the community.

II. The Needs Assessment

- a. As a group, research the current programs that address (either in whole or in part) the community problem that you have chosen.
- b. If there are no programs addressing the community problem locally, develop a personalized Needs Assessment survey form that the group could give to local stakeholders for feedback. (*administer if needed*)
- c. If a program/programs currently exist in the local community, develop a Needs Assessment form that can be used to systematically address if the local programs are effectively addressing the community problem. (*administer if needed*)

III. The Change Action

a. From your research, and data gathered in the needs assessment, formulate a change action to address the community problem you have chosen. This change action may be development of a new program, new agency, or strengthening of local resources currently available.

For the presentation portion of this assignment, you will divide into 3 smaller groups. Each group will present on the above three major sections of this project. You will be graded on your ability to orally present your section and the quality of the Power Point presentation.

All members of the smal group MUST participate orally during the presentation

Macro Project Grading Rubric					
Criteria	Level 3	Level 2	Level 1	Points	
Content Knowledge: 50 Points Competencies: 1, 3, 4, 5	50 pts Response demonstrates an in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented.	44 pts Response demonstrates a minimal understanding of the theories, concepts, and/or strategies presented in the course. Theories, concepts, and/or strategies may not always be used appropriately or implemented correctly.	0 pts Response demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course.	50 Points	
Research Support: 20 Points Competencies 3, 4, 5	20 pts Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. The references cited may or may not support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. The references cited may or may not support the opinions or positions expressed.	20 Points	
Presentation/Content: 10 Points Competencies: 1, 3, 4	10 pts Writing is clear, concise, and well organized, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	8 pts Writing is mostly clear, concise, and well organized, with good sentence/paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	6 pts Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	10 Points	
Comprehensive/ Teamwork Collaboration: 20 Points Competencies 1 -9	20 pts Clear cohesion of the project and indication of collaborative, even distribution of tasks and teamwork.	15 pts Mostly clear cohesion of the project and indication of collaborative, somewhat even distribution of tasks and teamwork.	10 pts Evident lack of cohesion of the project and indication of collaborative, uneven distribution of tasks and teamwork.	20 Points	
Total Points: 100					

Measure #9: SCWK 3380 Research Methods Research Paper

SCWK/SOCI 3380 Grading Rubric for Research Paper using APA Style

Name:	
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CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Abstract 5 points	0-1 point: Fails to successfully describe the purpose of the investigation and its component parts.	2-3 points: Attempts to describe the purpose of the investigation and its component parts but is disorganized, lacking in specifics or wordy.	4 points: Somewhat clearly and succinctly describes the purpose of the investigation, the theoretical framework, the hypothesis(es), sample, and methods of data collection.	succinctly describes the purpose of the investigation,	
Introduction 5 points	0-1 point: Does not provide an adequately introduction of topic's key question(s), terms. Does not identify problems or issues to be addressed and the purpose of the research is not clear.	2-3 points: Attempts to provide an introduction of topic's key question(s), terms. Somewhat identifies problems or issues to be addressed but the purpose of the research is not clear.	4 points: Good introduction of topic's key question(s), terms. Identifies problems or issues to be addressed and the purpose of the research.	of topic's key question(s),	
Theoretical Perspective 10 points	0-2 points: Theory is inappropriate for the research problem. The link between the theory and research problem is not clear.	3-5 points: Either inappropriate theory chosen or the link between the theory and problem is not clear. Somewhat successful in linking the problem to the theory.	major points of the theory are	9-10 points: Appropriate theory for topic chosen. Major points of the theory are identified and these points are clearly linked to the problem being investigated.	

Literature Review	0-4 points. Little evidence material is logically organized into main topic and subtopics. Many transitions are unclear or nonexistent.	5-9 points: Most material clearly related to main topic and subtopics. Poorly organized and lacks integration of main topic with subtopics. Poor transitions from one topic to another.	10-12 points: All material clearly related to main topic and subtopics. Good organization and integration of material within subtopics. Good transitions linking main topic and subtopics.	13-15 points: All material clearly related to main topic and subtopics. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Hypothesis(es) or Research Objectives 5 points	0-1 points: Hypothesis(es) or research objectives are not evident and are not linked to the variables.	2-3 points: Hpothesis(es) or research objectives are not clearly stated or related to the research objectives. Their link to the variables is not clear.	variables are somewhat clear.	5 points: Hypothesis(es) or research objectives are clearly stated. Their link to the variables are very clear.	
Methods Section Sample 5 points	0-1 points: The population, sampling frame, the method for obtaining the sample, and the characteristics of the sample are not evident.	2-3 points: The population, sampling frame, the method for obtaining the sample, and the characteristics of the sample are not clearly or correctly identified.	sampling frame, the method for	5 points: The population, sampling frame, the method for obtaining the sample, and the characteristics of the sample are correctly and clearly identified.	
Methods Section Major Variables 5 points	0-1 point: The major variables, demographic and/or control variables are not identified.	2-3 points: There are several errors in the identification and operationalization of the major demographic, and/or control variables.	4 points: Major variables, demographic and/or control variables are mostly correctly identified and operationalized.	5 points: Major variables, demographic and/or control variables are identified and correctly operationalized.	
Methods Section in Paper. Describe the Quantitative and Qualitative Measures 5 points	0-2 points: Does not address the rationale for choosing questions contained in the survey, how the survey questions measure the variables, and how the survey will be administered. Does not address the rationale for choosing the qualitative measure and how it will be administered.	3-5 points: Minimally describes the rationale for choosing the questions contained in the survey, how the survey questions measure the variables, and how the survey will be administered. Minimally describes the rationale for choosing the qualitative measure and how it will be administered.	variables, and how the survey	9-10 points: Correctly and clearly describes the rationale for choosing the questions contained in survey, how the survey questions measure all the variables, and how the survey will be administered. Clearly and correctly describes the rationale for choosing the qualitative measure and how it will be administered.	

Appendix A: Survey Instrument(s) 10 points	0-2 points: No purpose or directions are evident, questions are not clear, responses are not exhaustive, the research questions are not addressed, and the layout is disorganized and difficult to follow.	3-5 points: Purpose and directions are not clearly stated, not all questions are clear, many responses are not exhaustive, only a few research questions are properly addressed, and the layout is disorganized and difficult to follow.	6-8 points: Purpose and directions are mostly clear, questions are clear, almost all responses are exhaustive, almost all the essential questions are properly addressed, and the layout is	9-10 points: Purpose and directions are clearly stated and direct, questions are crystal clear, responses are exhaustive, the essential research questions are properly addressed, and the layout is attractive and easy to follow.	
Appendix B: Qualitative Method(s) 5 points	0-1 point: Method is not appropriate for the research question. Directions and questions are not at all related to the major points of the research question.	2-3 points: Method is not appropriate for the research question. Directions and questions are minimally related to the major points of the research question.	4 points: Method is appropriate for the research question. Directions and questions are mostly relevant to the major points of the research question.	5 points: Method is appropriate for the research question. Directions and questions are cover the major points of the research question.	
Grammar & Mechanics 7 points	0-1 point: Grammatical errors or spelling & punctuation substantially detract from the paper.	2-3 points: More than three grammatical, spelling or punctuation errors which somewhat interferes with reading the paper.	4-5 points: Grammatical, spelling, and punctuation errors are few and do not detract from the paper.	6-7 points: The paper is free of grammatical, spelling, and punctuation errors.	
APA Style & Communication (see below) 8 points	0-1 point: Several errors in APA style that detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	2-3 points: More than three errors in APA style. Word choice occasionally inappropriate or informal in tone. Writing has a few awkward or unclear passages.	detract from the paper. Scholarly style, Writing has	7-8 points: No errors in APA style. Scholarly language is used. Writing has a good flow and is easy to follow.	

Citations & References 10 points	0-2 points: Reference and citation errors detract significantly from the paper. The references are not from peer reviewed sources and/or do not support the research process. Verification page is not included.	3-5 points: More than three references or citations are incorrectly written. A few references are from strong peer reviewed sources and support the research problem. Verification page is included and is barely completed.	or citations are incorrectly written. Almost all references are from strong peer reviewed sources and	and citations are correctly written and present. Strong peer reviewed research based support for	
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Research Methods Term Paper is designed to assess student competency for research informed practice and practice informed research (CSWE Competency #4)

Measure #10: SCWK 4310 Senior Research Seminar I Literature Review

SCWK 4310 Senior Research Seminar I Literature Review and Research Proposal

Complete a literature review and research proposal on a social work topic of your choice that relates to your agency placement. The topic should be of interest to you, based on program or population needs of your placement agency and have significance for your placement agency. Include a comprehensive and balanced review of the available literature on your research topic. Summarize the articles and use critical thinking to evaluate their arguments and evidence, tying the findings to your research question. Additional instructions for this activity will be provided.

You will also complete a research design in which you discuss your methods of gathering data and your plans for dealing with potential obstacles that could come up. These assignments are intended to evaluate student competence of CSWE Competency #4: Research Informed Practice and Practice Informed Research.

Grade will be determined by the following:

Meetings with Professor (50 points)

You must have at least 3 one-on-one meetings with me regarding your research project throughout the semester. They must be spaced out evenly (at least 1 in Sept, at least 1 in Oct, at least 1 in Nov). You are free to have more than 3 meetings if that would be helpful, but there must be at least 3. Please see my office hours to know my availability. If my scheduled office hours do not work for you, let me know and we can try to schedule something else. In these meetings, be prepared to share your progress, your project's strength and shortcomings, and your plan of action for completing the remainder of the assignment. **Always bring with you** any documents or other materials that would be relevant for our meeting.

Literature Review Outline and Oral Presentation (50 points)

Our class meeting on September 17 will be your presentation of your project <u>so far</u>. Each of you will have 10 minutes to explain what you have learned about your topic through your research, and some ideas you have about conducting your original research in the spring. The rest of the class will be expected to fully participate, offering suggestions and feedback. You may have points taken from your grade if you are not fully engaged in your classmates' presentations. Your lit review outline must be uploaded to Canvas by 11:59 PM on Monday, September 16. It can be a Word document or a Power Point document.

First Draft of Lit Review (50 points)

You will upload a <u>completed</u> first draft of your lit review to Canvas by 11:59 PM on Monday, September 30. The draft must meet all of the requirements of the final submission, including correct formatting, fluency with the topic, and overall writing quality. I will provide a specific rubric and assignment expectations on Canvas. The next day, Tuesday, October 1, we will meet in the classroom to discuss your lit review drafts.

<u>Literature Review Paper and Oral Presentation (150 points)</u>

Our class meeting on October 16 will be your presentation of your literature review. You will have 10 minutes to present, with another 5 minutes to answer questions. Your actual papers are worth 100 points, and the oral presentations are worth 50 points. Your final draft of the lit review must be submitted to Canvas by 11:59 PM on Monday, October 15.

Hypothesis Section and Research Instrument (100 points)

You will need to upload to Canvas a revised lit review with a hypothesis section and a research instrument by 11:59 PM on Monday, Nov 4. Your hypothesis section must be supported by literature in the lit review. The next day, Nov 5, you will present to the class your hypotheses and research instrument.

Research Design (100 points)

You will fill out and turn in the "Research Review Request Form" that asks you to think through some of the more important questions regarding the implementation of your research project in the spring. It must be uploaded to Canvas by 11:59 PM on Monday, November 25. Those of you who are required to apply for IRB (Internal Review Board) approval must have your proposal submitted to IRB by Sunday, Nov 17.

Assignments	Due Date	% Final Grade
a) Meetings with Dr. Rhodes	3 times	10%
b) Literature Review Outline and Oral Presentation	Sept 16 and 1'	7 10%
c) First draft of lit review	Sept 30	10%
d) Literature Review Paper and Oral Presentation	Oct 14 and 15	30%
e) Hypothesis Section and Research Instrument	Nov 4	20%
f) Research Design	Nov 25	20%

Measure #11: SCWK 4320 Senior Research Seminar II Research Project

Research Project

This research project will be utilized to evaluate student competence of CSWE Competency #4: Research Informed Practice and Practice Informed Research. Your final research project should have the following sections.

Abstract. Your abstract is a concise encapsulation of your entire paper. It should be between 150-250 words.

Introduction. The starting point for any research is to identify a topic (or a "problem") and justify why it deserves investigation. For this project, what is being studied? Why is this worthy of study? An introduction of two to three paragraphs sets the stage for the remainder of the paper.

Literature Review. A literature review helps establish what is already known about your topic. Summarize the articles and describe how they serve as a basis for your research. Most lit reviews in published papers are about 4-5 pages long. Your task is to include all that is relevant, and only that which is relevant. You must format the sources and the reference page using APA format. Please see the writing guide and the sample APA paper for more information about using APA formatting.

Hypotheses. What do you expect to find in your research project? In order to make your expectations testable, you will need to translate each relationship you propose into a prediction with a clear independent variable and dependent variable. These hypotheses should be based on literature from your lit review.

Data and Methods. Testing hypotheses requires data. You may be gathering original data, and may also be using data collected by your agency in-house. Describe these data, including population of interest, sampling procedures, and sample size. Describe each variable used for analysis, including question wording, values, and any recoding. Finally, outline your plan of analysis.

Results. A final check-point for development of the final paper is with results. Descriptive statistics on the relevant variables and results from any inferential statistical tests will comprise the results. The most important aspect of your results is that you explain in words what these statistics measure and mean. Do these findings match your hypothesized expectations?

Conclusion. Summarize your paper, including the hypotheses and findings. What are some weaknesses of your study? What could be done to improve it? What future studies are needed to better understand the issues addressed in your paper?

The final completed paper must be uploaded to Canvas by 11:59 PM on Monday, Apr 27.

FINAL PAPER

15–20 double-spaced pages, excluding tables, figures, and references.

Title Page (title, student name or names, course, date)

<u>Abstract</u> (150-250 word paragraph stating the purpose of the project, data source, and main findings)

Introduction (1 page)

- Purpose of study
- Significance of study
 - Occasionally, general statistics can be provided here to indicate the nature or severity of the problem or issue being explored.

<u>Literature Review</u> (3-5 pages)

- Summary of journal articles on the topic
- Explain relevance of article to this study
- Your lit review must relate directly to your hypotheses.
 - Example: If your study is about the ways that family support systems contribute to positive educational outcomes, your literature needs to address that specific question. You cannot merely survey literature about educational outcomes generally.

Hypotheses (1-2 pages)

- Explain what you expect to find in the results of your study
- State testable hypotheses
 - Hypothesis statements should be visibly offset, italicized, or otherwise highlighted.

Data and Methods (2-3 pages)

- Description of data (population, sampling procedures, sample size)
- If gathering original data, how was the data gathered? How was the sample acquired?
- If using data provided from agency, how was that data collected? Why does it exist in the first place?
- Question wording and coding for each variable
- Explanation of recoding
- Analysis plan
 - What statistics do you plan to run?

Results (3–5 pages)

- Descriptive Statistics
 - Frequency distribution and relevant graph for dependent variable
 - Measures of central tendency and variation for all variables
- Inferential Statistics
 - Comparison of means (t-tests for those who completed SOCI 3330)
 - Correlation
 - Optional tests for students who completed SOCI 3330

- Regression
- ANOVA

Conclusion (1-2 pages)

- Restate study's purpose
- Summarize findings
- Evaluate support for theory
- Discuss limitations
- Suggest areas for future research

References

Tables and Figures

EVALUATION

The final paper is worth 200 points, which is 40% of your overall course grade. Points will be calculated as follows:

Abstract	(5 points)
Introduction	(5 points)
Literature review	(20 points)
Theory and hypotheses	(20 points)
Data and Methods	(40 points)
Results	(40 points)
Conclusion	(20 points)
Overall writing quality	(40 points)
APA Formatting	(10 points)

Papers turned in after 11:59 pm on Apr 27 will be considered late. Late papers will be penalized at 25% per day late. Papers must also be submitted electronically to Canvas. Any paper not submitted to Canvas will not be evaluated.

Measure #12: SCWK 3365 Social Welfare Policy II Social Welfare Policy Analysis

Paper Grading Rubric

The purpose of this assignment is to demonstrate your skills in analyzing and/or proposing a social welfare policy. You are to write a paper of 8-10 pages in length in which you use one of the models of policy analysis learned this semester to analyze and/or propose a social policy affecting the population group or social issue previously identified/approved. It is important to elaborate on any legislative actions which impact your subject matter. This paper should incorporate an officially stated policy statement of NASW and should show that you have successfully integrated the policy, problem, and response. Official policies of NASW are found in Social Work Speaks: NASW Policy Statements, available in the library, or can purchase your own copy available via NASW Press. The paper should be written in the APA style and include a title page, an abstract, and a reference page.

Make sure to utilize sufficient research references to support your claims, data, statements and hypotheses in your paper.

Required Elements	Expectations	Points
Discussion of required content: Competencies 1, 2, 3, 5-9	The paper identifies the approved social issue or population group, social welfare system, and social welfare policy; use of appropriate framework (pg. 31-32); appropriately applied methods of policy analysis are clearly delineated; appropriate integration of social work knowledge (theory), skills, and values; utilize & apply the related CSWE Competencies, NASW Code of Ethics, Code of Conduct, & the Social Work Practice Act as related to your cause/policy; identification of strengths/weaknesses of policy; recommended change/advocacy – call to action.	11
Use of Research: Competencies 2, 3, 4, 5	Utilize sufficient and appropriate research to guide/support your work; cite your research to provide evidence to your claims/statements in your paper; NASW Policy Statement(s)	4
Professionalism, Grammar and Appropriate use of references: Competency 1, 5	Professionalism and Grammar: APA format, no typos, no spelling errors, flawless grammar, flows well – makes sense, easy to read narrative. Appropriate citations.	5
Total Points		20

^{***}Note that your work & research are very important to our profession! With your permission this may be shared with NASW Texas to assist in legislative advocacy efforts for policy practice.

Measure #13: SCWK 3365 Social Welfare Policy II Advocacy Packet

This advocacy packet assignment is associated with CSWE Competency #3 & #5. In preparing for advocacy, ensure you understand these competencies multi-dimensionally with behaviors inclusive of relevant social work knowledge, values, skills, and cognitive and affective processes.

The following items should be included in the student developed packet for advocacy. These materials will be utilized for advocacy efforts at the State, Local, or National levels on the student justice issue topic that was approved last semester in Social Welfare Policy I. This packet is developed based on student Policy Analysis research that began during Social Welfare Policy I with the Social Welfare Problem Review.

- 1. Make sure your name and contact information are included on all documents.
- 2. Develop a fact sheet (examples provided on Canvas)
- 3. Your graded and approved Letter to the Editor and Letter to a Legislator can be included but are not mandatory. Some students will choose to write a letter to the legislator after the advocacy visit.
- 4. Reference page outlining your research references in APA style.
- 5. You may include other documents you feel are important in providing evidence to the legislator/staff related to your advocacy efforts (pamphlets, informational brochures, articles, etc.).
- 6. Remember that funding is almost always an issue, so have some ideas as to how implementation of your policy/policy change could be funded.
- 7. Be clear in what you are asking them to do!

At a minimum you will provide one packet to the legislative office staff/legislator at the time of your scheduled legislative office meeting. The packet should be professional in appearance and in a purple or gold folder (representative of HSU) containing your approved documents mentioned in the list above.

Policy students will advocate in teams, serving as a team leader. It is best if your team members have the information in the packet to reference prior to the legislative meeting, and it is highly recommended that you carry your own original copy with notes to assist in your advocacy efforts. Team efforts for advocacy are more successful the more prepared you are and the more prepared your team members are – as the lead, this is your responsibility to be clear in the expectations of each team member before, during, and after the meeting.

Measure #14: SCWK 2365 HBSE II Autobiography

AUTOBIOGRAPHY WITH JOURNALS

The autobiography is intended to be a serious assignment where the student is asked to examine his or her own development in order to identify positive and negative influences and the subsequent coping that he or she has developed to deal with life. The objective of this assignment is:

- 1. To assist the student to become more aware of who he or she is, and
- 2. To become aware of potential: who he or she can become.

This assignment can assist the student in making future choices, as well as learn how to assess future clients and assist them to identify areas where they can grow. This assignment will assist the student to identify areas of concern and analyze the possible impact on his or her ability to practice social work. This assignment provides an opportunity for students to exemplify competencies # 1, 2, and 6 - 9. This assignment requires utilize evaluation of self in professional written format to enhance the student's understanding of the their cognitive and affective processing, and their capacity to identify potential biases, reflection of self and a holistic evaluation of the competencies along with application of the foundational theories of cognitive and psychosocial development.

Journal

During each developmental stage, you will keep a journal about your own development. Based on your readings, your notes from class, information you obtain from family members or friends, you will construct a record of your own development across the lifespan. Your journal will be due on the first class day following our completion of that unit (see assignment schedule). Your entries should be thoughtful and demonstrate critical thinking. Focus on the facts, then your application of what that information tells you about your growth and development, and what implications that information has for you as a person and as a social worker. During each stage of development, you should address information about your mastery of the developmental tasks, any hazards you experienced, and relevant information using the theoretical framework of the program.

Format EACH SECTION of your journal as follows:

SECTION TITLE (i.e., Pregnancy, Birth, and the Newborn) – Open each section with an introduction including dates, personal observations, and general comments. Then using the three headings below, relate and assess your personal experience to relevant sections from the text and Journal Research:

- Biophysical Dimension
- Psychological Dimension
- Social Dimension

Additional Theories as assigned

Use the following guidelines:

- 1. Identify toxic and nurturing events in your life, and how you have reacted to those events. For example, assume your father was frequently transferred in his job and you were often in 2 or 3 schools each year. You may have reacted to loss of friends by becoming an avid reader or may have reacted by using alcohol. Both are coping skills, one is adaptive, and one is maladaptive. As you identify events across your life, look for a common theme.
- 2. Identify the influences of family, school, church, ethnicity, etc. and the coping behaviors developed as a result of those influences. For example, assume your family believed "family business is private" and you got into trouble if you told anyone what happened in your home. How did that influence your ability to cope with events such as death, illness, loss of a job, etc.? Use systems theory to discuss these issues.
- 3. Consider the developmental tasks of each life stage. Ask yourself how the incidents you have identified have affected your own ability to successfully resolve each developmental task through young adulthood. You then will utilize your knowledge of your current life stage and write your journals for middle and late adulthood based on what you imagine your future to be and where you see yourself in all aspects. Discuss your life, past, present, and future from a biological, psychological, and social dimensions.
- 4. Finally, conclude your paper by summarizing how you see yourself today in relation to your personal and professional goals. (Tip: you need to identify those goals in order to be able to evaluate yourself). How will your personal development impact your ability to practice social work? Specifically, in what areas or in what ways will this likely occur? For example, if you find you are often critical of others' choices about clothing or personal conduct, how will that affect you in a social worker-client relationship? If you identified a pattern of having been victimized often, how will that affect you as a social worker? If you have always easily mastered a challenge, what impact will that have? Make some assumptions about what you need to do to reach your goals in relation to how you have responded to past challenges. For example, if you have responded to most challenges by moving to a new job, new relationship, then what will you need to do to respond to the challenges you will face in social work?
- 5. The paper must be typed, double-spaced, with accurate spelling and grammar. APA is the required style for citations and references. Your journals will be 2-3 pages each and the autobiography paper should be a minimum of 10 pages, a maximum of 20 pages. Spelling, grammar, or typographical errors are penalized 1 point per error. Any paper not submitted in APA style will be returned without being graded. If you do not know how to use APA style, please see me. Reference books are available in the library, my office, or for purchase in the bookstore. The writing lab can also assist you.

Evaluation of Journal Article Research: This assignment is completed within the journals and included in the autobiography. It is designed to strengthen your ability to utilize research in the application and analysis of information and in the synthesis and evaluation of information in order to solve problems. The following terms will help you: **Synthesis:** to put together information in unique or novel way to solve a problem (this skill assumes you can recall, comprehend, apply and analyze information). **Evaluation:** to make quantitative or qualitative judgments using standards of appraisal (this skill assumes you can recall, comprehend, apply, analyze, and synthesize information).

In the autobiography assignment, you are expected to use a **minimum** of one journal article for each developmental stage, from pregnancy, birth & the newborn through late adulthood (7 articles is the minimum). A thorough paper will use additional journal articles and other references as appropriate. It is recommended that you have two references for each journal. Use the following guidelines:

- 1. Select scholarly journals, such as <u>Afflia</u>, <u>Child Welfare</u>, <u>Social Work</u>, etc. Do <u>not</u> use literature or magazine sources such as <u>Time</u>, <u>People</u>, <u>Redbook</u>, etc. Be sure to cite the web address so it can be checked.
- 2. Select articles based on the developmental tasks, hazards, or some other aspect of the particular stage you are discussing. For example, assume you had a parent who was chemically dependent during your childhood. You might locate an article that addressed the impact of this condition on the development or coping. You should use articles that relate to **your** situation and help you to further **understand**, **assess**, and **analyze your own development and needs.** Articles could describe influences of culture, ethnicity, gender, or socioeconomic factors on development, or describe a specific biological, psychological, or social influence. The topic may be related to strengths and competencies (such as development of effective problem-solving skills) or needs areas (such as the effects of growing up in poverty.
 - 3. Include a full reference for each journal article at the conclusion of your paper.

All papers and assignments are due at the beginning of class on the assigned due date. Submit your journals and autobiography electronically via Canvas. It is expected that you do your own work and plagiarism is not tolerated. Please refer to the Academic Integrity Policy found on pages 35 of the 2020-2021 *Undergraduate Catalog* and also in the *Student Handbook*, which is on the HSU website. The student should become familiar with the policy and its terms. The policy applies to all assignments and tests in this class.

	Autobiography Grading Rubric					
Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)		
Application of Theory and Use of Self-Reflection 50 points Competencies 1, 2, 6-9	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations. Includes little to no content related to application of theory and use of self-reflection in each category assigned.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations. Includes some application of theory and use of self-reflection in each category assigned.	The content reflects a fairly logical progression of ideas Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations. Includes a fairly sizable amount of in-depth content of the application of theory and use of self-reflection in each category assigned.	The content is written clearly and concisely, with a very logical progression of ideas. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations. Includes a significant amount of indepth content of the application of theory and use of self-reflection in each category assigned.		
Writing Mechanics 15 points Competencies 1,4	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.	Spelling, punctuation, and grammar errors distract or impair readability. Some revision required.	The paper is written with little or no editing required for grammar, punctuation, and spelling. Minimal revision required.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.		
Writing Style 15 points Compentencies 1,4	Writing lacks clarity and conciseness. Serious problems with sentence structure.	Writing lacks clarity or conciseness. Problems with sentence structure. Needs improvement to adequately represent bachelor's level writing style.	Writing is mostly clear and concise. Sentence structure is strong and mostly correct. Good representation bachelor's level writing.	Writing is clear and concise. Sentence structure is excellent. Excellent representation of bachelor's level writing.		
Organization 10 points	Organization is haphazard and difficult to follow; paper strays substantially from topic to topic.	Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	The overall arrangement is mostly logical and clear, but there may be a slight lack of clarity in one or two points.	The organization results in clarity and presents logically arranged points.		
APA Formatting 10 points	Uses little to no correct APA formatting. Does not integrate academic sources in writing.	Reflects incomplete knowledge of APA formatting. Some integrations of academic sources to support analysis and writing.	Documents most sources using APA formatting with minor violations. Integrates academic sources to support analysis and writing.	Documents sources using APA formatting accurately and consistently. Integrates academic sources to support analysis and writing.		

Measure #15: SCWK 4450 Field Seminar I Case Analysis and Presentation

CASE PAPER & PRESENTATION GUIDELINES

(Appendix N)

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity social justice, research, policy, theory, and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social

1. Agency Description

- Clients served
- Scope of services

2. Data Collection

- Client Demographics (gender, race, sex, age, ability, sexuality, nationality, religion)
- Client Presenting concern (including Frequency, Severity, Duration)
- Other relevant info from all available sources of information.

3. Assessment (Individual) (Bio-psycho-social-spiritual)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

4. Assessment (Microsystems/mesosystems)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

5. Assessment (Exosystem and Macrosystem)

- Strengths/Resources
- Limitations/Barriers
 *** Consider the identities/layer of culture identified in demographics section

6. <u>Planning, Intervention, Evaluation & Ethics</u>

• Demonstrate the use of theory and practice-informed research to create an intervention plan for this client, including how the intervention will be evaluated for effectiveness and any ethical concerns that require consideration in this case.

Measure #16: SCWK 4552 Field Seminar II Major Integration Paper

MAJOR INTEGRATION PAPER

(Appendix Q)

The Major Integration paper requires student to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2015).

To demonstrate a capacity to integrate and apply seminal Social Work knowledge and principals into the internship, students are asked to complete the following:

- 1. Define and introduce each of the Nine Social Work Competencies (CSWE, 2015).
- 2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
- 3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
- 4. Include textbooks, articles, agency documents, and similarly useful scholarly literature to provide the academic weight needed to support your own personal experiences and conclusions.

*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.) The end of each paper should conclude with a reflective response to the following thoughts and questions:

- 1. What you have learned about yourself?
- 2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
- 3. In which ways have you grown the most?
- 4. What else has your Social Work education provided to you?
- 5. How and where will you use these skills in the future and to what end-With which groups?
- 6. With these questions in mind consider and describe the current state of your relationship to the Social Work profession.

***Refer to the grading rubric to assist you in writing your paper.

Major Integration Paper Rubric

Competency/Objective	Description	Points Possible
Ethics & Professionalism	 Definition/Professional Description and Introduction to concept. Examples/ "Lessons learned" from field placement regarding this 	
	 concept. Integration of professional values and ethics; inclusion of ethical/legal considerations as relevant professionally 	
	 Relevant research or evidence-base included to add depth of insight and to validate any claims made. Ex: Many Native Americans have poor eyesight, so we provided the Chief with free vision services. This statement would require a reliable reference to validate the claim that Native American's have poor eyesight. OR "Learning theory says that behavior which is modeled will be reproduced". Such a statement requires a source. 	15
Diversity & Difference	Clearly understand the dimensions of diversity and intersectionality of multiple factors; understand forms and mechanism of oppression, discrimination, etc. as they impact agency clientele and professionals	10
Social, Economic, Environmental Justice, and Human Rights	Identify how rights & justice impact clientele and professionals; actions needed/taken; etc.	10
Research & Critical Thought (Score includes sufficient use of research for paper (5pts)	Discuss how research has informed your practice; how has practice informed research	15
HBSE	Use of knowledge; integration of theoretical & conceptual frameworks	10
Policy Practice	Identify the importance of policy as relevant to practice as a professional social worker; relevant to field agency & clientele	10
Helping Process: Generalist Intervention Model	Integration of social work process; professional social work skills	10
Educational and Professional Sentiments and Goals	Demonstrates thorough reflection on SW education up to this point and clearly elaborates on how this education will be used in the future.	10
Professionalism of written work; grammar, spelling, word usage, and style of the paper.	Follow APA style formatting explicitly (but can use 1st person); professionalism in language, organization and readability of the paper, follow directions.	10
Totals		100

Measure #17: SCWK 2360 HBSE I Systems Analysis Paper

Systems Analysis Paper Instructions

General:

- 1. An outline should be used to ensure that all important sections are included. These are a title page, outline page, introduction, body, summary and reference page.
- 2. Your paper should be error free. Proof it carefully and always have someone else to read it to check for grammar, clarity, sensibility and logical organization. Seek assistance from the writing lab if necessary.
- 3. Don't exceed the assigned number of pages that includes the outline page and the reference page but doesn't include the title page.
- 4. Plan your work so the paper is turned no later than class time on the due date. It will be graded and returned to you at the time of the final exam.

Specific:

- 1. Read the entire book first and then decide which **three** systems that you will focus on for your analysis. There must be a direct connection to other systems in the book to demonstrate that you understand how the focal system (the system that you are analyzing) is related to and interacts with other systems to various degrees and levels.
- 2. Using the system model from your textbook, describe each of the components as you see them in the focal system and relate them to the suprasystem of the relevant environment. It may be helpful to use one of the diagrams from the text.
- 3. Include a general discussion section in which you use the theories relevant to the focal systems to explain what is happening. This may be the largest section of the paper. In addition to the system's functional features, you are to include the following: (goal attainment, adaptation, integration, pattern maintenance) as you see the focal system dealing with each of the problems.
- 4. You may include the additional resources in your discussion of the focal systems or you may discuss them in a separate section.
- 5. Remember that the additional resources are to be used to aid your understanding of the focal system so do not provide a general summary of them but rather use only ideas and small bits of knowledge from them that help you understand the focal systems. A sentence or two will suffice.

Finally: Prepare a detailed outline and then fill it in!

Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)
Application of Theory and Use of Practical Application 50 points Competencies 1, 4, 5-9	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations. Includes little to no content related to application of theory and use of practical application in each category assigned.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations. Includes some application of theory and use of practical application in each category assigned.	The content reflects a fairly logical progression of ideas Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations. Includes a fairly sizable amount of in-depth content of the application of theory and use of practical application in each category assigned.	The content is written clearly and concisely, with a very logical progression of ideas. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations. Includes a significant amount of in-depth content of the application of theory and use of practical application in each category assigned.
Writing Mechanics 15 points Competencies 1, 4	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.	Spelling, punctuation, and grammar errors distract or impair readability. Some revision required.	The paper is written with little or no editing required for grammar, punctuation, and spelling. Minimal revision required.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.
Writing Style 15 points Competency 1	Writing lacks clarity and conciseness. Serious problems with sentence structure.	Writing lacks clarity or conciseness. Problems with sentence structure. Needs improvement to adequately represent bachelor's level writing style.	Writing is mostly clear and concise. Sentence structure is strong and mostly correct. Good representation bachelor's level writing.	Writing is clear and concise. Sentence structure is excellent. Excellent representation of bachelor's level writing.
Organization 15 points Competency 1	Organization is haphazard and difficult to follow; paper strays substantially from topic to topic.	Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	The overall arrangement is mostly logical and clear, but there may be a slight lack of clarity in one or two points.	The organization results in clarity and presents logically arranged points.
APA Formatting 10 points	Uses little to no correct APA formatting. Does not integrate academic sources in writing.	Reflects incomplete knowledge of APA formatting. Some integrations of academic sources to support analysis and writing.	Documents most sources using APA formatting with minor violations. Integrates academic sources to support analysis and writing.	Documents sources using APA formatting accurately and consistently. Integrates academic sources to support analysis and writing.

Accreditation Standard 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

HSU Social Work program's most recent year, 2019-2020, summary data and outcomes are provided in the *HSU Social Work Generalist Assessment Outcomes* matrix following this narrative. This matrix provides data and outcomes for the assessment of all nine competencies and indicates the percentages of students achieving program benchmarks. There is only one program option.

Summary of Findings

As discussed in the assessment plans and procedures, the benchmark for competence is 80%. This is consistent for all outcome measures for all competencies, as well as the percentage of students achieving the benchmarks. This narrative provides the percentage of students achieving each competency benchmark, as well as discusses outcome measure benchmarks not met as identified on the Generalist Assessment Outcomes Matrix. As a reminder, the program has only one option, which is a traditional program with face-to-face classes, with a few hybrid courses relevant to course activities and projects.

Competency #1 is measured using two measures; one at the behavioral level which incorporates seven items from the Spring Field Evaluation tool as one measure, and the other performance assessment utilizing a volunteer activity resulting in a term paper. The aggregate of these measures is 98.9% of students achieving this competency, well exceeding the benchmark.

Competency #2 is measured using four measures. The first measure is behavioral utilizing seven items from the Spring Field Evaluation tool as one measure with 100% attainment. The remaining performance outcome measures utilize assignments and activities from required courses. The aggregate of these measures is 92.5% of students achieving this competency.

Competency #3 has three measures, with the first measure being the field evaluation tool with six items being measured at the behavioral level. The other two measures are assignments and activities. The aggregate of students exceeding this benchmark is 96.9%, exceeding beyond the benchmark.

Competency #4 has four measures, with the field evaluation being the first measure using six behavioral performance items from the evaluation. The other three measures are a combination of real and simulated practice situations regarding research. The aggregate of these measures is 92.7% of students meeting the benchmark.

Competency #5 has three measures. There are eight field evaluation items used to measure real practice behavioral performance. The other two measures are assignments using simulated and real practice experience. The aggregate of these measures is 100% of students meeting the benchmark.

Competency #6 has two measures, with eight field evaluation items identified and assessed for student performance and behaviors in real practice situations in the field agency setting. The second measure is an activity assignment of a group community project. 100% of students met the benchmark for competency.

Competency #7 has two measures, with six field evaluation items utilized in assessing student behavior and performance in real practice situations in the field. The second measure is an autobiography assignment integrating theory, concepts, and self-awareness, reflection and regulation. For this competency, 100% of students met the benchmark.

Competency #8 has two measures. The field evaluation items used were more extensive with nine items utilized to evaluation student behavioral performance in field practice settings. A case analysis paper and presentation were used to assess simulated and real practice situations, with 100% of students meeting the benchmark.

Competency #9 This competency utilizes nine field evaluation items in assessing student behaviors and performance in real practice situations in the field. Additionally, two other course activities and assignments were used as measures for real and simulated practice, including a senior major integration paper assessing holistic competence. There were 96.6% of students meeting the benchmark for competency #9.

Discussion

Collectively, all nine competency benchmarks were met with most students achieving the benchmark of over 80% with the range of the percentage of students from 92.5% to 100% of students exceeding the competency benchmarks. There are some concerns regarding a few of the outcome measure benchmark percentages, that show a need for improvement. For Competency #2, the outcome measure of the Diversity Interview had the lowest percentage of students meeting the benchmark at 38%. This assignment has been an ongoing challenge for students, and obviously continues to be overtly arduous. In reviewing the assignment grading rubric, it is apparent that students are not following assignment instructions and omitting content from their paper regarding the interview experience. It should also be noted, students continue to not include adequate or appropriate research to support their written work in this APA assignment relevant to professional research and writing. The program will be addressing this in the improvement plan.

The next outcome measure of concern is the Social Welfare Policy Problem Review assignment in Policy I with 75% of students met the outcome measure benchmark for this assignment. Like the Diversity Interview just discussed, it was found that students failed to provide enough appropriate scholarly research to support their written work in an APA style paper. Overall, the students did well in the assignment, but need to develop better research and APA citation habits to enhance professional writing abilities imperative in social work practice. This issue will be addressed in the program's improvement plan.

Use of scholarly research appears to be a trending issue for HSU social work students. The next two measures utilized are relevant here. The sophomore Research Paper and the Senior Research

Project were both identified as measures where an insufficient percentage of students met the outcome benchmarks. For the Research Paper, 72% achieved the benchmark, while only 62% achieved the benchmark for the Senior Research Project. Research issues will need to be addressed by the program with plan for improvement in this area.

The last outcome measure for which students failed to achieve the benchmark is the Major Integration Paper in the Field Seminar II course. The data here is skewed due to a student turning work in late, thus reducing the overall average for the grades. As previously mentioned, students had issues with appropriate use of APA style formatting and again lacked enough scholarly research to show adequate professional writing abilities. These issues will be addressed by the program's improvement plan.

The social work faculty believe the program's assessment plan provides an excellent variety of formative and summative assessment tools, evaluating the various multiple dimensions of competency and holistic competence in the implicit and explicit curriculum across all four years of the program's curricular design. The social work curriculum reflects this holistic and multidimensional approach with needs for improvement identified through this assessment process. This assessment provides measures for students from the beginning of the program through each year of the explicit curricula, utilizing behavioral and competence level evaluation with real and simulated practice situations. This assessment plan provides a strong evaluative system of measures as it seeks to enhance its curriculum, the learning environment in which the explicit curriculum is presented and shapes the professional character and competence of program graduates. Through this assessment, the program has identified an array of implicit and explicit curricular enhancement needs and concerns for future growth, development, and ongoing improvement of the program that will be discussed further in the AS 4.0.4 and AS 4.0.5 explicit and implicit curricular improvement plans.

The year 2020 is historic due to injustices and the Covid pandemic, thus should be of consideration in this assessment evaluation. The assessment data under review is for the 2019-2020 academic year. The pandemic hit Texas in March 2020 mid-semester during Spring Break. Courses were moved fully online from a fully traditional face-to-face model. Fortunately, the social work program was already completely utilizing the learning management system Canvas for all course related materials, communications, and assignments. The use of Zoom technology was brand new to the faculty and most of the students. Some students left campus for Spring Break, leaving all their course materials and even laptop computers behind in their dorm or apartment on campus. Some students had issues due to poor or no internet at home or were challenged by competition with siblings or parents at home that also needed to utilize the computer for school and/or work. Courses were taught synchronously using the Zoom technology, which further posed issues for students who were helping with family or went to work to support themselves. To afford students unable to attend synchronously the ability to review the lecture, activity, and materials for class, sessions were recorded for viewing and participation. Resources through Student Life were accessed to assist students with technology, social emotional, psychological, and physical health challenges and needs. There was an observable change in interactions between students, between students and faculty, and between

students and staff. Changes were also notable in student motivation and performance. Simply put, they were struggling and continued to struggle into the Fall 2020 semester due to the pandemic.

It is evident that HSU Social Work faculty and staff were able to meet most student needs and provide ongoing opportunities for learning and development of competence with all competencies meeting competency benchmarks. The areas of concern identified must take into consideration the pandemic. There were five outcome measures that did not meet outcome measure benchmarks: Social Welfare Problem Review with 75% of student attaining with an average score of 85; Diversity Interview with 38% attaining with an average score of 70; Research Paper with 72% of students attaining with an average score of 89; Senior Research Project with 62% attaining and an average score of 79; and the Major Integration Paper with 63% of students attaining with an average score of 85. Most notably, four out of these five outcome measures were during the Spring 2020 semester when the pandemic began, subjectively decreasing the reliability of this data to some extent.

The HSU Social Work Generalist Assessment Outcome Matrix is provided on the following pages. This matrix provides the outcome benchmarks, competency benchmarks, and the data for both outcomes and competency benchmarks for the assessment of all nine competencies. Lastly, this matrix identifies the percentages of students achieving program benchmarks. There is only one program option for HSU Social Work.

HSU Social Work Generalist Assessment Outcomes Matrix

***Traditional Program is the only option

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percent Achieving Competency (n= number of students)	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1: Spring Field Evaluation Students must score a minimum of 3 out of 5 on the scale.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% Behavior 6: 100% Behavior 7: 100% 100% achieved	700+91 =791/8 98.9% n=40	Yes
		Measure 2: Intro Term Paper - Students must score a minimum of 80 out of 100 points.	91% of students achieved with the average score of 88.		
Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1: Spring Field Evaluation Students must score a minimum of 3 out of 5 on the scale.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% Behavior 6: 100% Behavior 7: 100% 100% achieved	92.5% n=27	Yes
		Measure 3: Diversity Interview - Students must score a minimum of 80 out of 100 points.	38% of students achieved with the average score of 70.		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 4: Cultural Bias Analysis - Students must score a minimum of 80 out of 100 points. Measure 5: Speak Out Project - Students must score a minimum of 80 out of 100 points. Measure 6: Fall Field Evaluation Students must score a minimum of 3 out of 5 on the scale. Measure 7: Social Welfare Problem Review - Students must score a minimum of	100% of students attained with the average score of 100. 100% attained with an average score of 94. Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% Behavior 6: 100% 100% achieved 75% attained with an average score of 85.	96.9% n=28	Yes
		20 out of 25 points. Measure 8: Group Community Project - Students must score a minimum of 80 out of 100 points.	100% attained with an average score of 95.		
Competency 4:	80%	Measure 1: Spring Field	Behavior 1: 100%		
Engage in		Evaluation Students must	Behavior 2: 100%	92.7%	Yes
Practice-		score a minimum of 3 out	Behavior 3: 100%		
informed		of 5 on the scale.	Behavior 4: 100%	n=8	
Research and			Behavior 5: 100%		
Research-			Behavior 6: 100%		
			100% achieved		

informed		Measure 9: Research Paper	72% attained with		
Practice		Students must score a	an average score		
		minimum of 80 out of 100	of 89.		
		points.			
		Measure 10: Research	100% attained		
		Literature Review	with an average		
		Students must score a	score of 91.		
		minimum of 80 out of 100			
		points.			
		Measure 11: Senior	62% attained with		
		Research Project	an average score		
		Students must score a	of 79.		
		minimum of 80 out of 100			
		points.			
Competency 5:	80%	Measure 1: Spring Field	Behavior 1: 100%		
Engage in		Evaluation Students must	Behavior 2: 100%	100%	Yes
Policy Practice		score a minimum of 3 out	Behavior 3: 100%		
		of 5 on the scale.	Behavior 4: 100%	n=17	
			Behavior 5: 100%		
			Behavior 6: 100%		
			Behavior 7: 100%		
			Behavior 8: 100%		
			100% achieved		
		Measure 12: Policy	100% attained		
		Analysis Paper - Students	with an average		
		must score a minimum of	score of 93.		
		16 out of 20 points.			
		Measure 13: Advocacy	100% attained		
		Packet - Students must	with an average		
		score a minimum of 16 out	score of 92.		
		of 20 points.			

Competency 6:	80%	Measure 6: Fall Field	Behavior 1: 100%		
Engage with		Evaluation Students must	Behavior 2: 100%	100%	Yes
Individuals,		score a minimum of 3 out	Behavior 3: 100%		
Families,		of 5 on the scale.	Behavior 4: 100%	n=18	
Groups,			Behavior 5: 100%		
Organizations,			Behavior 6: 100%		
and			Behavior 7: 100%		
Communities			Behavior 8: 100%		
			100% achieved		
		Measure 8: Group	100% attained		
		Community Project -	with an average		
		Students must score a	score of 95.		
		minimum of 80 out of 100			
		points.			
Competency 7:	80%	Measure 1: Spring Field	Behavior 1: 100%		
Assess		Evaluation Students must	Behavior 2: 100%	100%	Yes
Individuals,		score a minimum of 3 out	Behavior 3: 100%		
Families,		of 5 on the scale.	Behavior 4: 100%	n=21	
Groups,			Behavior 5: 100%		
Organizations,			Behavior 6: 100%		
and			100% achieved		
Communities		Measure 14:	100% attained		
		Autobiography - Students	with an average		
		must score a minimum of	score of 94.		
		80 out of 100 points.			
Competency 8:	80%	Measure 1: Spring Field	Behavior 1: 100%		
Intervene with		Evaluation Students must	Behavior 2: 100%	100%	Yes
Individuals,		score a minimum of 3 out	Behavior 3: 100%		
Families,		of 5 on the scale.	Behavior 4: 100%	n=8	
Groups,			Behavior 5: 100%		
Organizations,			Behavior 6: 100%		
and			Behavior 7: 100%		
Communities			Behavior 8: 100%		

			Behavior 9: 100% 100% achieved		
		Measure 15: Case Paper and Presentation - Students must score a minimum of 80 out of 100 points.	100% attained with an average score of 97.		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1: Spring Field Evaluation Students must score a minimum of 3 out of 5 on the scale.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% Behavior 6: 100% Behavior 7: 100% Behavior 8: 100% Behavior 9: 100% 100% achieved	96.6% n=17	Yes
		Measure 16: Major Integration Paper - Students must score a minimum of 80 out of 100 points. Measure 17: Systems Analysis Paper - Students must score a minimum of 80 out of 100 points.	63% attained with an average score of 85. 100% attained with an average score of 93.		

^{***}The program has only one option.

Accreditation Standard 4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

The HSU Social Work Department reports its most recent assessment outcomes to constituents and the public on the HSU Social Work webpage as part of HSU's website. The program conducts annual assessment of outcomes and updates the most recent assessment outcomes on the webpage every two years at a minimum. The most recent academic year reflected on in Form AS 4(B) currently published on the HSU Social Work webpage is for the 2019-2020 year. The **Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted is:**

HSU Assessment of Student Learning Outcomes 2020

Academic year reflected in Form AS 4(B) published on the program's website: 2019 - 2020

A copy of this most recent Form AS 4(B) published in October 2020 for the 2019-2020 academic year is provided on the next several pages:

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B) HARDIN-SIMMONS UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standard below:

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: (Field Evaluation)			
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes		
When/where students are assessed:	Spring SCWK 4552 Senior Year Field Education		
Who assessed student competence:	Field Director		
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Scale 1-5 Benchmark=3		
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%		
Assessment Measure #2: (Volunteer Assignment Term Paper)			
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes		
When/where students are assessed:	Fall/Spring SCWK 1350 Freshman		
Who assessed student competence:	Intro Course Faculty		
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80		
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%		
Assessment Measure #3 (Diversity Int	erview)		
Dimension(s) assessed:	Values & skills		
When/where students are assessed:	Spring SCWK 2303		

	Sophomore
Who assessed student competence:	Practice Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have	80%
achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Assessment Measure #4: (Cultural Bias Ana	alysis Activity)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Fall SCWK 3370 Junior
Who assessed student competence:	Intro Course Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #5: (Speak Out	Project)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Fall SCWK 4450 Senior
Who assessed student competence:	Field Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #6: (Fall Field Ev	valuation)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes

	Field Education
Who assessed student competence:	Field Director
Outcome Measure Benchmark (minimum score indicative of achievement)	Scale 1-5
for Competencies 1-9:	Benchmark=3
Competency Benchmark (percent of students the program expects to have	80%
achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Assessment Measure #7: (Social Welfare Pro	oblem Review)
Dimension(s) assessed:	Knowledge, values, skills, cognitive &
•	affective processes
When/where students are assessed:	Fall/SCWK 3360/Junior
Who assessed student competence:	Policy Faculty
Outcome Measure Benchmark (minimum score indicative of achievement)	80
for Competencies 1-9:	
Competency Benchmark (percent of students the program expects to have	80%
achieved the minimum scores, inclusive of all measures) for Competencies	
1-9:	
Assessment Measure #8: (Group Commun	
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Spring/SCWK 3375/Junior
Who assessed student competence:	Practice Faculty
Outcome Measure Benchmark (minimum score indicative of achievement)	80
for Competencies 1-9:	
Competency Benchmark (percent of students the program expects to have	80%
achieved the minimum scores, inclusive of all measures) for Competencies	
1-9:	
Assessment Measure #9: (Research	
Dimension(s) assessed:	Knowledge, values, skills, cognitive &
	affective processes
When/where students are assessed:	Spring/SCWK 3380 /Junior
Who assessed student competence:	Research Faculty
Outcome Measure Benchmark (minimum score indicative of achievement)	80
for Competencies 1-9:	

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #10: (Literature I	Review)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Fall/SCWK 4310 /Senior
Who assessed student competence:	Research Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #11: (Research F	Project)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Spring/SCWK 4320 /Senior
Who assessed student competence:	Research Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #12: (Social Welfare Po	olicy Analysis)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Spring/SCWK 3365 /Junior
Who assessed student competence:	Policy Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #13: (Advocacy	Packet)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Spring/SCWK 3365 /Junior
Who assessed student competence:	Policy Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #14: (Autobiog	raphy)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Fall/SCWK 2365 /Sophomore
Who assessed student competence:	HBSE Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #15: (Case Analysis &	Presentation)
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	Fall/SCWK 4450/Senior
Who assessed student competence:	Field Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #16: (Major Integrate	Assessment Measure #16: (Major Integration Paper)				
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes				
When/where students are assessed:	Spring/SCWK 4552/Senior				
Who assessed student competence:	Field Director				
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80				
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%				
Assessment Measure #17: (Systems Anal	ysis Paper)				
Dimension(s) assessed:	Knowledge, values, skills, cognitive & affective processes				
When/where students are assessed:	Spring/SCWK 2360/Sophomore				
Who assessed student competence:	HBSE Faculty				
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80				
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%				

Directions for completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns to accurately reflect the number of program options offered. *This is a required form.* The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies program. However, beyond these formatting alternations, the program may not alter the content of this form.

Assessment Data Collected during the Academic Year (2019-2020)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERC	ENTAGE OF STUDENTS	7	MARK
		Aggregate of Students from All Program Options	Program Option #1 Traditional On Campus	Program Option #2 None	Program Option #3 None
		n = (Number of students)	n = (Number of students)	n = (Number of students)	n = (Number of students)
Competency 1: Demonstrate	80% of students will demonstrate	96%	98.9%	N/A	N/A
Ethical and Professional Behavior	competence inclusive of 2 measures	n=40	n=40		
Competency 2: Engage Diversity	80% of students will demonstrate	87%	92.5%	N/A	N/A
and Difference in Practice	competence inclusive of 2 measures	n=27	n=27		
Competency 3: Advance Human	80% of students will demonstrate	92%	96.9%	N/A	N/A
Economic, and	competence inclusive of 2 measures	n=28	n=28		
Environmental Justice					

· · · · ·	80% of students will	84%	92.7%	N/A	N/A
Engage in	demonstrate				
	competence inclusive	n=8	n=8		
	of 2 measures				
Research-					
informed Practice					
Competency 5:	80% of students will	100%	100%	N/A	N/A
Engage in Policy	demonstrate				
Practice	competence inclusive	n=17	n=17		
	of 2 measures				
	80% of students will	100%	100%	N/A	N/A
5 5	demonstrate				
Individuals,	competence inclusive	n=18	n=18		
Families, Groups,	of 2 measures				
Organizations,					
and Communities					
Competency 7:	80% of students will	100%	100%	N/A	N/A
Assess	demonstrate				
	competence inclusive	n=21	n=21		
Families, Groups,	of 2 measures				
Organizations,					
and Communities					
Competency 8:	80% of students will	100%	100%	N/A	N/A
Intervene with	demonstrate				
Individuals,	competence inclusive	n=8	n=8		
Families, Groups,	of 2 measures				
Organizations,					
and Communities					
	80% of students will	88%	96.6%	N/A	N/A
Evaluate Practice					
	competence inclusive	n=17	n=17		
Families, Groups,	of 2 measures				
Organizations,					
and Communities					

Accreditation Standard 4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

In this section the program will describe the process used to evaluate outcomes and their implications for program renewal, discussing specific changes it has made or will make in the program based on assessment outcomes with clear links to the data. There is only one program option.

Evaluation of student learning outcomes provides the evidence required to determine student preparedness for professional social work practice and holistic competence. Faculty and program administration evaluate the correlation of curricular outcome measures to its respective competency to ascertain suitability of the outcome measures being utilized. The use of ongoing data collection and analysis to assess student achievement of learning outcomes is done on an annual basis with a 5-year program review required by the university, and the 8-year reaffirmation process required by CSWE. Assessment of learning outcome measures are utilized to continuously evaluate and strengthen implicit and explicit curricula, and enhance student achievement, preparedness for professional social work practice, and holistic competence.

Not only is this evaluation of outcomes conducted annually, it is also comparative year to year to assess reliability and validity of the outcome measures in determining competence. The comparative evaluation is also used to identify implications for renewal by determining if the measures should be revised, changed, or deleted with or without another measure in its place. For example, in the 2019-2020 assessment, the Diversity Interview outcome measure benchmark for Competency #2: Engage Diversity and Difference in Practice was not met. Only 38% of students attained the outcome measure benchmark. Comparatively, for the prior year this same measure was utilized with a 100% attainment of the benchmark. Further evaluation for this assignment over the past two years reveals an issue in the design, instructions, and grading rubric. A change was made in the assignment instructions and grading rubric for the upcoming year and this will continue to be evaluated at least one more year. It was also noted that students seemingly failed to simply follow instructions for the assignment. As the assignment instructions and grading rubric were in two separate documents, with both documents included in the assignment on the learning management system, the decision was made to integrate these two assignment components into one document for simplicity. Discussion amongst the faculty lead to an agreement that this change would be consistent for all course assignments, projects, and activities, particularly for required courses with program outcome measures.

Evaluation of outcomes has led to further changes being made. Faculty collectively agreed written assignments utilizing APA style format would require some additional instruction and guidance. This evaluation revealed a trend with students not conducting adequate or appropriate research for their written work in APA papers, especially in the upper level social work courses. All APA assignment instructions will now include a directive to students regarding inclusion of sufficient and appropriate scholarly research with comprehensive expectations in all classes for the integration of knowledge, values, skills, and cognitive and affective processes that includes critical thinking, affective reactions, and exercise of judgment in regard to unique practice

situations. These comprehensive learning and performance expectations will also be added to all required social work course syllabi. Further, course assignment instructions and grading rubrics need to explicitly integrate the competencies for which is will be used as an outcome measure. Many assignments have done this, but several measures utilized did not and should be updated to include the competencies explicitly. For field evaluations, revisions will be made to incorporate more explicitly the multiple dimensions of competency. This will enhance evaluation of not just the performance and behaviors in field, but also the dimensions of knowledge, values, skills, and cognitive and affective processes for more comprehensive assessment of holistic social work competence.

As previously mentioned, another consideration during evaluation of assessment of learning outcomes is the pandemic of 2020. Particularly when conducting a comparative analysis of the data from the last two academic years, there are variances for the outcome measures during the Spring 2020 semester when the pandemic hit and affected everyone in higher education. As stated in AS 4.0.2, there were five outcome measures that did not meet outcome measure benchmarks. Four of the five were assessed during the Spring 2020 semester, with some decrease in reliability of the measures because of the effects of the pandemic resulting in major changes to course delivery, content, timeframes, faculty constraints, and student challenges.

While the identified trends and issues were noted and acted upon, it should also be stated the aggregate of the outcome measures all exceeded the program's benchmarks for competency on all nine competencies, reflecting overall holistic competence in the 2019-2020 academic year regardless of the pandemic. The implications of program renewal become obvious as program benchmarks and overall goals were exceedingly and steadily met, evidence of program success in its curricular design and delivery inclusive of accommodations during the pandemic and social crises.

Please refer to the below table for more explicit details of specific changes the program has made or will make based on assessment outcomes with clear linkage to the data by showing the competency benchmarks and percentage of students attaining the competency benchmarks:

COMPETENCY	COMPETENCY BENCHMARK	% ATTAINING	BENCHMARK MET? (Yes/No) Changes Made or Planned
Competency 1:	80%	98.9%	Yes
Demonstrate			
Ethical and			Benchmark was met, however
Professional			changes will be made to integrate
Behavior			this competency explicitly in all formal papers utilized as outcome measures.

Competency 2:	80%	92.5%	Yes
Engage Diversity and Difference in Practice			Assessment identified only 38% of students met the benchmark for the Diversity Interview as an outcome measure. Review of this outcome measure revealed issues with students not following instructions and not utilizing the grading rubric when documenting their work. Further, a collective review of outcome measures not meeting benchmark reveal a trend of insufficient or inappropriate research and issues with student writing abilities and skills relevant to APA and professional writing. Updates to the assignment instructions, grading rubrics, and course syllabi are being implemented to explicitly state an integration of the dimensions of competence as appropriate to the assignment and as a directive to students regarding expectations in learning and performance.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	96.9%	Assessment identified 75% of students met the benchmark for Social Welfare Problem Review as an outcome measure. Evaluation of outcome measures not meeting benchmark reveal a trend of insufficient or inappropriate research and issues with student writing abilities and skills relevant to APA and professional writing. Updates to the assignment instructions, grading rubrics, and course syllabi are being implemented to explicitly state an integration of the dimensions of competence as appropriate to the assignment and

			as a directive to students regarding expectations in learning and performance.
Competency 4: Engage In Practice- informed Research and Research- informed Practice	80%	92.7%	Evaluation of outcomes show 72% of students met the benchmark for the Research Paper, and only 62% meeting the benchmark for the Research Project. There was a notable trend of insufficient or inappropriate scholarly research references for the paper and project, as well as issues with student writing abilities relevant to APA and professional writing skills. Updates to the assignment instructions, grading rubrics, and course syllabi are being implemented to explicitly integrate the dimensions of competence as applicable and as a directive to students regarding expectations in learning and performance. Implementation of mentoring, advising, and tutoring specific to this outcome is advised to faculty.
Competency 5: Engage in Policy Practice	80%	100%	Yes No changes were made as 100% of students met the benchmark for competence. The curriculum appears to meet student learning needs and meets program goals.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	100%	Yes 100% of students met the benchmark for competence, however assignment instructions will be updated to explicitly state the levels and dimensions of competence be assessed.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	100%	Yes 100% of students met the benchmark for competence, however assignment instructions will be updated to explicitly state the levels and dimensions of competence be assessed.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	100%	Yes 100% of students met the benchmark for competence, however assignment instructions will be updated to explicitly state the levels and dimensions of competence be assessed.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	96.6%	Assessment identified only 63% of students met the benchmark for Major Integration Paper assignment as an outcome measure. Review of outcome measures not meeting benchmark reveal a trend of insufficient or inappropriate research and issues with student writing abilities and skills relevant to APA and professional writing. Updates to the assignment instructions, grading rubrics, and course syllabi are being implemented to explicitly state an integration of the dimensions of competence as appropriate to the assignment and as a directive to students regarding expectations in learning and performance.

^{***}The program has only one option.

Accreditation Standard 4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

"Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies." (EP 4, CSWE EPAS, 2015)

HSU Social Work has only one program option. The plan and summary data for assessment of implicit curricula is provided in this section. For each area of implicit curriculum assessed, the program will present its methodology of assessment, identified stakeholders as defined by the program, copies of the tools and instruments utilized in assessment when able due to confidentiality of student information, detailed findings for each area of implicit curriculum assessed, specific changes made or planned by the program, and an overall summary of the finding related to the implicit curricular assessment.

Methodology of Assessment:

The program utilizes quantitative and qualitative methods of assessment as appropriate to each area of implicit curricula being assessed. This includes collection of statistical data through institutional research and technology services reports, self-reporting by stakeholders, two online surveys regarding competency outcome data, and use of evaluation tools and other instruments. Copies of the tools and instruments utilized are provided in each area of implicit curriculum assessment. Detailed findings through charts, tables, and narrative are provided for each area, as well as the identified changes needed, planned or made.

Area(s) of Implicit Curriculum Assessed:

- Diversity of students
- Diversity of faculty
- Student development of holistic competence
- Field experience
- Resources for student development

Stakeholders Assessed:

- Current Students are assessed in determining diversity amongst the student population.
- Faculty are the current social work faculty with full-time assignment to the social work program.
- Recent Graduates are the alumni of the program from the preceding academic year for assessment of the development of holistic competence and preparedness for professional practice.

- Field Instructors are the agency assigned field instructors supervising field placement students in the agency setting.
- Resources on and off campus in meeting student disability needs

1. Assessment of Student Diversity:

Methodology

The HSU Social Work Department collects, analyzes, and monitors student data for use in several capacities, including assessment of diversity, the intersectionality of multiple factors of the student body, and tracking the numbers of students affiliated with the program by major and minor with the intent of ensuring quality and accessibility in social work higher education. HSU Institutional Research and Technology Services assist with statistical reports via an internal webbased system called Informer in HSU Central, the institution's intranet. The Department Chair determines the criteria for the report categorized by student major and minor declaration and includes the following: student name, program affiliation, major, minor, classification, race/ethnicity, gender, and age. Data regarding other classifications of difference are collected more subjectively by the Department Chair as the institution does not collect information regarding disability, gender identity, or gender expression. Essentially this is based on student self-disclosure to the faculty within social work. The program also collects data regarding military veteran status, which is self-reported by the student but often known by social work faculty advising students when they enroll at HSU.

Each semester, this Informer report and the subjective data collected are analyzed to determine the diversity of the students in the program. The program establishes an active student roster utilizing this report and the subjective data collected. The statistical data is determined using this roster, with the statistics shared each semester with the Social Work Advisory Council to assist in assessing how the program is doing toward enhancing the diversity of the student population in social work.

Stakeholders

Current Students of the academic year under evaluation are assessed in determining diversity amongst the student population.

Tools/Instruments Utilized

A copy of the Informer report cannot be shared. This report contains confidential student information, and because it is a part of the institutions internal web system a blank copy cannot be generated as a sample. However, below is an example of the program student roster without identifying information. This sample is only one page of the spreadsheet that is utilized to document the data collected and calculating statistics relevant to the intersectionality of student diversity being assessed.

Student Roster for SCWK and SWPSY majors 2019-2020:

Last Name	First Name	Disability	Military/Vet	Major	Minor	Age	Race	Ethnicity
				SCWK		19	WH	NHS
	i.		Dep	PSYC/SCWK	L _c	22	1	HIS
	i :			SCWK		19	WH	NHS
		Y		SCWK		22	WH	NHS
		Y		SCWK		19	BL	NHS
				SCWK		18	WH	NHS
		Y		SWPSY		18	WH	NHS
		Y	Vet	SCWK	PSYC	32	WH	HISP
				SCWK		18	WH	NHS
	1			SWPSY		18	WH	NHS
				SWPSY		18	WH	NHS
				SCWK		18	BL	NHS
		Y	Vet	SCWK		37	WH	NHS
				SCWK		25	WH	NHS
			Dep	SCWK		18	WH	NHS
		Y	Vet	SCWK		58	WH	NHS
		Y	Dep	SCWK		33	WH	NHS
				SCWK		21	WH	NHS
		Y		SCWK		18	WH	NHS
				PSYC/SCWK		21		HISP
			Vet	SCWK		36	WH	HISP
		Y		SCWK		26	WH	HISP
				SCWK		22	WH	NHS
		Y		SCWK	RELI	21	Amer/Alaska Native	NHS
		Y		SCWK		35	WH	NHS
		Y		SCWK		21	WH	HISP
				SCWK		19	WH	HISP
				SCWK		37	BL	NHS
		Y		SCWK	SOCI	20	WH	NHS

Detailed Outcomes

The below chart, also found in AS 3.0.1 Implicit Curriculum on page 60 of this study, reveals diversity data related to race, ethnicity, gender, and gender identity and expression for the 2019-2020 year.

So	Hardin-Simmons University Social Work Enrollment by Gender and Race/Ethnicity Academic Year 2019-2020						
Race/ Ethnicity	Gender Female (36)	Male (6)	Non-Binary (1)	Grand Total			
Amer/Alaskan							
Native	2.33%	0%	0%	2.33%			
Asian	2.33%	0%	0%	2.33%			
Black or			0%				
AfricanAm	6.99%	4.65%		11.64%			
Hispanic/LatinX	20.9%	2.33%	0%	23.23%			
Two or more	4.65%	0%	2.33%	6.98%			
White/Caucasian	46.5%	6.99%	0%	53.49%			
Grand Total	83.7%	13.97%	2.33%	100.00%			

When comparing the data from reaffirmation in 2012 to 2020, there is a significant increase in the diversity of the student population. The male population has increased 12.5%, now nearing 14%. There is an increase in additional races and ethnicities not previously a part of the student population. The department has also been more inclusive of students reporting gender non-binary. While data has not been statistically gathered, we do have students self-reporting as members of the LGBTQ+ community. The program also determined 24% of students report as active duty military, military dependent, or military veteran status. This increased diversity in the student population is a move in the right direction, implicitly evidentiary of students feeling accepted and in a safe space to disclose this personal information, whether privately to faculty, or openly during class discussion. Via self-reporting or self-disclosure in the classroom, 50% of the social work majors were found to have some form of disability in need of resources and accommodations. Lastly, the age range of our students is quite diverse with a 40 year range from 18 to 58 years of age.

These findings are evidence of an increased diversity among the social work student population at HSU and provisions of quality and accessibility in an inclusive manner in social work higher education.

Specific Changes Made or Planned

The program continues to monitor intersectionality of factors relevant to diversity amongst its students, with the desire to continue to enhance the diversity of the student social work population. Faculty have participated in numerous community and campus initiatives related to racial injustice, are actively involved in town hall meetings and forums discussing racism locally, across the state, nationally, and internationally. Faculty and students have utilized a variety of resources to enhance knowledge, expression of values, cognitive and affective processes through critical discussion adding these components to appropriate course assignments. Students are assigned anti-racism research, readings, podcasts, skill development, and conceptualization to improve societal and campus conditions that have allowed discrimination and oppression to occur. Panel discussions on diversity in the classroom and on campus have been implemented, inclusive of student representatives from various student groups such as the Black Student Union, International Student Federation, Sangre (Latinx student union), and others, as well as diverse faculty and staff representation. Students were provided an opportunity to participate in a virtual Anti-Racism Student Roundtable hosted by NASW Texas to enhance student awareness, knowledge, interactional skills, and connect to other social work students across the state. Faculty, staff, and students also participate annually in HSU's International Women's Day and National Women's History Month in recognition of gender disparities. Social work faculty will be deliberate in seeking other opportunities for students relevant to intersectionality and difference. Overall, these findings are positive with minimal changes planned.

2. Assessment of Faculty Diversity:

Methodology

Diversity among the HSU Social Work faculty is a challenge, considering there are only two full-time social work faculty members. The goal is to provide students variety in faculty pedagogical perspectives and delivery, diverse professional practice and academic experience, as well as diversity of connectedness within the profession of social work and the community. This

assessment is somewhat subjective, gathering data from the Department Chair and Director of Field Education as the only full-time faculty. The information collected is primarily obtained from the faculty vitas in AS 3.2.1 and AS 3.3.4, and personal interviews of the faculty members.

Stakeholders

The stakeholders are current social work faculty with full-time assignment to the social work program.

Tools/Instruments Utilized

There are no specific instruments or tools utilized. Data is collected from faculty curriculum vitas and personal interviews. Data collected is as follows: gender, age, race/ethnicity, religion, educational attainment and institutions, licensure, practice experience, professional association memberships, disability, relationship status, and community service.

Detailed Outcomes

Data collected for two full-time faculty in assessing diversity are as follows:

Gender: FemaleAges: 54 and 40

• Race/Ethnicity: Caucasian

• Religion: Episcopalian; Baptist

- Education: 2 BSW from HSU; 1 MSSW from University of Texas at Arlington focus on Direct Practice with Children and Families; 1 MSSW from Abilene Christian University as Advanced Generalist, Evidenced-Based Practice with a Quantitative Research Thesis; 1 doctoral student currently.
- Licensure: LMSW-IPR and LMSW
- **Professional Practice:** Medical: Hospital, NICU, Trauma, and Home Health, Child Welfare (Children's Protective Services), Adoption, and Administration compared to School Social Work, Medical: Nursing/Rehabilitation, Hospital, Gerontology, and Marketing/Administration.
- **Professional Association Memberships:** Both are CSWE and NASW members; NASW Texas Board Member versus NASW Texas Delegate Assembly Region 02, and local West Central Texas Branch Chair. Texas Association of Social Work Deans and Directors member contrasted to Texas Field Education Consortium member.
- **Disability:** None
- **Relationship Status:** Both faculty members are married, however one began her faculty position as a widowed single parent.
- Community Service: Activities in the community vary greatly between the two faculty. The Department Chair is involved with Communities in Schools of the Big Country Board, Champion for Children Conference Planning Committee Co-Chair, West Texas Fair & Rodeo Queen Committee, Poverty Simulation Facilitator, Big Country Human Trafficking Coalition, West Texas Homeless Network, Big Country Emmaus Community, and volunteering with Love and Care Ministries. The Field Director serving the Adult Protective Services Board, Alzheimer's Association, Abilene Aging Cluster, and as a Champion for Children conference volunteer.

These findings indicate the faculty of the social work program are diverse in their higher educational background at the graduate level, in professional practice experiences, and professional and community involvements. The program needs to enhance diversity amongst its faculty to further improve the quality, extent, and value of the educational experiences of its students.

Specific Changes Made or Planned

The planned changes in the diversity of faculty is a long-term goal within the implicit curriculum. To do this, the program needs to grow the number of majors to justify the hiring of a third faculty member in accordance with CSWE faculty to student ratio policies, hypothetically increasing the diversity of the full-time faculty members. The program will strive to hire doctoral level faculty with professional practice and academic experience, if possible due to recruitment constraints in West Central Texas, to begin the process of candidacy for a graduate program in the future. The geographic constraints of West Central Texas, in a smaller, rural are of the state make these goals challenging. The program will need to develop strategies of recruitment beyond its region and state to enhance the candidate pool for another faculty member. The program has consistently marketing in the local and regional social work community with Master level social workers to recruit qualified future adjunct faculty to enhance diversity, and has been diligent in encouraging those interested in higher education to seek a doctoral degree if they are serious about becoming a full-time faculty member as the program reaches enrollment goals.

It should be known the Sociology faculty who teach for the program have received terminal contracts and will leave HSU at the end of the 2021 Spring semester. In preparations for this change of faculty, the program has been actively seeking qualified professionals from the community to potentially serve as adjuncts in the coming academic year, as well as working with Psychology and Political Science faculty as additional options to teach within the program. This process is pending many administrative and board decisions however provides excellent potential for opportunities to improve the diversity of the faculty teaching social work courses at HSU.

3. Assessment of Student Development of Holistic Competence:

Methodology

Student development of holistic competence is measured through quantitative and qualitative evaluative methods utilizing two Recent Graduate survey instruments. These surveys are completed annually by recent graduates in the Spring semester of the year following graduation. The surveys utilized in this assessment took place in February 2019 for the 2018-2019 graduates. Due to the pandemic, the surveys in 2020 for the 2019-2020 graduates were still pending at the time of this evaluation.

Stakeholders

Recent graduates from the immediate prior academic year are the stakeholders for this assessment.

Tools/Instruments Utilized

Below are the two survey instruments utilized for this assessment. This first survey collects data relevant to professional preparedness for graduate school, employment, and licensure.

2019 Graduate Survey: Professional Preparation 2019 Graduate Survey: Professional Preparation	-6.1
Please use comment boxes to provide feedback for program improvement.	
Q1	

If you were accepted to a Graduate School of Social Work, how well did the Social Work Department prepare you for advanced social work education? (Please comment below to let us know: if you did/did not apply to graduate school; were/were not accepted to graduate school; attended/did not attend graduate school).



Q2

Did you apply for social work licensure? (If yes, please answer questions 3-4 below. If no, skip to question 5).

	Yes
	No

Q3

If you applied for licensure, how well did the Social Work Department explain the licensing process? (Please use comment box to provide feedback for program improvement.)

Very Poor	Poor	Adequate	Good	Excellent
0	0	0	0	0
Comment				
				/
	licensin	g exam, ho	w well di	d the Soc
	ensing ex	xam? (Plea	se comm	ent belov
am.)				
Very Poor	Poor	Adequate	Good	Excellent
0	0	0	0	0
Comment				
				10
;				
seeking pro		l employme		
u? (Please inester or s				
TICSTOT OF S	oon and	. II you ala	TIOT SCCK	Ciripioyii
Very Poor	Poor	Adequate	Good	Excellent
0	0	0	0	0
Comment				
				1
				/
	faaa:aaa	. مسرما مرسم	بيده المسد	المنامالميي
seeking pro	ressiona	ii embiovine	∃ni, now	well ala ti
ou (providing	job lead	ls, referenc	es to em	ployers, e
ou (providing	job lead	ls, referenc	es to em	ployers, e
very Poor	job lead	ls, referenc	es to em	ployers, e
very Poor	job lead	ls, referenc	es to em	ployers, e

If you became employed in a professional social work position or related field, how well do you feel your education at HSU prepared you for professional social work practice? (If employed, please provide information about your position/title & field of work).

Very Poor	Poor	Adequate	Good	Excellent
0	0	0	0	0
Comment				

Q8

How well do you feel the HSU program did in providing educational and service learning opportunities for the development of holistic social work competence (knowledge, value, skills, and cognitive and affective processes)?



This second survey explicitly evaluates holistic competence through the nine competencies and practice behaviors through self-assessment and reporting by recent graduates.

2019 Graduate Survey: Competencies and Practice Behaviors

Recent Graduate Competency Survey 2019

The Council on Social Work Education outlines 9 Social Work Competencies. This survey is intended to serve as an assessment of these competencies as outlined in the Educational Policies & Accreditation Standards: Competency-based education is an outcome performance approach to knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities. The ten core competencies are listed below followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

For each of the following &cial Work Competencies, please indicate how well the Social Work Department taught and prepared you.

Q1

Competency #1 - Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent
make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws			~		
and regulations, models for ethical decision- making, ethical conduct of research, and additional context	0	O	0	Q	0
use reflection and self- regulation to					
manage personal values and maintain professionalism in practice situations	0	0	0	Q	0
demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication	0	0	0	Ö	0
use technology ethically and appropriately to facilitate practice outcomes	0	0	0	0	0
use supervision and consultation to guide professional judgment and behavior	0	0	0	0	0
Comment					

Competency #2 Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro	0	Ó	0	Q	Ó
present themselves as learners and engage clients and constituencies as experts of their own experiences	0	Ō	0	0	Ö
apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0	0	0	0	0
Comment					

Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

O	Ó	Ö
0	Q	0
	0	

Q4

Competency #4 Engage In Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

use practice experience and theory to inform scientific inquiry and research apply critical thinking to engage in analysis of quantitative and qualitative research methods and	0	0	Q	0	0
critical thinking to engage in analysis of quantitative and qualitative research methods and	0				
research findings		0	0	0	0
use and translate research evidence to inform and improve practice, policy, and service delivery	Ó	Ŏ	Ó	O	0
omment					7.

Competency #5 Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent	
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	0	0	0	Ō	0	
assess how social welfare and economic policies impact the delivery of and access to social services	0	0	0	0	0	
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	0	0	O	0	0	
omment						

Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with	Ö	0	Q	O
clients and constituencies				
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	0	0	0	0

Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent
collect and organize data, and apply critical thinking to interpret information from clients and constituencies	0	0	0	0	0
apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoreticalframeworks in the analysis of assessment data from clients and constituencies	0	0	0	.0	0
develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challengeswithin clients and constituencies	0	O	O	0	0
select appropriate intervention strategies passed on the assessment, research knowledge, and values and preferences ofclients and constituencies	0	Ö	0	0	0

Competency #8 Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in

interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0	0	0	0	0
apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoreticalframeworks in interventions with clients and constituencies	O	O	O	Ö	0
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	O	0	0	0	0
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	0	O	O	Ö	0
facilitate effective transitions and endings that advance mutually agreed-on goals	0	0	0	0	O
comment					
oon mene					-1

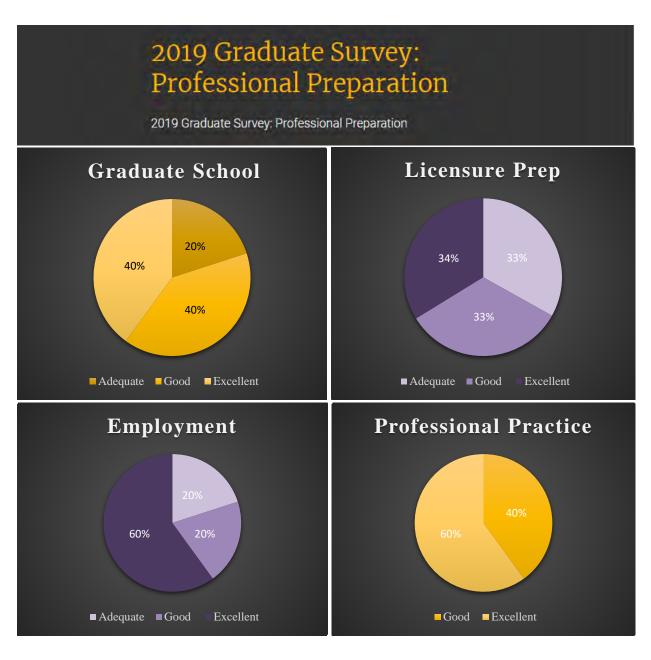
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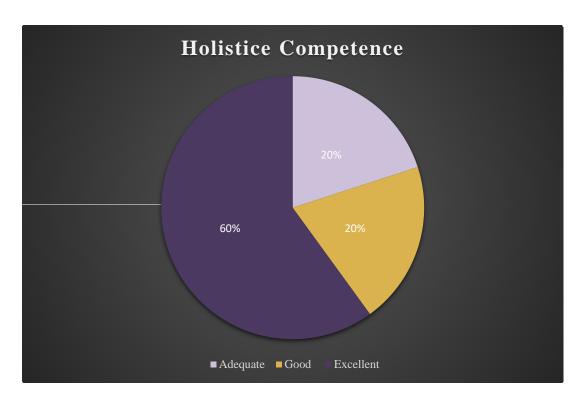
Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

	Very Poor	Poor	Adequate	Good	Excellent
select and use appropriate methods for evaluation of outcomes	0	0	0	0	0
apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoreticalframeworks in the evaluation of outcomes	O	0	0	0	Ö
critically analyze, monitor, and evaluate intervention and program processes and outcomes	0	0	0	O	0
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	0	0	0	0	Ŏ
omment					

Detailed Outcomes

In evaluating preparedness for professional social work practice, the outcome measures include acceptance to and preparedness for graduate school, preparations for licensing examination and exam pass rates, preparation for professional employment and assisting with employment search or placement, and preparedness for holistic competence for professional practice. The first survey tool provided above, *Professional Preparedness* reveals the questions utilized and scaling as 1 – Very Poor, 2 – Poor, 3 – Adequate, 4 – Good, 5 – Excellent. There was a 63% response rate to the survey overall, with only 60% reporting on licensure. The following are the average ratings for each:

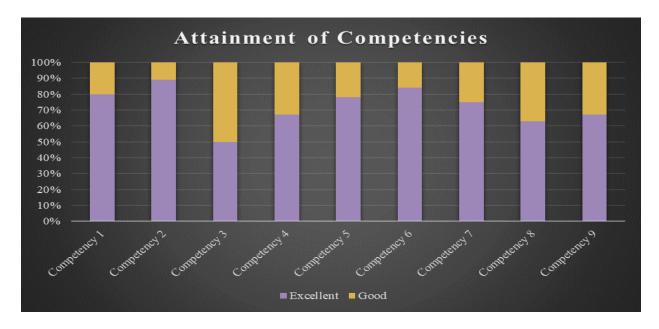




The results of this survey imply a range of adequate, good, and excellent preparedness for post BSW work for HSU Social Work graduates seeking higher education through an MSSW program, professional social work licensure in Texas, professional employment in a related field, professional social work practice, and holistic competence as a social worker.

Further detailed outcomes of the second survey are provided here for the evaluation of the CSWE social work competencies. The program considers graduates to have successfully attained competence on all nine social work competencies operationalized through the correlative practice behaviors. Recent graduates of the prior academic year self-evaluate and report on each of the practice behaviors to collectively identify attainment of each competency. Graduates are considered to have attained holistic competence through successful achievement of all nine competencies. Of the responses received, the 73% of respondents indicated excellent attainment of holistic competence, with 27% reporting good attainment. The below chart shows the average responses for each of the nine competencies.





The findings of this survey are overwhelmingly positive, with all responses being good or excellent. Overall, the largest percentage of responses were in the category of excellent.

Specific Changes Made or Planned

Due to the overwhelmingly positive responses from this survey, there are no changes made or planned. The program will continue to monitor and evaluate the attainment of social work competencies by recent graduates in collaboration with the assessment of current student attainment of competencies throughout their academic program.

4. Assessment of the Field Experience:

Methodology

Students are to evaluate their Field Agency and Field Instructor at the end of the Spring Semester as the field placement is coming to an end. Student complete the Student Evaluation of the Field Experience, Appendix U of the HSU Social Work Field Education Manual and submit to the faculty. This evaluation form provides data relevant to student satisfaction with the overall field education experience. More specifically, the data identifies the sufficiency of the agency setting, Field Instructor, and Field Director in meeting student learning needs to develop capacity and holistic competence for professional social work practice beyond field placement. The data collected further serves the Field Director in making future field placement decisions and in providing training for Field Instructors.

Stakeholders

Current students, field faculty, community agencies, and field instructors are the stakeholders involved in this assessment.

Tools/Instruments Utilized

Students utilize the Student Evaluation of Field Experience, Appendix U of the <u>HSU Social</u> Work Field Instruction Manual

STUDENT EVALUATION OF FIELD EXPERIENCE $(Appendix\ U)$

Give a copy of steps 1-5 to your field instructor for his/her review/feedback and turn in by the end of the semester.

Student's Name:
Field Instructor:
Field Agency:
-
Placement Year:

Students are to evaluate their Field Agency and Field Instructor at the end of the Spring Semester as the field placement is coming to an end. This information will be used to assist the Field Director in making future field placement decision and in providing training for Field Instructors. Please circle the response that best describes your field experience using the scales provided.

1. M	field agency:		Strongly Disagree	Disagree	Agree	Strongly Agree
	 a. Provided a work environment the field placement 	at accepted and supported my	1	2	3	4
	b. Provided adequate resources for access to agency records)	good learning (space, supplies,	1	2	3	4
	c. Provided orientation to the agence policies, and procedures	ey's mission, philosophy, goals,	1	2	3	4
	d. Reflected social work values		1	2	3	4
	e. Provided my field instructor ade instruction	quate release time for my field	1	2	3	4
2. M	field instructor:					
	a. Provided an orientation to the fi	eld placement	1	2	3	4
	b. Took the time to inquire about r	ny learning needs and style	1	2	3	4
	c. Listened and accepted student fe	eedback	1	2	3	4
	d. Was accessible for discussion, q	uestions, supervision	1	2	3	4
	e. Allotted sufficient time for supe meetings with me	rvision and honored scheduled	1	2	3	4
	f. Demonstrated good professiona	social work knowledge	1	2	3	4
	g. Assisted me in becoming part of	the agency team	1	2	3	4
	h. Provided adequate training in or assignments	der for me to carry out	1	2	3	4

j. Provided diverse and challenging assignments and tasks appropriate for my level of practice k. Honored my role as a student and supported completion of my learning contract l. Kept me informed regarding case(s), changes in agency policies and procedures, schedules, appointments, and meetings m. Was effective in training and application of the NASW Code of Ethics n. Was effective in providing information on and application of cultural competency o. Was fair in his/her evaluation of my field performance p. Maintained professional boundaries q. Was effective as a supervisor Were the following methods used in supervision? a. Direct supervision by field instructor b. Self-report by student c. Process recording yes d. Audio recording yes f. Online, email, IM yes g. Telephone h. Describe how supervision could be improved: 3. My field director a. Explained his/her role and responsibilities b. Provided contact information to me and my field instructor yes c. Was accessible when consultation or assistance was needed yes d. Provided information/clarification on HSU's field policies to me and my field instructor e. Was fair in his/her intervention and mediation when there were issues between my field instructor and I f. Recommendations for improvement: 4. Student Self-Rating: Overall I developed my capacity for professional social work in this placement. 5. Overall Field Experience: Overall Field Experience: Overall Field Experience: Overall I ow would you rate your field experience in this agency? 1					
appropriate for my level of practice k. Honored my role as a student and supported completion of my learning contract l. Kept me informed regarding case(s), changes in agency policies and procedures, schedules, appointments, and meetings m. Was effective in training and application of the NASW Code of Ethics n. Was effective in providing information on and application of cultural competency o. Was fair in his/her evaluation of my field performance p. Maintained professional boundaries q. Was effective as a supervisior Were the following methods used in supervision? a. Direct supervision by field instructor b. Self-report by student yes c. Process recording yes d. Audio recording yes f. Online, email, IM yes g. Telephone h. Describe how supervision could be improved: 3. My field director a. Explained his/her role and responsibilities b. Provided contact information to me and my field instructor yes c. Was accessible when consultation or assistance was needed yes d. Provided information/clarification on HSU's field policies to me and my field instructor e. Was fair in his/her intervention and mediation when there were issues between my field instructor and I f. Recommendations for improvement: 4. Student Self-Rating: Overall I developed my capacity for professional social work in this placement. 5. Overall Field Experience: Overall bow would you rate your field experience in this agency? 1 6. Would you recommend this agency to another social work intern? YES	1 0 0 1	1	2	3	4
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6. Would you recommend this agency to another social work intern? YES		1	2	3	4
		YES			NO
7. A copy of this evaluation may be released to my field instructor.		YES			NO
comments:		125		<u> </u>	110
	D .				
D-4-	Date:				

Detailed Outcomes

For the 2019-2020 academic year, there were 8 students completing field placement and the Evaluation of Field Experience questionnaire in the Spring 2020 semester. The scale used on this evaluation form is: 1 – Strongly Disagree, 2 - Disagree, 3 – Agree, 4 – Strongly Agree. There are 24 items rated using this scale in four sections to evaluate the field agency, field instructor, self-evaluation, and overall field experience. The outcome benchmark to attain is a 3. The average rating for all 24 items was 3.99 out of 4, exceeding the benchmark.

Other areas of assessment on the evaluation tool are modalities used in supervision, role of the field director, recommendation for field placement, and sharing the evaluative outcomes with the field instructor. These are assessed by selecting Yes or No responses. There are 13 items requiring this type of response and one item as an opportunity for comments to provide feedback to improve the overall field experience. There were no comments provided, with 10 of the 13 items having affirmative responses of Yes. The items with negative No responses were all under the category of methods of supervision and regarding use of recording supervision. 13% responded no process recording; 50% responded no use of audio recording; and 88% responded with no use of video recording. These measures simply provide Field Education information on modes of supervision being utilized in the agency. It is not expected that supervision be audio or video recorded, but some agencies utilize this, particularly during the pandemic when using technology such as Zoom for supervision time. Process recording is utilized by the majority, 87% of field instructors and field students in documenting supervision.

These findings collectively affirm overall high quality, robust field experiences in meeting student learning and developmental needs for holistic competence in becoming professional social work practitioners.

Specific Changes Made or Planned

The evaluation tool is being revised due to the combination of rating scale and Yes/No responses currently in use to a more consistent format for data collection. Additional evaluative measures are also being considered to more explicitly assess this are of the implicit curriculum. Correlated to this evaluation are the student field evaluation tools used in the Fall and Spring semesters. These are being updated to incorporate more explicitly the multiple dimensions of competency. This will enhance evaluation of not just the performance and behaviors in field, but also the dimensions of knowledge, values, skills, and cognitive and affective processes for more comprehensive assessment of holistic social work competence.

5. <u>Assessment of Student Development and Resource Utilization for Students with Disabilities:</u>

Methodology

Student learning can be negatively impacted by disabilities, particularly when disability is not identified and/or accommodations are not provided. Fifty percent of social work majors in the 2019-2020 academic year were identified as students with varying forms of disabilities. This is a major consideration in student development and overall wellbeing. The Office of Disability Resources at HSU has the primary responsibility to document student learning disabilities and establish appropriate accommodations to meet student learning needs. This is readily tracked

when a student provides the documentation from the disability office that must be signed and returned showing faculty awareness and the willingness and ability to accommodate the student learning needs. When this occurs, as students may elect to not participate, such information is documented in the same spreadsheet utilized as the program's active student roster. This is the same tool used for the diversity assessment outlined previously.

Additional to student learning disabilities, other forms of physical and mental disabilities are also monitored to ensure student needs are being met holistically. Similarly, this requires student self-reporting or self-disclosure to program faculty and is voluntary. This can occur in the classroom setting, but more often takes place during advising appointments or other faculty-student interactions outside of the classroom. Documentation of confidential student information is kept in student files for referencing and accommodation of student needs throughout the students' academic career in the social work program. Student needs and strategies are also documented in student contracts when students fail to meet the program requirements such as GPA, social work course grades, behaviors, attitudes, demeanor becoming of the social work profession, and so forth as outlined in the HSU Social Work Student Handbook. Social work faculty, being the Department Chair and Field Director, monitor student development and utilization of resources in collaboration with Student Life Care Teams and the Office of Disability Services.

The purpose of this assessment is to determine appropriate identification of students with disabilities in need of accommodations and resource assistance available on campus and in the community to ensure student needs are met. To evaluate program success in meeting the needs of students with disabilities, a lofty goal is for 100% of student disability needs to be met through referrals to resources outside the program. Student records are kept confidentially in the Social Work Department, within Student Life Care Team notes on Beacon in HSU Central, and the Office of Disability Services and are collaboratively reviewed to assess and monitor student development throughout the students' time in the program. A determination of meeting student disability needs is made through review of student records, monitoring of student academic performance, and advising appointments with the students.

Stakeholders

Students with documented and/or disclosed disabilities with accommodation and resource needs are the primary stakeholders. Other stakeholders are the programs, services and resources needed across campus and in the community.

Tools/Instruments Utilized

The student roster, as a spreadsheet, is utilized as a data collection tool to document identification of students with disabilities. Resource referrals and utilization are monitored and evaluated as mentioned in the methodology. An example of some of the documentation tools, the student contract is provided here, along with a sample of the student roster in the form of a spreadsheet. Other forms are confidential and cannot be provided here to protect student privacy.

Student Roster for SCWK and SWPSY majors 2019-2020:

Last Name	First Name	Disability	Military/Vet	Major	Minor	Age	Race	Ethnicity
				SCWK		19	WH	NHS
			Dep	PSYC/SCWK		22		HIS
				SCWK		19	WH	NHS
		Y		SCWK		22	WH	NHS
		Y		SCWK		19	BL	NHS
				SCWK		18	WH	NHS
		Y		SWPSY		18	WH	NHS
	:	Y	Vet	SCWK	PSYC	32	WH	HISP
				SCWK		18	WH	NHS
	1			SWPSY		18	WH	NHS
				SWPSY		18	WH	NHS
				SCWK		18	BL	NHS
		Y	Vet	SCWK		37	WH	NHS
				SCWK		25	WH	NHS
			Dep	SCWK		18	WH	NHS
		Y	Vet	SCWK		58	WH	NHS
	1	Y	Dep	SCWK		33	WH	NHS
				SCWK		21	WH	NHS
		Y		SCWK		18	WH	NHS
				PSYC/SCWK		21		HISP
			Vet	SCWK		36	WH	HISP
		Y		SCWK		26	WH	HISP
				SCWK		22	WH	NHS
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	1	Y		SCWK		35	WH	NHS
***************************************		Y	1	SCWK		21	WH	HISP
	-			SCWK		19	WH	HISP
				SCWK		37	BL	NHS
		Y		SCWK	SOCI	20	WH	NHS

SOCIAL WORK MAJOR CONTRACT

The Social Work Major Contract includes the professional performance agreements made between the student and the program at the time of the pre-admission interview and as included in the results of the interview. Additional contracts may be put into place to address and remedy areas of concern.

The Social Work Student Handbook provides the policies related to admission to or termination from the program. This contract is utilized to assist students admitted in the social work program under conditional status. The purpose is to outline the conditions of admission; to address deficiencies, issues, or concerns that must be addressed in order for unconditional admission to be granted. If these conditions are not adequately addressed, the student may be terminated from the Social Work program.

social wo	ork program.	
	, understand tha	t by signing this contract with the Hardin-
Simmons	University Social Work Department that I	can be terminated from the Social Work
rogram b	by failure to meet any of the following situati	ons:
1.	. Failure of any course which will preclude through the curriculum sequence.	the student from advancing
2	Failure to fulfill the agreements of the Fig.	ld Instruction Student Agreement.
3.	 Failure to make adequate academic progret A student will not be allowed to enroll in long academic probation. 	
4.	Specifically, in social work courses, a grad termination from the program. The studen course while on probationary or condition outlined in the Social Work Student Handle "C" or better in all social work courses in social work curriculum.	t may be allowed to repeat the all status in the program. As book, the student must make a
5.	. Specify other requirements here:	
Social W	are strongly encouraged to read and be famile ork Student Handbook, and Field Manuilities. It is the student's responsibility to se	al which details their general rights and
Student Si	ignatura	Date
AUGEIII SI	Emme	Date
-		
Social Wo	ork Department Head Signature	Date

SOCIAL WORK MAJOR CONTRACT

This contract is utilized to outline the student's strengths, outline concerns to be addressed, expectations related to the student's continuation in social work, and the strategies needed for the student to be successful in the Social Work program.

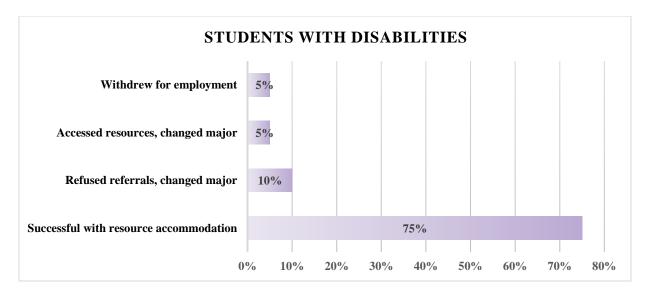
STRENGTHS	Concerns
Expectations	STRATEGIES (Plans for the Future)
Social Work Faculty and the St monitor progress, provide suppose required.	udent will have a follow up meeting in approximately 2 weeks to ort, and assess further academic needs. Subsequent meetings may
The next meeting will be held	on:

SOCIAL WORK MAJOR CONTRACT

A follow up meeting to be held on	or sooner should the need arise.
Subsequent meetings may be necessary for	or the student to continue progress toward unconditional
admission status, versus the need to consi	der termination from the Social Work program.
REVIEW OF STRENGTHS:	
REVIEW OF CONCERNS:	
REVIEW OF EXPECTATIONS:	
NEVEW OF EXPECTATIONS.	
REVIEW OF STRATEGIES:	
PLANS:	
	Europe Himmon
ADMISSION STATUS: Unconditional	☐ Conditional ☐ Termination
ACADEMIC ADVISING NEEDS:	
None	
OTHER:	
Student Signature	Date
	Date
Social Work Faculty Signature	Date
	Date

Detailed Outcomes

In the 2019-2020 academic year, 50% of social work majors with identified disabilities inclusive of physical, mental, intellectual, and learning disabilities. The review of student records indicated the following findings for the students with identified disabilities and referrals for resources:



These outcomes reveal the potential need for improvement in meeting the needs of students with disabilities. It should be noted student participation is voluntary, implying control for outcomes remains with each student upholding the right to self-determination. The identified 15% who changed their major can be viewed as a positive good outcome as a gatekeeping measure for the profession and students' development of social work competence. The 5% that withdrew from the University for full-time employment, with employment not in a field related to social work could essentially be considered a positive outcome for the same reasons. While the program would like to see 100% of student accommodation and resource needs met for students with identified disabilities, 75% did receive resource referrals and accommodations successfully, continued in social work program with successful academic achievement, and overall positive student development of social work holistic competence.

Specific Changes Made or Planned

The program plans to implement better evaluative methods, being more explicit in its measures for student development success as related to identifying students' disabilities with needs for resources and accommodations and assessing student success. Recordkeeping of student needs, accommodations, resource utilization can further be assessed by a survey tool sent to those students identified by the program. This survey tool is being developed with plans for implementation in the next academic year.

Implications for program renewal and specific changes based on outcomes:

Assessment of the implicit curriculum collectively finds the program doing well with regards to connectedness with stakeholders on and off campus, utilization of resources to provide for the needs of students holistically, gatekeeping for the program and the profession of social work, and in the diversity of the student population in the social work program. Enhancements are planned for improving the diversity of the faculty through increased enrollment and hiring of diverse

faculty, better evaluative measures including surveys in assessing resource utilization in meeting the needs for students with disabilities, and revisions to evaluative instruments such as the formal Fall and Spring Field Evaluation tools.

Summary Conclusion

The purpose of this reaffirmation self-study is to document compliance of the HSU Social Work program with CSWE EPAS, 2015 and identify potential for growth and needs for change. Understanding social work practice is complex and multidimensional, the assessment methods developed, used, and the data collected are appropriately varied to reflect evidence of student learning outcomes and the demonstration of competence. Assessment measures serve to evaluate the implicit and explicit curriculum through a multidimensional and integrative design and process. Competence being holistic, involves performance and knowledge, values, skills, and cognitive and affective processes for an integrative and multidimensional approach. This study has provided documentation for capturing the demonstration of social work competencies and quality of internal processing informing the performance of the competencies.

The HSU Social Work self-study section AS 1 provides the program's mission, goals and context grounded in the core values of the profession, the University mission, purpose, history, and context with tables identifying the correlation between the University, program, and profession. This document program compliance with Accreditation Standard 1, inclusive of AS 1.0.1 through 1.0.3.

In this self-study, Accreditation Standard B2.0 Generalist Practice inclusive of B2.0.2 through 2.0.3, documents program compliance through narrative explanation and an explicit table showing the program mission and goals are consistent with generalist practice. The program provides its rationale for its formal curricular design, demonstrating how it is used to develop a coherent and integrated curriculum for the classroom and field. Sample degree plans are included for reference with the Generalist Practice Curriculum Matrix further documenting the formal multidimensional integrative design.

Field education is the signature pedagogy in social work higher education, providing elements of instruction and socialization for generalist practice to teach future professionals the fundamental dimensions of professional work, to think, to perform, and to act ethically and with integrity. Field education integrates conceptual and theoretical frameworks from the academic setting into the practice world. This model for social work education is foundational, combining components of curriculum in the classroom and field. (EPAS 2015, EP 2.2) HSU Social Work systematically designs, coordinates, supervises and evaluates field education through which students demonstrate multidimensional, holistic competence. The *HSU Social Work Field Instruction Manual*, found in Volume III and as reference throughout AS 2.2 of this study provides the criteria, expectations, policies, procedures, contracts, assignments, and evaluative methods for field education. The program extensively documents its compliance for field as the signature pedagogy.

For the implicit and explicit curricula, this study documents compliance and assessment in AS 3.0 and AS 4.0. EP 3.0 Diversity in the implicit curriculum clearly documents program compliance regarding expectations of diversity in the learning environment inclusive of the institutional setting, program context, field settings, resources, advisory council, research initiatives, and program leadership through which students learn about themselves and others with regard to difference and cultural humility.

Finally, AS 4 Assessment furnishes the data gathered to assess the implicit and explicit curriculum inclusive of assessment of outcome measures explicit to multidimensional learning and competencies, diversity of students and faculty, student development and resource utilization for students with disabilities, and student development of holistic competence through the field experiences and real and simulated practice situations. Additionally, this self-study has given documentation of compliance through the narratives, tables, matrices, along with plans for improvement to address any areas of concerns determined through assessment and evaluation. For continuous improvement, data collection is a means of ongoing assessment necessary to promote change in the implicit and explicit curriculum and to enhance attainment of holistic, integrative social work competence. This assessment information is used to guide student learning, assess context, outcomes and competence, assess and improve the effectiveness of the curriculum, and to strengthen ongoing assessment methods.

Council on Social Work Education Reaffirmation Self-Study October 2021 Volume 2



Cynthia Ann Parker College of Liberal Arts Abilene, Texas

Table of Contents

SCWK 1350 Introduction to Social Work	4
SCWK 1350 Introduction to Social Work - Term Paper Grading Rubric	11
SCWK 2303 Social Work Practice I	12
SCWK 2303 Social Work Practice I - Diversity Interview Assignment Rubric	19
SCWK 2360 HBSE I	20
SCWK 2360 HBSE I - System Analysis Paper Rubric.	26
SCWK 2365 HBSE II	27
SCWK 2365 HBSE II - Autobiography Paper Rubric	35
SCWK 3360 Social Welfare Policy I	36
SCWK 3360 Social Welfare Policy I - Social Welfare Problem Review Paper Grading Rubric	42
SCWK 3365 Social Welfare Policy II	43
SCWK 3365 Social Welfare Policy II - Social Welfare Policy Analysis Paper Grading Rubric	48
SCWK 3365 Social Welfare Policy II-Advocacy Packet	49
SCWK 3370 SCWK Practice II	50
SCWK 3370 SCWK Practice II - Cultural Bias Instructions	55
SCWK 3375- SCWK Practice III	56
SCWK 3375- SCWK Practice III – Macro Group Project Rubric	62
POLS/SCWK/SOCI 3380 Social Research Methods	63
SCWK/SOCI 3380 Grading Rubric for Research Paper using APA Style	69
SCWK 4310 A Senior Research Seminar I	71
SCWK 4320 A Senior Research Seminar II	77
SCWK 4450 Field I	85

SCWK 4450 Field Seminar I – Grading Rubric: Case Paper and Presentation	92
SCWK 4552 Field II	.94
SCWK 4552 Field II – Major Integration Paper (Appendix Q)	.101
SCWK 4552 Field II – Speak Out Presentation (Appendix T)	.102



Course Syllabus - Spring 2020

SCWK 1350 Introduction to Social Work Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"Love cannot remain by itself – it has no meaning. Love has to be put into action, and that action is service." Mother Teresa of Calcutta

Course Number and Title: SCWK 1350 Introduction to Social Work Monday/Wednesday 1:00-2:15pm in ES 124

Instructor Information

Name: Melissa Milliorn, LMSW-IPR

Contact Information:

Office: Skiles Social Science Building, #226
Phone: 325-670-1281 (0); 325-669-8592 (C)

• Email: mmilliorn@hsutx.edu

Office Hours:

Monday 10:00am – 12:30pm Tuesday 2:45 – 4:45pm Wednesday 9:30 am – 12:30pm; and 2:30pm – 4:30pm Thursday 9:45am –

10:15am

Friday morning by appointment only

(Other appointment times available if necessary)

Course Overview

Catalog Description: An introduction to the profession of social work and its relationship to the institution of social welfare. Emphasis is placed on common human needs and problems as the nature and range of current social work practice is examined. The historical development and professionalization of social work is studied as well as overview of current social welfare programs. Students are required to complete 30 hours of community volunteer work during the semester.

Pre-requisites: None

Social Work Competencies:

- Acquire knowledge and an understanding of the history of the social work profession and its unique relationship to the social welfare system. (Competency #1)
- Acquire knowledge of the fundamental values and ethics of social work and develop skills to clarify and analyze services and policy in relation to values and ethics. (Competency #1)
- Acquire knowledge and understanding of the historical development of social policy and social welfare institutions. (Competencies #4 & #5)
- Acquire knowledge and understanding of the political and economic policies, processes, and issues as to their relationship to the achievement of social work goals and purposes. (Competencies #3, #4, & #5)

- Acquire knowledge and understanding of how issues of human diversity and oppression are addressed by the social work profession and social welfare institutions. (Competencies #2 & #5)
- Acquire knowledge and understanding and begin to develop social work skills involving the dynamic and interactive processes of engagement, assessment, intervention, and evaluationat multiple levels of social work practice. (Competences #6, #7, #8, & #9)

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Demonstrate a fundamental knowledge of the history and development of the social work profession.
- Recognize the unique professional contributions that the social work profession makes to human services through research and knowledge building.
- Demonstrate knowledge of basic social work knowledge, values, and skills.
- Demonstrate a fundamental knowledge and understanding of the relationship between social work and social welfare.
- Use the Internet to enhance professional socialization.
- Recognize own potential for helping others and decide whether a career in the social work profession would be appropriate for him or her.
- Demonstrate understanding and awareness of one's own beliefs, values and attitudes about human diversity and analyze own values in relation to those of social work.
- Demonstrate knowledge and understanding of the special concerns social work has to address the needs of minority culture racial and ethnic groups and the consequences of discrimination and oppression of women and other populations at-risk.
- Demonstrate a fundamental knowledge of general social work theories and concepts and how these contribute to an understanding of human behavior and the social environment.

Course Materials and Resources:

Required Textbook:

Colby, I., and Dziegielewski, S.F. (2016) <u>Introduction to Social Work: The People's Profession</u> (4th. ed.) Chicago, IL. Lyceum Books, Inc. ISBN# 9781935871835

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (CANVAS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12
 Times New Roman font, with sufficient use of research and citation of references.
 Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.

• **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on CANVAS. Due dates are available on the assignment schedule and the calendar on CANVAS.

Assignment	Brief Description	Competencies Evaluated	%
may include class discussions	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	20%
Agency Volunteer Report	This report is the mechanism by which students provide the faculty information regarding the volunteer agency placement for the semester where they will complete the required 30 hours of volunteer work.	Competencies #4 & #5	5%
Weekly Agency Volunteer Logs	Students are to communicate to the faculty weekly via this log; logs are graded based on the content, format, grammar and spelling, and ability to communicate learning as related to the course. Students must complete the required 30 hours to pass this class.	Potential for all	5%
Term Paper	Based on the student's 30 hours of volunteer work in relation to the Agency Volunteer Report; Weekly Agency Volunteer Logs; and overall course learning. See instructions & rubric for more detailed information.	Potential for all	25%
Major "Quizzes" (aka exams)	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology and concepts. Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research, class discussion and exercises, etc. There will be 4 exams in the course.	Potential for all	40%
Exit Interview	The purpose of this interview is to discuss the student's performance in the classroom and agency, identify and discuss the student's suitability for the profession of social work. The purpose of this interview is to assist program faculty and the student in making a decision about advancing through the program. Students must complete the exit interview to receive credit for the class.	Competencies #1, #2, & #3	5%
Totals			100%

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE

University and Course Policies: Undergraduate Syllabus Addendum for Spring 2020

ACADEMIC INTEGRITY POLICY

Please refer to the Academic Integrity Policy found in the 2019-2020 Undergraduate Catalog and also in the Student Handbook; both can be found on the HSU website. The student should become familiar with the policy and its terms. The policy applies to all assignments and tests in this class.

ATTENDANCE POLICY

For class attendance policy, refer to the Attendance Policy in the 2019-2020 Undergraduate Catalog. "Accordingly, absence from more than 25 percent of class meetings and/or laboratory sessions scheduled for a course (including absences because of athletic participation) is regarded as excessive, and a grade of F may be assigned as deemed appropriated by the professor." Excused absences are still counted in the total number of absences. The fact that an absence is excused means only that the student has the opportunity to make up the work missed during the absence without penalty to his/her grade. It is the responsibility of the student to make arrangements with the professor to complete the work in a time frame agreeable with the professor. Additional specific policies might be included in individual class settings by the professor.

UNIVERSITY POLICY REGARDING STUDENTS WITH DISABILITIES

An individual with a disability is defined by the Americans with Disabilities Act (ADA) as a "person who has a physical or mental impairment that substantially limits one or more major life activities." Any student with a documented disability may choose to seek accommodations. Eligible students seeking accommodations should contact the Director of Undergraduate Advising and Disabilities as soon as possible in the academic term (preferably during the first two weeks of a long semester) for which they are seeking accommodations. The Director shall prepare letters outlining specific, reasonable accommodations for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. Please refer to the 2019- 2020 Undergraduate Catalog for the complete policy. Rachel King, Director of Undergraduate Advising and Disabilities, Sandefer Memorial, 1st Floor in the Academic Advising Center, 670-5842, disabilityservices@hsutx.edu

UNIVERSITY POLICY ON ELECTRONIC DEVICES IN CLASS

"Use of electronic devices in the classroom is permitted only with consent of instructor. Disruption of class by the sounds of cell phones and paging devices or by texting is forbidden. A student facing the possibility of receiving an emergency message by one of these means may leave the device turned on during class, but the student must inform the professor of that possibility at the beginning of class. Unless facing an emergency message, the student must turn the device off at the beginning of class and turn it back on only after the class has been dismissed. Routine work-related calls/messages are not considered emergencies nor are personal calls/messages from friends or business associates." Online *Student Handbook*

OFFICIAL UNIVERSITY COMMUNICATION

The official avenue for the University, its faculty and offices to communicate with students is the students' HSU email address. It is the responsibility of the student to check his/her HSU email address regularly for official university communication. Failure of the student to regularly check his/her HSU email address will not excuse the student from his/her responsibility for complying with any actions indicated in the university emails.

ACADEMIC SUPPORT

Peer-to-peer academic support (tutoring) is available for all undergraduate HSU students. The Academic Center for Enrichment (ACE) is located on the first floor of the Richardson Library and serves students Sunday- Thursday and by appointment on Fridays and Saturdays. The ACE is also the home for the Writing Center and the Math Lab. For additional information regarding academic support, contact the Advising Center 325-670- 1480.

MENTAL HEALTH COUNSELING AND SERVICES

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. To obtain any of these services, students may call The Office of Counseling Services at (325) 671-2272, visit their offices on the 2nd floor of the Moody Student Center, or complete the Intake Forms at: www.hsutx.edu/intake. Information may also be found on the website: http://www.hsutx.edu/student-life/counseling/.

IMPORTANT DATES FOR 16-WEEK CLASSES

January 13, 2020: Classes begin

January 20, 2020: Martin Luther King, Jr. Holiday

January 21, 2020: Last date to register or change classes; Last date to change from credit to audit

February 17, 2020: Last day to drop or withdraw from classes with a grade of W

March 9-13, 2020: Spring Break April 10, 2020: Easter Holiday

April 20, 2020: Last date to drop/withdraw from classes May 4-7, 2020: Final Exams

SCWK 1350 Introduction to Social Work Term Paper Instructions

The paper will be based on your learning experiences as a social work volunteer in your approved social service agency. It should indicate how you have developed your knowledge, values and skills as a professional relative to the core competencies of social work education and practice as follows:

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication:
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Using the above competency and practice behaviors as a guide, the following should also be covered in your paper:

- 1. A description of your social agency and its functions. Discuss professionalism in practice in your agency setting; discuss your agency volunteer tasks and responsibilities.
- 2. How this agency fits into the community system of social welfare. How are social workers utilized or how should they be utilized in this setting if none are present.
- 3. Your idea of what you think it is like to be a client at the agency in which you volunteer. Discuss the diversity of the agency clients (who are the clients); what special knowledge is needed in working with agency clients.

- 4. Describe how knowledge of social work values and ethics affected your understanding and work in the agency. Describe any conflict you recognized between your own value system, those of the agency, and those of the profession.
- 5. Discuss how the agency affects its clients and what changes in behavior and environment come about because of the clients' involvement with the agency's services. This should include information regarding how a change process is utilized to fulfill agency and client goals.
- 6. Discuss technology use in the agency setting. If not utilized, how might technology improve the functions of the agency and/or client outcomes.
- 7. A discussion of the impact this volunteer experience had on your decision concerning becoming a social worker or other helping professional. How did supervision and consultation influence your experiences and decision about your future career of choice.
- 8. Utilize five journal articles in the preparation of your paper which report a setting or client group similar in characteristics to the one you encountered in your volunteer placement. You may use up to two references from the Internet. Be careful to select a reputable scholarly work (Example: not Redbook or Reader's Digest) and cite the website so I can locate it.
- 9. The body of your paper should be limited to no more than seven typewritten pages, double-spaced using APA style/format.

This major paper is to be turned in via LMS (Word document) to the professor by the beginning of class on the due date (See assignment schedule). Late assignments will not be accepted unless approved by the professor. Points will be deducted for each day late at the discretion of the professor. This assignment is worth 25% of your overall course grade.

SCWK 1350 Introduction to Social Work Term Paper Grading Rubric

NAME:
Related to the grading criteria and descriptions, refer to the instructions for the Term Paper as a more thorough guide. The descriptions
here are brief summaries of what is expected in this paper.

Criteria	Description	Notes/Feedback	Points	Score
Competency	CSWE Competency #1 Ethical and		25	
Met	Professional Behavior with 5 listed practice			
	behaviors			
Requirements	Followed instructions for the Volunteer		10	
	Assignment: Volunteer Report; Volunteer			
	Logs; Term Paper – mostly considering			
	requirements of the paper, but this is			
	influenced by how well you followed			
	instructions on the entire Volunteer			
	assignment collectively			
Content	Included all content as required in		35	
	instructions: 1) Competency & Practice			
	Behaviors; 2)Agency description,			
	professionalism, tasks & responsibilities;			
	3)Social welfare systems; 4)Being the			
	client; 5)Diversity & knowledge; 6)Values &			
	ethics; 7) Change process and effects on			
	system outcomes; 7)Technology; 8)Your			
	future			
Organization	Paper is well organized and well written;		10	
	flows well/make sense; easily readable			
	(please note if I can't understand the paper,			
	other criteria cannot be met)			
Research and	Minimum of 5 scholarly references;		10	
References	research is sufficient to provide a strong			
	argument in supporting the author's			
	claims/statements; variety of references			
	utilized			
APA Format;	Correct use of APA style format; well typed		10	
grammar,	without grammatical or spelling errors.			
spelling, other				
errors				
ΓOTAL:			100	

^{***}Assignment is 25% of overall course grade and will be converted to a 25 point scale (100 = 25; 95 = 23.75; etc.)



Course Syllabus – Spring 2020

SCWK 2303 Social Work Practice I

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

Colossians 3:17

And whatever you do, whether in word or deed, do it <u>all</u> in the name of the Lord Jesus, giving <u>thanks</u> to God the Father through him.

Course Number and Title: SCWK 2303 Social Work Practice I Tuesday/Thursday 1:20-2:35pm in ES 119

Instructor Information

Name: Melissa Milliorn, LMSW-IPR

Contact Information:

• Office: Skiles Social Science Building, #226

• Phone: 325-670-1281 (0); 325-669-8592 (C)

• Email: mmilliorn@hsutx.edu

Office Hours:

Monday 10:00am – 12:30pm Tuesday 2:45 – 4:45pm Wednesday 9:30 am – 12:30pm; and 2:30pm – 4:30pm Thursday 9:45am – 10:15am Friday morning by appointment only

(Other appointment times available if necessary)

Course Overview

Catalog Description: The study of interpersonal communication in relationships and skill building with emphasis on self- concept, attraction, development and maintenance of relationships, listening, conflict management, male- female, intercultural, and intergenerational interaction.

Prerequisites: SCWK 1350

Social Work Competencies:

- To understand the communication process operant in interpersonal relationships (Competencies #4,
- #5; #6, #7, #8 & #9)
- To develop knowledge and skills to communicate effectively at the interpersonal level (Competencies
- #1, #4, & #5)
- To understand and use nonverbal communication (Competencies #2; #6, #7, #8 & #9)
- To apply the appropriate kind of listening for any situation, with particular attention to empathic

- listening (Competencies #2, #4, #5; #6, #7, #8 & #9)
- To recognize the antecedents of conflict and work toward the effective resolution of conflicts (Competency #1)
- To understand the cultural factors which affect interpersonal relationships and have skills to positively alter communication in intercultural relationships (Competency #2)
- To develop knowledge and skills related to ethics and multicultural competence (Competency #1, #2)
- To develop skills in conducting an interview: listening, influencing, and structuring an effective session (Competencies #4, #5; #6, #7, #8 & #9)

Course Materials and Resources:

Required Textbook:

Ivey, A. E., Ivey, M. B., & Zalaquett, M. (2018). <u>Intentional interviewing and counseling:</u> <u>Facilitating client</u> development in a multicultural society (9th Ed.) Pacific Grove, CA: Brooks/Cole.

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS)
 on or before assignment due date. Late assignments are not accepted without
 prior approval of the professor. Points are deducted at the discretion of the
 professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific
 reading assignments should be completed before the class period when they will be
 discussed. Additional reading and library assignments may be added at any time.
- **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

For every class period, there will be assigned readings, lectures, class discussion, observation activities, demonstration activities, practice activities, and examinations. In this course, a part of almost every class will be spent in student demonstration. All assignments are to be turned in via the Learning Management System (LMS) unless specified otherwise.

Assignment instructions are provided within the assignment on Canvas. See each assignment for specific instructions, expectations, and guidelines for completing the assignment. Below is a chart giving a brief description of each assignment along with the competencies and practice behaviors exhibited in the assignment. It is the responsibility of the student to clarify assignment instructions in preparation for completing assignments timely. No late assignments will be accepted without PRIOR approval from the instructor.

Assignment	Brief Description	CC and PBs Evaluated	%
Participation (Assignments may include class discussions, homework, quizzes, etc.)	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self- correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	20%
Role Play (participation in role play exercises in & out of the classroom, peer evaluation feedback, etc.)	Daily assignments in class-some will be provided in advance, some randomly assigned during class; providing observation and feedback for peers using tools provided by textbook &/or professor; expectation of ongoing self-evaluation, particularly for exercises given outside the classroom	Competencies #6- #9 primary focus; all competencies applicable	20%
Diversity Interview	Developing the core competencies in social work practice; beginning development of basic social work skills utilized during the helping process; ability to communicate importance of diversity & difference in practice.	Competencies #1 & #2 primary focus; all competencies applicable	20%
Weekly Volunteer Logs	Based on the student's approved agency volunteer placement; students are to communicate to the faculty weekly via this log; logs are graded based on the content, format, grammar and spelling, and ability to communicate learning as related to the course.	All competencies	10%
Major "Quizzes" (aka exams)	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology, concepts, & skills. Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research, class discussion and exercises, etc. There will be 2 exams in the course.	All competencies	30%
Totals			100%

University and Course Policies:

<u>Undergraduate Syllabus Addendum for Spring 2020</u>

ACADEMIC INTEGRITY POLICY

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ATTENDANCE POLICY

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ACADEMIC SUPPORT

Peer-to-peer academic support (tutoring) is available for all undergraduate HSU students. The Academic Center for Enrichment (ACE) is located on the first floor of the Richardson Library and serves students Sunday-Thursday and by appointment on Fridays and Saturdays. The ACE is also the home for the Writing Center and the Math Lab. For additional information regarding academic support, contact the Advising Center 325-670-1480.

MENTAL HEALTH COUNSELING AND SERVICES

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. To obtain any of these services, students may call The Office of Counseling Services at (325) 671-2272, visit their offices on the 2nd floor of the Moody Student Center, or complete the Intake Forms at: www.hsutx.edu/intake. Information may also be found on the website: http://www.hsutx.edu/student-life/counseling/.

IMPORTANT DATES FOR 16-WEEK CLASSES

January 13, 2020: Classes begin

January 20, 2020: Martin Luther King, Jr. Holiday

January 21, 2020: Last date to register or change classes; Last date to change from credit to audit

February 17, 2020: Last day to drop or withdraw from classes with a grade of W

March 9-13, 2020: Spring Break April 10, 2020: Easter Holiday

April 20, 2020: Last date to drop/withdraw from classes

May 4-7, 2020: Final Exams

SCWK 2303 Social Work Practice I Diversity Interview

Diversity Interview Assignment

The purpose of this assignment is to assist students in developing multidimensional competencies in social work practice. Specifically, this assignment should address Competency #1 and Competency #2:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication:
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Instructions for the assignment: Complete an in-depth interview with a person of another significantly different dimension of diversity as listed in Competency 2. You are expected to stretch your horizons and interview people who are not in your usual interaction group. You will write a paper in APA style summarizing the interview. The following guidelines should be used in preparation for the interview and for the content of the interview:

- Why was this interviewee selected? (i.e. gender, sexual orientation, religion, culture, ethnicity)
- What are the differences and similarities:
 - o In appearance: (dress, skin color, eye color, hair, other)
 - o In speech: (language, accent, inflection, word use, pauses, colloquialisms, etc.)
 - o In body movements: (personal distance, body posture, eye contact, touch)
- How does interviewee perceive his or her difference, or does interviewee perceive a difference between himself or herself and other?
- When did interviewee first notice a difference between himself or herself and others? What made it happen?
- Does interviewee perceive himself or herself as communicating differently from others? How?
- Has interviewee ever experienced persecution because of real or perceived differences? (racism, stereotyping, sexism, etc.) What happened?
- What does interviewee wish that others understood better about his or her gender, sexual orientation, religion, culture, or ethnicity?
- What suggestions does interviewee have for bringing that better understanding about?
- Does interviewee think his or her gender, sexual orientation, religion, culture or ethnicity makes a difference in his or her job or intended field? Why or why not? How might a person be treated differently in the workplace because of his or her "difference"?

In your paper, be sure to discuss:

- similarities and differences between a student's gender, religion, culture, ethnicity, etc., and that of the interviewee
- examine how an interviewee's communication style could differ based on these elements
- include a final selection delineating guideline for personal and professional behavior in a diverse, multicultural society
- discuss a value or ethical dilemmas or considerations (personal vs. professional values; application of Code of Ethics, Code of Conduct, Social Work Practice Act; issues of ambiguity or any conflicts; strategies of ethical reasoning in decision making)

The diversity interview will be evaluated based upon your ability to follow the instructions, meet all criteria for the assignment, organization of the interview, correct grammar, spelling, and punctuation, and adherence to APA style. The diversity interview is due ON or BEFORE the

due date (see assignment schedule or Canvas for due date). Late papers will not be accepted unless preapproved by instructor and then will be penalized five points per day late beginning on the date due.

Diversity Interview Assignment Rubric

See the Diversity Interview Assignment instructions for further details. The below rubric will be utilized to grade this assignment.

Required Elements	Expectations	Points
Competency 1, 5	Utilize and apply the related CSWE	
Values/Ethics Considerations	Competencies and NASW Code of Ethics,	
	Code of Conduct, and Social Work Practice Act	
	as applicable to the interview conducted.	15
Discussion of required	Brief summary of the interview; Why you	
content:	selected the interviewee;	
Competencies 1, 2, 3, 6-9	Similarities/differences between you and	40
	interviewee; Communication style of	
	you/interviewee based on culture/diversity;	
	Personal/professional behaviors/skills in a	
	multicultural, diverse society; Values & ethical	
	considerations; Process (EDAPIET);	
	Theoretical application (HBSE)	
Use of Research:	Utilize research to guide/support your work;	
Competencies 2, 3, 4, 5	cite your research to provide evidence to your	
	claims/statements in your paper.	20
Professionalism, Grammar	Professionalism and Grammar: APA format, no	
and Appropriate use of	typos, no spelling errors, flawless grammar and	
references: Competency 1, 5	easy narrative flow.	25
Total Points		100

This assignment is worth 20% of the overall course grade or 20 points out of 100 possible for the overall course grade. To convert your grade multiple your grade by .20, for example in using the rubric and if you made a 100, 90, 80, etc. on this assignment:

$100 \times .20 = 20$	90 x .20 = 18
$80 \times .20 = 16$	$70 \times .20 = 14$
$60 \times .20 = 12$	$50 \times .20 = 10$

Your grade will be reported on Canvas using this 20-point conversion.



Course Syllabus - Spring 2020 SCWK 2360 HBSE I

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"In diversity, there is beauty and there is strength." – Maya Angelou

Course Number and Title: SCWK 2360 HBSE I

Tuesday/Thursday 2:45pm – 4:00pm ES #119

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

Office: Skiles Social Science Building, #225
Phone: 325-670-1275 (0); 832-610-5639 (C)

• Email: lauren.cantrell@hsutx.edu

Office Hours:

Mondays 9:30 am - 12:00 pm

2:30 pm - 4:00 pm

Tuesdays 1:00 pm- 2:30 pm Wednesdays 9:00 am - 12:00 pm Thursdays 9:00 am - 11:30 am

(Other appointment times available if necessary)

Course Overview

Catalog Description: HBSE I is an examination of the social systems approach to understanding human behavior within families, groups, organizations, and communities. Particular focus will be on the relationship among biological, social, psychological, and cultural systems as they affect and are affected by Human Behavior.

Course Methods:

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- 1. Demonstrate a fundamental knowledge of:
 - Systems Theories (General, Ecological, Social) and additional relevant theories/perspectives pertaining to human behavior.
 - Relationships among social, psychological, and cultural systems as they affect and are affected by human behavior.
 - The interplay of family, community, organizations, group, and cultural systems.
- 2. Increase social work skills by:
 - Beginning to identify specific societal and cultural patterns and place the individual in context.
 - Beginning to assess how societal and cultural systems can be affected by specific interventions.
 - Learning how to use literature for the development of social work skills.
 - Learning to communicate effectively through written assignments.
 - Learning how to build knowledge for practice by the effective use of theories.
- 3. Demonstrate through written assignments and discussion a beginning recognition and appreciation of social work values, including:
 - The Dignity and Worth of the Individual
 - The Importance of Human Relationships

Course Materials and Resources:

Required Textbook:

 Dale. O, & Smith, R. (2013). Human Behavior and the Social Environment (Social Systems Theory) 7th Ed. Pearson Publishing, Upper Saddle River, New Jersey. ISBN 10-0-205-03648-1

Optional/Supplemental Readings:

- Hutchinson, Elizabeth. (2019) <u>Dimensions of Human Behavior: Person and Environment, 6th Ed.</u>, Pearson Education Inc, Upper Saddle River, New Jersey. ISBN 9781544339290
- Berk, Laura E. (2018). <u>Exploring Lifespan Development, 4th Ed.</u>, Pearson Education Inc., Upper Saddle River, New Jersey. ISBN-10:0-13-441970-7

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.
- **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Practice Behaviors	%
Participation (Assignments may include class discussions or exercises, homework, quizzes, etc.)	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need. Methods will include: Attendance, Discussion, Inquiry, homework tasks, leadership/initiative taking, and other assigned tasks and roles.	Competency #1	15%
Quizzes	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology and concepts in order that application activities in class might become more rich.	Competency #1	10%
Current Events	Provides opportunity to apply academic knowledge to topical, real-world, events. First C.E. 10 points, 2 nd & 3 rd 20 points	Competencies #3, #4, #5, #7	05%
Socially Transmitted Behaviors Paper	Invites students to examine their own behaviors and the cultural/environmental influences which have most demonstrably dictated, shaped and impacted these behaviors.	Competencies #3, #4, #6, #7	15%
Midterm	Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research and class discussion through written case scenarios etc.	Competencies #1, #2, #3, #4, #5, #7	10%
Systems Analysis Paper	Evaluates students' ability to apply Systems Theories (and other applicable) theories to a real-life case scenario.		25%
Culture Box	Provides student the opportunity to share self-reflective process about one's own cultural development with peers.		05%
Final	Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research and class discussion through written case scenarios etc.	Competencies #1, #2, #3, #4, #5, #7	15%

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SCWK 2360 HBSE I Systems Analysis Paper

Systems Analysis Paper Instructions

General Guidelines:

- 1. An outline should be used to ensure that all important sections are included. These are a title page, outline page, introduction, body, summary and reference page.
- 2. Your paper should be error free. Proof it carefully and always have someone else to read it to check for grammar, clarity, sensibility and logical organization. Seek assistance from the writing lab if necessary.
- 3. Don't exceed the assigned number of pages that includes the outline page and the reference page but doesn't include the title page.
- 4. Plan your work so the paper is turned no later than class time on the due date. It will be graded and returned to you at the time of the final exam.

Specific Requirements:

- 5. Read the entire book first and then decide which **three** systems that you will focus on for your analysis. There must be a direct connection to other systems in the book to demonstrate that you understand how the focal system (the system that you are analyzing) is related to and interacts with other systems to various degrees and levels.
- 6. Using the system model from your textbook, describe each of the components as you see them in the focal system and relate them to the suprasystem of the relevant environment. It may be helpful to use one of the diagrams from the text.
- 7. Include a general discussion section in which you use the theories relevant to the focal systems to explain what is happening. This may be the largest section of the paper. In addition to the system's functional features, you are to include the following: (goal attainment, adaptation, integration, pattern maintenance) as you see the focal system dealing with each of the problems.
- 8. You may include the additional resources in your discussion of the focal systems or you may discuss them in a separate section.
- 9. Remember that the additional resources are to be used to aid your understanding of the focal system so do not provide a general summary of them but rather use only ideas and small bits of knowledge from them that help you understand the focal systems. A sentence or two will suffice.

Finally: Prepare a detailed outline and then fill it in!

***Refer to the grading rubric to assist you in writing your paper.

Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)
Application of Theory and Use of Practical Application 50 points Competencies 1, 4, 5-9	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations. Includes little to no content related to application of theory and use of practical application in each category assigned.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations. Includes some application of theory and use of practical application in each category assigned.	The content reflects a fairly logical progression of ideas Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations. Includes a fairly sizable amount of in-depth content of the application of theory and use of practical application in each category assigned.	The content is written clearly and concisely, with a very logical progression of ideas. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations. Includes a significant amount of in-depth content of the application of theory and use of practical application in each category assigned.
Writing Mechanics 15 points Competencies 1, 4	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.	Spelling, punctuation, and grammar errors distract or impair readability. Some revision required.	The paper is written with little or no editing required for grammar, punctuation, and spelling. Minimal revision required.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.
Writing Style 15 points Competency 1	Writing lacks clarity and conciseness. Serious problems with sentence structure.	Writing lacks clarity or conciseness. Problems with sentence structure. Needs improvement to adequately represent bachelor's level writing style.	Writing is mostly clear and concise. Sentence structure is strong and mostly correct. Good representation bachelor's level writing.	Writing is clear and concise. Sentence structure is excellent. Excellent representation of bachelor's level writing.
Organization 15 points Competency 1	Organization is haphazard and difficult to follow; paper strays substantially from topic to topic.	Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	The overall arrangement is mostly logical and clear, but there may be a slight lack of clarity in one or two points.	The organization results in clarity and presents logically arranged points.
APA Formatting 10 points	Uses little to no correct APA formatting. Does not integrate academic sources in writing.	Reflects incomplete knowledge of APA formatting. Some integrations of academic sources to support analysis and writing.	Documents most sources using APA formatting with minor violations. Integrates academic sources to support analysis and writing.	Documents sources using APA formatting accurately and consistently. Integrates academic sources to support analysis and writing.



Course Syllabus - Fall 2019

SCWK 2365 HBSE II

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"Human Behavior flows from three main sources: Desire, Emotion, and Knowledge."
- Plato

Course Number and Title: SCWK 2365 HBSE II

Tuesday/Thursday 2:45pm - 4:00pm ES #119

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

Office: Skiles Social Science Building, #225
Phone: 325-670-1275 (0); 832-610-5639 (C)

• Email: lauren.cantrell@hsutx.edu

Office Hours:

Mondays 9:00am – 12:00pm Tuesdays 1:00pm – 2:30pm

 $We dnesdays \quad 9:00 am-11:30 pm, and$

1:00pm - 2:15pm 9:00am - 11:30am

Thursdays 9:00am – 11:30am (Other appointment times available if necessary)

Course Overview

Catalog Description: This course provides an examination of the development of the individual throughout the life span. Focus will be on the biological, psychological, and cognitive development of the individual interacting with societal and cultural groups and influences.

Pre-requisites: Introduction to Social Work

Course Methods:

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Acquire knowledge and understanding of human development throughout the life span and of its relationship to the interaction with the social environment.
- Demonstrate skills to critically evaluate and recognize one's personal value system as it relates to social work practice.
- Acquire knowledge and the ability to articulate aspects of human diversity, including the
 manners in which culture, gender, race/ethnicity, socioeconomic position, nationality,
 religion, sexual orientation, age/generation, and lifestyle impact human development
 throughout the life span.
- Demonstrate the ability to discuss human oppression related to issues of gender, race/ethnicity, socioeconomic position, nationality, religion, sexual orientation, and age.

Course Materials and Resources:

Required Textbook:

Berk, Laura E. (2018). <u>Exploring Lifespan Development, 4th Ed.</u>, Pearson Education Inc., Upper Saddle River, New Jersey. ISBN-10:0-13-441970-7 Various readings as assigned.

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.
- **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated	%
Participation (Assignments may include class discussions or exercises, homework quizzes, etc.)	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	20%
Quizzes	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology and concepts in order that application activities in class might be	Potential for all	10%
Lifespan Interview Project	Provides opportunity for students to practice the "learner" posture in interviewing individuals across developmental levels to recognize the importance of difference in shaping life experiences.	Competencies #1, #2, #6	10%
Midterm	Provides opportunity for students to demonstrate reflection and critical thinking about his or her own values and to demonstrate the ability to accurately apply the code of ethics and ethical reasoning to complex practice cases and issues.	Potential for all	10%
Journals & Autobiography	Provides opportunity to reflect on one's own bio- psycho-social-spiritual development, within his or her unique social systems and contexts.	Potential for all	15% 20%
Final	Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research and class discussion.	Potential for all	15%
Totals			100%

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE

LATE SUBMISSION OF ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN AN AUTOMATIC ZERO FOR THE ASSIGNMENT

University and Course Policies:

Undergraduate Syllabus Addendum for Fall 2019

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SCWK 2365 HBSE II Autobiography

AUTOBIOGRAPHY WITH JOURNALS

The autobiography is intended to be a serious assignment where the student is asked to examine his or her own development in order to identify positive and negative influences and the subsequent coping that he or she has developed to deal with life. The objective of this assignment is:

- 1. To assist the student to become more aware of who he or she is, and
- 2. To become aware of potential: who he or she can become.

This assignment can assist the student in making future choices, as well as learn how to assess future clients and assist them to identify areas where they can grow. This assignment will assist the student to identify areas of concern and analyze the possible impact on his or her ability to practice social work. This assignment provides an opportunity for students to exemplify competencies # 1, 2, and 6 - 9. This assignment requires utilize evaluation of self in professional written format to enhance the student's understanding of the their cognitive and affective processing, and their capacity to identify potential biases, reflection of self and a holistic evaluation of the competencies along with application of the foundational theories of cognitive and psychosocial development.

<u>Journal</u>

During each developmental stage, you will keep a journal about your own development. Based on your readings, your notes from class, information you obtain from family members or friends, you will construct a record of your own development across the lifespan. Your journal will be due on the first class day following our completion of that unit (see assignment schedule). Your entries should be thoughtful and demonstrate critical thinking. Focus on the facts, then your application of what that information tells you about your growth and development, and what implications that information has for you as a person and as a social worker. During each stage of development, you should address information about your mastery of the developmental tasks, any hazards you experienced, and relevant information using the theoretical framework of the program.

Format EACH SECTION of your journal as follows:

SECTION TITLE (i.e., Pregnancy, Birth, and the Newborn) – Open each section with an introduction including dates, personal observations, and general comments. Then using the three headings below, relate and assess your personal experience to relevant sections from the text and Journal Research:

- Biophysical Dimension
- Psychological Dimension
- Social Dimension

Additional Theories as assigned

Use the following guidelines:

- 1. Identify toxic and nurturing events in your life, and how you have reacted to those events. For example, assume your father was frequently transferred in his job and you were often in 2 or 3 schools each year. You may have reacted to loss of friends by becoming an avid reader or may have reacted by using alcohol. Both are coping skills, one is adaptive, and one is maladaptive. As you identify events across your life, look for a common theme.
- 2. Identify the influences of family, school, church, ethnicity, etc. and the coping behaviors developed as a result of those influences. For example, assume your family believed "family business is private" and you got into trouble if you told anyone what happened in your home. How did that influence your ability to cope with events such as death, illness, loss of a job, etc.? Use systems theory to discuss these issues.
- 3. Consider the developmental tasks of each life stage. Ask yourself how the incidents you have identified have affected your own ability to successfully resolve each developmental task through young adulthood. You then will utilize your knowledge of your current life stage and write your journals for middle and late adulthood based on what you imagine your future to be and where you see yourself in all aspects. Discuss your life, past, present, and future from a biological, psychological, and social dimensions.
- 4. Finally, conclude your paper by summarizing how you see yourself today in relation to your personal and professional goals. (Tip: you need to identify those goals in order to be able to evaluate yourself). How will your personal development impact your ability to practice social work? Specifically, in what areas or in what ways will this likely occur? For example, if you find you are often critical of others' choices about clothing or personal conduct, how will that affect you in a social worker-client relationship? If you identified a pattern of having been victimized often, how will that affect you as a social worker? If you have always easily mastered a challenge, what impact will that have? Make some assumptions about what you need to do to reach your goals in relation to how you have responded to past challenges. For example, if you have responded to most challenges by moving to a new job, new relationship, then what will you need to do to respond to the challenges you will face in social work?
- 5. The paper must be typed, double-spaced, with accurate spelling and grammar. APA is the required style for citations and references. Your journals will be 2-3 pages each and the autobiography paper should be a minimum of 10 pages, a maximum of 20 pages. Spelling, grammar, or typographical errors are penalized 1 point per error. Any paper not submitted in APA style will be returned without being graded. If you do not know how to use APA style, please see me. Reference books are available in the library, my office, or for purchase in the bookstore. The writing lab can also assist you.

Evaluation of Journal Article Research: This assignment is completed within the journals and included in the autobiography. It is designed to strengthen your ability to utilize research in the application and analysis of information and in the synthesis and evaluation of information in order to solve problems. The following terms will help you: Synthesis: to put together information in unique or novel way to solve a problem (this skill assumes you can recall, comprehend, apply and analyze information).

Evaluation: to make quantitative or qualitative judgments using standards of appraisal (this skill assumes you can recall, comprehend, apply, analyze, and synthesize information).

In the autobiography assignment, you are expected to use a **minimum** of one journal article for each developmental stage, from pregnancy, birth & the newborn through late adulthood (7 articles is the minimum). A thorough paper will use additional journal articles and other references as appropriate. It is recommended that you have two references for each journal. Use the following guidelines:

- 1. Select scholarly journals, such as <u>Afflia</u>, <u>Child Welfare</u>, <u>Social Work</u>, etc. Do <u>not</u> use literature or magazine sources such as <u>Time</u>, <u>People</u>, <u>Redbook</u>, etc. Be sure to cite the web address so it can be checked.
- 2. Select articles based on the developmental tasks, hazards, or some other aspect of the particular stage you are discussing. For example, assume you had a parent who was chemically dependent during your childhood. You might locate an article that addressed the impact of this condition on the development or coping. You should use articles that relate to **your** situation and help you to further **understand**, **assess**, and **analyze your own development and needs.** Articles could describe influences of culture, ethnicity, gender, or socioeconomic factors on development, or describe a specific biological, psychological, or social influence. The topic may be related to strengths and competencies (such as development of effective problem-solving skills) or needs areas (such as the effects of growing up in poverty.
 - 3. Include a full reference for each journal article at the conclusion of your paper.

All papers and assignments are due at the beginning of class on the assigned due date. Submit your journals and autobiography electronically via Canvas. It is expected that you do your own work and plagiarism is not tolerated. Please refer to the Academic Integrity Policy found on pages 35 of the 2020-2021 *Undergraduate Catalog* and also in the *Student Handbook*, which is on the HSU website. The student should become familiar with the policy and its terms. The policy applies to all assignments and tests in this class.

Autobiography Grading Rubric					
Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)	
Application of Theory and Use of Self-Reflection 50 points Competencies 1, 2, 6-9	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations. Includes little to no content related to application of theory and use of self-reflection in each category assigned.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations. Includes some application of theory and use of self-reflection in each category assigned.	The content reflects a fairly logical progression of ideas Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations. Includes a fairly sizable amount of in-depth content of the application of theory and use of self-reflection in each category assigned.	The content is written clearly and concisely, with a very logical progression of ideas. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations. Includes a significant amount of indepth content of the application of theory and use of self-reflection in each category assigned.	
Writing Mechanics 15 points Competencies 1, 4	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.	Spelling, punctuation, and grammar errors distract or impair readability. Some revision required.	The paper is written with little or no editing required for grammar, punctuation, and spelling. Minimal revision required.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.	
Writing Style 15 points Competencies 1, 4	Writing lacks clarity and conciseness. Serious problems with sentence structure.	Writing lacks clarity or conciseness. Problems with sentence structure. Needs improvement to adequately represent bachelor's level writing style.	Writing is mostly clear and concise. Sentence structure is strong and mostly correct. Good representation bachelor's level writing.	Writing is clear and concise. Sentence structure is excellent. Excellent representation of bachelor's level writing.	
Organization 10 points	Organization is haphazard and difficult to follow; paper strays substantially from topic to topic.	Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	The overall arrangement is mostly logical and clear, but there may be a slight lack of clarity in one or two points.	The organization results in clarity and presents logically arranged points.	
APA Formatting 10 points	Uses little to no correct APA formatting. Does not integrate academic sources in writing.	Reflects incomplete knowledge of APA formatting. Some integrations of academic sources to support analysis and writing.	Documents most sources using APA formatting with minor violations. Integrates academic sources to support analysis and writing.	Documents sources using APA formatting accurately and consistently. Integrates academic sources to support analysis and writing.	

Course Syllabus – Fall 2019

SCWK 3360 Social Welfare Policy I Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has" Margaret Mead

Course Number and Title: SCWK 3360 Social Welfare Policy I Tuesday/Thursday 10:30-11:45am in ES 119

Instructor Information

Name: Melissa Milliorn, LMSW-IPR

Contact Information:

Office: Skiles Social Science Building, #226Phone: 325-670-1281 (0); 325-669-8592 (C)

• Email: mmilliorn@hsutx.edu

Office Hours:

Monday 10:00am – 12:30pm Tuesday 2:45 – 4:45pm Wednesday 9:30 am – 12:30pm; and 2:30pm – 4:30pm

Thursday 9:45am – 10:15am

Friday morning by appointment only

(Other appointment times available if necessary)

Course Overview

Catalog Description:

This course offers an examination of the institution of social welfare and of how it meets social goals. The principal focus is on the history and development of social welfare services, as well as the central figures that have played a crucial part in its development. A thorough analysis of current programs will be included as well as the economic, environmental, and political influences upon them.

Pre-requisites: SCWK 1350

Social Work Competencies:

- 1. Acquire knowledge and an understanding of the history of the social work profession and its unique relationship to the social welfare system. (Competency#1)
- 2. Acquire knowledge of the fundamental values and ethics of social work and develop skills to clarify and analyze policy and services in relation to values and ethics. (Competency#1)
- 3. Acquire knowledge and understanding of the historical development of social policy and of social welfare institutions. Acquire the skills to evaluate and critically analyze social welfare policy and services. (Competency #3, 4,5)
- 4. Acquire skills in the use and application of scientific knowledge to the analysis and understanding of social welfare policy and services. (Competency #4, 5, 6,9)

- 5. Acquire knowledge and understanding of the political and economic policies and processes as to their relationship to the achievement of social work goals and purposes. (Competency #5)
- 6. Acquire knowledge and understanding of how issues of human diversity and oppression are addressed by the social work profession and social welfare institutions. (Competency #2, 3, 6, 9)

Social Work Practice Behaviors: Course Introduction:

Students completing this course should have knowledge and understanding of:

- The history of the social welfare system and of the central characters who have guided that history.
- The current political and economic conditions that impact on the social welfare system.
- The intrinsic relationship between social work and the social welfare system.
- The central figures that have contributed to the development of social welfare and social work as well as their contributions.
- The current problems that populations-at-risk are experiencing in their lifesituations and correspondent social welfare programs that are designed to address these problems.
- How human behavior and environment affects and is affected by social welfare policy
- The local existing services, their strengths and weaknesses, and community climate within which they operate.

Course Introduction:

Thus, to be effective social workers, we need to understand the system within which we work. We need to learn how the system developed, what values and ideologies underlie it and continue to influence, create or prevent change. We need to study the service design and delivery of services and the roles of social workers and others in order to understand the relationship of the social welfare system to other systems and to the major social problems of our times.

Course Materials and Resources:

Required Textbook: Stern, M. (2015). *Engaging Social Welfare: An Introduction to Policy Analysis*. Boston: Pearson. ISBN# 978-0-205-73067-4

Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor if/when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be

- discussed. Additional reading and library assignments may be added at any time.
- Plagiarism of works or ideas of others without proper reference is unacceptable and may
 result in a failing grade for the paper. Be sure to review APA guidelines for citing the
 work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated	%
	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	10%
Interview Assignment	APA Research Paper based upon student interview of a single parent, utilizing professional social work skills, social work knowledge, values & ethics; see assignment instructions for details and grading rubric.	Competencies #1-9	20%
Social Welfare Policy/Program Review	APA Research Paper based on research of faculty approved social, economic or environmental justice issue, or human or civil rights issue. See assignment instructions for details and grading rubric.	Competencies #1-9	25%
Oral Presentations	Oral presentations to the class will be given for the Historical Figure assignment, Single Parent Interview, and Social Welfare Policy/Program Review assignment. See assignment instructions for details and grading rubric.	Competencies #1-7	15%
Major Exams (Midterm 15%, Final 15%)	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology and concepts. Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research, class discussion and exercises, etc. There will be 2 exams in the course.	Competencies #1-9	30%
Extra Credit Assignment	Review of an approved local social welfare agency or program is conducted, including a site visit and interactions with agency personnel in an effort to simulate what it is like to be a client seeking services, resources, or public assistance. See assignment instructions for specific details.	Competencies #1-9	10%
Totals			110%

^{***}Note course grade is based on 100 points or 100%, extra credit assignment can boost overall course grade but is optional***

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SCWK 3360 Social Welfare Policy I Social Welfare Problem Review Assignment

This course has been designed to examine social welfare programs and services and the agencies that provide these services. Throughout the semester, references are made to the use of these programs/services/agencies by members of populations at risk such as children, the elderly, LGBTQ, persons living in poverty, immigrants and refugees, persons with disabilities, ethnic and racial minorities, and others (Refer to CSWE Competency #2 & #3). The purpose of your research is to give you the opportunity to become an "expert" on the social problems facing your chosen group, to enhance your understanding of the people most affected by it, and to learn about the policies and programs available to address the problem. In order to accomplish this, you are expected to do **extensive research** into all facets of this population/problem and particularly, how well the present welfare system is meeting the needs of this group in terms of resources and programs. Each student will be assigned an approved social problem on which to do research.

At a **minimum** the following information should be covered:

- Prevalence of the problem: Sociological, psychological, cultural, environmental implications.
- Interviews with people who are personally faced with the problem.
- Current social welfare services, laws, programs, and agencies that are meeting or attempting to meet the problem need.
- Interviews with professionals who are working in related fields.
- Recommendations, based on research, for addressing the social problem/population needs.

As part of the profession's advocacy efforts related to social, economic, and environmental justice, as well as human and civil rights, NASW Texas has requested Social Work Programs assist in current advocacy efforts by providing needed policy research through appropriate course assignments. For this assignment, it would be appropriate to do the following to assist and enhance your paper (if not for NASW, potentially for meeting with legislators or other government officials in advocating for change for your respective population group/social issue):

- Related to #2 and #4 above; conduct a structured interview with a social worker and a client in a given service area. Provide a written case study to include biographical information, a description of their role (worker/client), a brief summary about their situation/environment/experiences, and the impact it has on them professionally/personally. (Remember confidentiality in your writing/presentation, make sure those you interview are aware this will be documented in a paper and potentially used in testifying to the legislative session/legislators. Feel free to obtain written consent to use their information publicly).
- Select the program for review. Provide a description of the program, statistics on the population served, and projections for the next biennium. Identify barriers to services and the impact this has on people's lives. Use case examples when possible.

- Interview local or regional administrative personnel from a program (example: APS, CPS). Describe what they do, what challenges they face, and what drives them to serve. Provide personal/professional stories as examples.
- Select a topic you care a lot about or are interested in learning more about (example: teen pregnancy, homelessness, domestic violence) Conduct research on the statistics for your county &/or state. Prepare a testimony or statement that can be given at a commissioner's court, city council, or state legislator's offices to appeal for help or funding or volunteers to serve (can use in your presentation in class).
- Related to volunteer experiences, write about your work/experiences and collect data about the population served. What are the issues? What are some resolutions?

***With written permission, these papers could potentially be shared with NASW/TX government relations staff to use to help in advocacy efforts in Texas.

Social Welfare Problem Review Paper - Grading Rubric

Required	Expectations	Points	Points	Comments
Elements				
Interviews	Student conducts and includes in the paper information			
Conducted	from interviews required with people personally facing			
	the social problem and the professionals working to	5		
	alleviate or eliminate the problem.			
Instructions and	Student follows instructions; effectively integrate			
Content	knowledge, values, and skills; includes all required			
	content (prevalence, sociological, psychological, cultural,			
	environmental implications); discussion of current social			
	welfare policies, laws, programs, services, and agencies			
	that are meeting or attempting to meet the needs of those			
	impacted	5		
Organization of	Paper is well organized and well written; flows well/make			
paper	sense; easily readable (please note if I can't understand			
	the paper, other criteria cannot be met)			
		5		
Use of Research	Student conducts <u>extensive</u> research to understand the			
	prevalence of the problem, utilizes research to inform			
	practice, & based on research is able to make appropriate			
	recommendations for addressing the social problem.			
		5		
Professionalism,	APA format style; writing is clear, concise, and well			
Grammar and	organized; appropriate grammar, spelling; references			
APA Style	cited appropriately to strengthen student's understanding			
Format	of the social welfare problem and the people effected by			
	policies, programs, and services	5		
Total Points		25		



Course Syllabus - Spring 2020 SCWK 3365 Social Welfare Policy II

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"All that is necessary for the triumph of evil is for good men to do nothing." ~ Edmund Burke

Course Number and Title: SCWK 3365 Social Welfare Policy II

Tuesday/Thursday 10:30-11:45am in ES 119

Instructor Information

Name: Melissa Milliorn, LMSW-IPR

Contact Information:

• Office: Skiles Social Science Building, 226

Phone: 325-670-1281 (0); 325-669-8592 (C)

• Email: mmilliorn@hsutx.edu

Office Hours:

Monday 10:00am – 12:30pm Tuesday 2:45 – 4:45pm Wednesday 9:30 am – 12:30pm; and 2:30pm – 4:30pm

Thursday 9:45am – 10:15am

Friday morning by appointment only

(Other appointment times available if necessary)

Course Overview

Catalog Description:

A continuation of Social Welfare Policy I, this course continues examination of how the institutions of social welfare meets social goals. Analyses f of economic, social, environmental, and political processes that impact on the social welfare system are explored. Conceptual schemes are developed for analyzing the structure of social welfare systems with attention given to overcoming patterns and consequences of discrimination and oppression. Students will conduct a policy analysis related to an approved social, environment, or economic injustice to identify and advocate for social change.

Pre-requisites: SCWK 3360

Social Work Competencies:

- 1. Acquire knowledge and an understanding of social work as a social welfarepolicy-based profession. (Competency 1)
- 2. Acquire knowledge of the fundamental values and ethics of social work, develop skills to clarify and analyze services and policy in relation to values and ethics, and to advance human rights and social and economic justice. (Competencies 1, 2, 5, 6-9)
- 3. Acquire knowledge and understanding of the historical development of social policy and of social welfare institutions. (Competency 5, 6-9)
- 4. Acquire the skills to evaluate and critically analyze social welfare policy and services. (Competencies 3-5)

- 5. Acquire skills in the use and application of scientific knowledge to the analysis and understanding of policy and services. (Competency 4)
- 6. Acquire knowledge and understanding of the political and economic policies and processes as to their relationship to the achievement of social work goals and purposes. (Competencies 3, 5, 6-9)
- 7. Acquire knowledge and understanding of how issues of human diversity and oppression are addressed by the social work profession and social welfare policies and institutions. (Competencies 2, 3, 6-9)

Social Work Practice Behaviors:

- Demonstrate general understanding of the alignment of service delivery systems with social work values and ethics.
- Identify and analyze special needs for social services populations who have been victimized by institutional discrimination and oppression.
- Have knowledge of the major economic and political processes that impact on the achievement of social welfare goals and purposes relevant to major special populations.
- Describe, apply, and evaluate a model for analyzing social welfare policy.
- Identify the skills needed to analyze and create policy.
- Make use of scientific knowledge in the analysis of social welfare policy.
- Have knowledge of the social work policy issues specifically affecting people distinguished by age, gender, disability, sexual orientation, and culture.

Course Introduction:

The practice of social work generally occurs within the structure of our social welfare system. To be effective social workers we need to understand the system within which we work. We need to learn how the system developed, what values and ideologies underlie it and continue to influence, create, or prevent change. We need to study the service design and delivery of services and the roles of social workers and others to understand the relationship of the social welfare system to other systems and to the major social problems of our times.

Course Materials and Resources:

Required Textbook:

Popple, P. R.., & Leighninger, L. (2014). The Policy-Based Profession: An Introduction To Social Welfare Policy Analysis for Social Workers (7th ed.). Boston: Allyn & Bacon. ISBN 9780134794297

Reisch, M. (2019). *Social Policy and Social Justice*. Baltimore: Cognella. ISBN 978-1-5165-3481-4

Additional Readings: Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor if/when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading
 assignments should be completed before the class period when they will be discussed.
 Additional reading and library assignments may be added at any time.

• **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let the professor know.

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

As	ssignment	Brief Description	Competencies Evaluated	%
(A att pa: dis exc	assessment includes tendance, active rticipation in class scussions or ercises, omework, quizzes,	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	20%
Le		This assignment introduces you to an early phase of influencing social policy. Using a topic you researched for SCWK 3360 and approved by the professor, write a letter to a newspaper editor stating some concern that you have for the people who are subjected to the policy. Your letter could also seek to make the general public aware of conditions affecting your population group and even make suggestions for improvement of conditions they face. It is suggested you research position statements to assist you in writing your letter.	Competencies #3, #4, & #5	5%
Le	_	This assignment provides you with a further opportunity to inform and influence social policies that impact upon your assigned population. Write a letter to a senator and/or representative in Congress or the Texas State Legislature dealing more in depth with the social policy issue derived from your research of your population/group.	Competencies #3, #4, & #5	10%
Ar	ocial Welfare Policy nalysis Paper	The purpose of this assignment is to demonstrate your skills in analyzing and/or proposing a social welfare policy. You are to write a paper of 8-10 pages in length in which you use one of the models learned this semester to analyze and/or propose a social policy affecting the population group or social issue previously identified. It is important to elaborate on any legislative actions which impact on your subject matter. This paper should incorporate an officially stated policy statement of NASW and should show that you have successfully integrated the policy, problem, and response.	Competencies #3, #4, & #5	20%
	nalysis Presentation	Oral presentation in class over the Social Welfare Policy Analysis paper assignment; grade is based on rubric evaluation tool and is an average of the faculty evaluation and peer evaluations.	Competencies #3, #4, & #5	15%
	ajor Exams	Evaluates students' commitment to engagement and learning outside of class as well as student progress toward mastery of basic terminology and concepts. Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research, class discussion and exercises, etc. There will be 2 exams in the course.	All Competencies	30%
	otals			100%

^{***}Note course grade is based on 100 points or 100%, extra credit can boost overall course grade but is optional***

University and Course Policies: <u>Undergraduate Syllabus Addendum for Spring 2020</u>

ACADEMIC INTEGRITY POLICY

Please refer to the Academic Integrity Policy found in the 2019-2020 Undergraduate Catalog and also in the Student Handbook; both can be found on the HSU website. The student should become familiar with the policy and its terms. The policy applies to all assignments and tests in this class. Cheating is not tolerated as can be cause for an automatic F in the course. Students are also expected to complete all assignments to receive credit for the course.

ATTENDANCE POLICY

For class attendance policy, refer to the Attendance Policy in the 2019-2020 Undergraduate Catalog. "Accordingly, absence from more than 25 percent of class meetings and/or laboratory sessions scheduled for a course (including absences because of athletic participation) is regarded as excessive, and a grade of F may be assigned as deemed appropriated by the professor." Excused absences are still counted in the total number of absences. The fact that an absence is excused means only that the student has the opportunity to make up the work missed during the absence without penalty to his/her grade. It is the responsibility of the student to make arrangements with the professor to complete the work in a time frame agreeable with the professor. Additional specific policies might be included in individual class settings by the professor: Attendance is required and taken at each class meeting, including field trips or class meetings outside the assigned classroom. Student participation grade is impacted by attendance, as well as active participation in discussions, activities, exercises, etc.

UNIVERSITY POLICY REGARDING STUDENTS WITH DISABILITIES

An individual with a disability is defined by the Americans with Disabilities Act (ADA) as a "person who has a physical or mental impairment that substantially limits one or more major life activities." Any student with a documented disability may choose to seek accommodations. Eligible students seeking accommodations should contact the Director of Undergraduate Advising and Disabilities as soon as possible in the academic term (preferably during the first two weeks of a long semester) for which they are seeking accommodations. The Director shall prepare letters outlining specific, reasonable accommodations for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. Please refer to the 2019-2020 *Undergraduate Catalog* for the complete policy. *Rachel King, Director of Undergraduate Advising and*

Disabilities, Sandefer Memorial, 1st Floor in the Academic Advising Center, 670-5842, disabilityservices@hsutx.edu

UNIVERSITY POLICY ON ELECTRONIC DEVICES IN CLASS

"Use of electronic devices in the classroom is permitted only with consent of instructor. Disruption of class by the sounds of cell phones and paging devices or by texting is forbidden. A student facing the possibility of receiving an emergency message by one of these means may leave the device turned on during class, but the student must inform the professor of that possibility at the beginning of class. Unless facing an emergency message, the student must turn the device off at the beginning of class and turn it back on only after the class has been dismissed. Routine work related calls/messages are not considered emergencies nor are personal calls/messages from friends or business associates." Online *Student Handbook*

OFFICIAL UNIVERSITY COMMUNICATION

The official avenue for the University, its faculty and offices to communicate with students is the students' HSU email address. It is the responsibility of the student to check his/her HSU email address regularly for official university communication. Failure of the student to regularly check his/her HSU email address will not excuse

the student from his/her responsibility for complying with any actions indicated in the university emails. Students are expected to check their HSU email and Canvas announcements before each class, and use HSU email in all correspondence with faculty.

ACADEMIC SUPPORT

Peer-to-peer academic support (tutoring) is available for all undergraduate HSU students. The Academic Center for Enrichment (ACE) is located on the first floor of the Richardson Library and serves students Sunday- Thursday and by appointment on Fridays and Saturdays. The ACE is also the home for the Writing Center and the Math Lab. For additional information regarding academic support, contact the Advising Center 325-670- 1480.

MENTAL HEALTH COUNSELING AND SERVICES

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. To obtain any of these services, students may call The Office of Counseling Services at (325) 671-2272, visit their offices on the 2nd floor of the Moody Student Center, or complete the Intake Forms at: www.hsutx.edu/intake. Information may also be found on the website: http://www.hsutx.edu/student-life/counseling/.

IMPORTANT DATES FOR 16-WEEK CLASSES

January 13, 2020: Classes begin

January 20, 2020: Martin Luther King, Jr. Holiday

January 21, 2020: Last date to register or change classes; Last date to change from credit to audit

February 17, 2020: Last day to drop or withdraw from classes with a grade of W

March 9-13, 2020: Spring Break April 10, 2020: Easter Holiday

April 20, 2020: Last date to drop/withdraw from classes

May 4-7, 2020: Final Exams

SCWK 3365 Social Welfare Policy II Social Welfare Policy Analysis Paper Grading Rubric

The purpose of this assignment is to demonstrate your skills in analyzing and/or proposing a social welfare policy. You are to write a paper of 8-10 pages in length in which you use one of the models learned this semester to analyze and/or propose a social policy affecting the population group or social issue previously identified/approved. It is important to elaborate on any legislative actions which impact on your subject matter. This paper should incorporate an officially stated policy statement of NASW and should show that you have successfully integrated the policy, problem, and response. Official policies of NASW are found in Social Work Speaks: NASW Policy Statements, available in the library, or can purchase your own copy available via NASW Press. The paper should be written in the APA style and include a title page, an abstract, and a reference page. Make sure to utilize sufficient references to support your claims, data, statements and hypotheses in your paper.

Required Elements	Expectations	Points
Discussion of required content: Competencies 1, 2, 3, 5-9	The paper identifies the approved social issue or population group, social welfare system, and social welfare policy; use of appropriate framework (pg. 31-32); appropriately applied methods of policy analysis are clearly delineated; appropriate integration of social work knowledge (theory), skills, and values; utilize & apply the related CSWE Competencies, NASW Code of Ethics, Code of Conduct, & the Social Work Practice Act as related to your cause/policy; identification of strengths/weaknesses of policy; recommended change/advocacy – call to action.	11
Use of Research: Competencies 2, 3, 4, 5 Professionalism, Grammar and Appropriate use of	Utilize sufficient and appropriate research to guide/support your work; cite your research to provide evidence to your claims/statements in your paper; NASW Policy Statement(s) Professionalism and Grammar: APA format, no typos, no spelling errors, flawless	4
references: Competency 1, 5 Total Points	grammar, flows well – makes sense, easy to read narrative. Appropriate citations.	5 20

^{***}Note that your work & research are very important to our profession! With your permission this may be shared with NASW Texas to assist in legislative advocacy efforts for policy practice.

SCWK 3365 Social Welfare Policy II Advocacy Packet

This advocacy packet assignment is associated with CSWE Competency #3 & #5. In preparing for advocacy, ensure you understand these competencies multi-dimensionally with behaviors inclusive of relevant social work knowledge, values, skills, and cognitive and affective processes.

The following items should be included in the student developed packet for advocacy. These materials will be utilized for advocacy efforts at the State, Local, or National levels on the student justice issue topic that was approved last semester in Social Welfare Policy I. This packet is developed based on student Policy Analysis research that began during Social Welfare Policy I with the Social Welfare Problem Review.

- 1. Make sure your name and contact information are included on all documents.
- 2. Develop a fact sheet (examples provided on Canvas)
- 3. Your graded and approved Letter to the Editor and Letter to a Legislator can be included but are not mandatory. Some students will choose to write a letter to the legislator after the advocacy visit.
- 4. Reference page outlining your research references in APA style.
- 5. You may include other documents you feel are important in providing evidence to the legislator/staff related to your advocacy efforts (pamphlets, informational brochures, articles, etc.).
- 6. Remember that funding is almost always an issue, so have some ideas as to how implementation of your policy/policy change could be funded.
- 7. Be clear in what you are asking them to do!

At a minimum you will provide one packet to the legislative office staff/legislator at the time of your scheduled legislative office meeting. The packet should be professional in appearance and in a purple or gold folder (representative of HSU) containing your approved documents mentioned in the list above.

Policy students will advocate in teams, serving as a team leader. It is best if your team members have the information in the packet to reference prior to the legislative meeting, and it is highly recommended that you carry your own original copy with notes to assist in your advocacy efforts. Team efforts for advocacy are more successful the more prepared you are and the more prepared your team members are – as the lead, this is your responsibility to be clear in the expectations of each team member before, during, and after the meeting.



Course Syllabus – Fall 2019 SCWK 3370 SCWK Practice II

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"The best gift you are ever going to give someone is the permission to feel safe in their own skin. To feel worthy. To feel like they are enough." - Hanna Brencher

Course Number and Title: SCWK 3370 Social Work Practice II

Monday/Wednesday 2:30-3:45pm in ES #131

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

• Office: Skiles Social Science Building, #225

• Phone: 325-670-1275 (0); 832-610-5639 (C)

• Email: lauren.cantrell@hsutx.edu

Office Hours:

 $\begin{array}{ll} Mondays & 9:00am-12:00pm \\ Tuesdays & 1:00pm-2:30pm \\ Wednesdays & 9:00am-11:30pm, and \end{array}$

1:00pm – 2:15pm

Thursdays 9:00am – 11:30am

(Other appointment times available if necessary)

Course Overview

Catalog Description: This course provides an examination of the knowledge, values, and skills basic to the generalist practice of social work. Students utilize an understanding of the social work process to develop skills in problem solving with individuals, families, and groups. A lab experience is provided for skill building and evaluation opportunities.

Pre-requisites: Practice I

Course Methods:

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Demonstrate an understanding of social work values, competencies, and practice behaviors utilized with individuals, families, small groups, organizations, and communities;
- Demonstrate an understanding of social work ethics and ethical decision-making as they relate to practice;
- Increase problem solving skills utilizing evidenced based practice and scientific thinking for engagement, assessment, planning, intervention, and evaluation of generalist social work practice.
- Develop increased empathy and interpersonal skills with individuals, families, small groups, organizations, and communities;
- Develop practice skills which incorporate research, knowledge of human behavior and the social environment, social welfare policy,
- Evaluate the effectiveness of one's own practice activities.

Course Materials and Resources:

Required Textbook:

Dolgoff, R., Loewenberg, F., Harrington, D. (2012). <u>Ethical Decisions for Social</u> Work Practice (9th Ed.). Belmont, CA: Brooks/Cole Publishing Company. **ISBN-13**: 978-0-8400-3410-6

Johnson, Louise C. & Yanca, Stephen J. (2010) <u>Social Work Practice A Generalist</u>
Approach (10th Ed.) Boston, MA: Allyn & Bacon.
ISBN-13: 978-0-205-75516-5

Murphy, Bianca Cody & Dillon, Carolyn (2010). <u>Interviewing In Action in a Multicultural World (5th Ed.)</u> Pacific Grove, CA: Brooks/Cole Publishing Company.

ISBN-13: 978-1-285-75108-5

Optional/Supplemental Readings:

Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before
 assignment due date. Late assignments are not accepted without prior approval of the
 professor. Points are deducted at the discretion of the professor when late assignments are
 accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading
 assignments should be completed before the class period when they will be discussed.
 Additional reading and library assignments may be added at any time.
- Plagiarism of works or ideas of others without proper reference is unacceptable and may
 result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of
 others, and if you still have questions, let me know.

Assignments and Grading: All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated	0/
Participation	Evaluates students' abilities to prepare, produce	Competency #1	20%
(Assignments may	and collaborate as a member of a social work		
include class	team by attending to personal roles and		
discussions or	boundaries, practicing personal reflection & self-		
exercises,	correction, demonstrating professional demeanor,		
homework,	engaging in career long- learning and using		
quizzes, etc.)	supervision/consultation.		
	*Students should push themselves to increase or		
	restrict contributions according to the class need.		
Quizzes	Evaluates students' commitment to engagement	Potential for all	10%
	and learning outside of class as well as student		
	progress toward mastery of basic terminology and		
	concepts in order that application activities in		
	class might be		
Midterm	Provides opportunity to demonstrate	Potential for all	15%
	understanding, application and integration of		
	knowledge from the texts, articles, research and		
	class discussion.		
Ethics Paper	Provides opportunity for students to demonstrate	Competencies #1, #2,	20%
	reflection and critical thinking about his or her	#3,	
	own values and to demonstrate the ability to		
	accurately apply the code of ethics and ethical		
	reasoning to complex practice cases and issues.	D (11 C 11	200
Case Analysis	Provides opportunity for students to collect	Potential for all	20%
Paper	organize and interpret client data, assess strengths		
	and limitations, select appropriate intervention		
	strategies and create a method to analyze, monitor		
	and evaluate the (evidence based) intervention		
	plan created.		
Final	Provides opportunity to demonstrate	Potential for all	15%
	understanding, application and integration of		
	knowledge from the texts, articles, research and		
	class discussion.		
	class discussion.		

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE

LATE SUBMISSION OF ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN AN AUTOMATIC ZERO FOR THE ASSIGNMENT

University and Course Policies:

Undergraduate Syllabus Addendum for Fall 2019

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UNIVERSITY POLICY ON ELECTRONIC DEVICES IN CLASS

"Use of electronic devices in the classroom is permitted only with consent of instructor. Disruption of class by the sounds of cell phones and paging devices or by texting is forbidden. A student facing the possibility of receiving an emergency message by one of these means may leave the device turned on during class, but the student must inform the professor of that possibility at the beginning of class. Unless facing an emergency message, the student must turn the device off at the beginning of class and turn it back on only after the class has been dismissed. Routine work related calls/messages are not considered emergencies nor are personal calls/messages from friends or business associates." Online *Student Handbook*

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Peer-to-peer academic support (tutoring) is available for all undergraduate HSU students. The Academic Center for Enrichment (ACE) is located on the first floor of the Richardson Library and serves students Sunday-Thursday and by appointment on Fridays and Saturdays. The ACE is also the home for the Writing Center and the Math Lab. For additional information regarding academic support, contact the Advising Center 325-670-1480.

MENTAL HEALTH COUNSELING AND SERVICES

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. To obtain any of these services, students may call The Office of Counseling Services at (325) 671-2272, visit their offices on the 2nd floor of the Moody Student Center, or complete the Intake Forms at: www.hsutx.edu/intake. Information may also be found on the website: http://www.hsutx.edu/student-life/counseling/.

IMPORTANT DATES FOR 16-WEEK CLASSES

August 26, 2019: Classes begin

September 2, 2019: Last date to register or change classes; Last date to change from credit to audit

<u>September 17-19, 2019</u>: Cornerstone (adjusted schedule on Wednesday, the 18th) <u>September 27, 2019</u>: Last day to drop or withdraw from classes with a grade of W

October 25, 2019: BW Aston Fall Break

November 25, 2019: Last date to drop/withdraw from classes

November 27-29, 2019: Thanksgiving Holidays

December 9-12, 2019: Final Exams

Cultural Bias Analysis

Choose a minimum of one personal bias you still feel you resonate deeply with and you are to write a paper on what you believe your life would be like to be in the shoes of the person or group for which your bias is based. Consider their personal views, discuss the culture, religious beliefs, environment, and biopsychosocial well-being. What would you want the prejudice or biased person to know about you? I encourage you to watch a documentary, you tube video, or other film related to the bias you have selected and discuss this as well. Conclude your paper with a reflection on how your perspective has changed and what bias remain. How will this impact the work you are doing with the client?

The intent of this assignment is to promote students in their development of multidimensional competencies in social work practice. This assignment should address Competency #1: Demonstrate Ethical and Professional Behavior and Competency #2: Engage Diversity and Difference in Practice.

This paper is to be written in APA format, with a cover page and should be thorough. Utilize ethical principles, the helping process, and other terms to consider when writing this paper. There is not a page minimum, but rather the quality of the evaluation, proper use of format and grammar, along with detailed responses to the questions above.

Consider your willingness to share this in class. I will not mandate that you do so, but if you are willing to be vulnerable and share, this can be an excellent opportunity for learning.



Course Syllabus - Spring 2020

SCWK 3375- SCWK Practice III

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"Never forget that justice is what love looks like in public." - Carol West

Course Number and Title: SCWK 3375 Social Work Practice III

Monday/Wednesday 1:00-2:15pm in ES #124

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

Office: Skiles Social Science Building, #225
Phone: 325-670-1275 (0); 832-610-5639 (C)

• Email: <u>lauren.cantrell@hsutx.edu</u>

Office Hours:

 $\begin{array}{ll} Mondays & 9:00am-12:00pm, \\ Tuesdays & 1:00pm-2:30pm \\ Wednesdays & 9:00am-12:00pm \end{array}$

2:30pm – 4:00pm

Thursdays 9:00am – 11:30am

(Other appointment times available if necessary)

Course Overview

Catalog Description: A continuation of Practice II (SCWK 3370), including further application of the generalist model of problem-solving with micro, mezzo and macro systems. Students utilize an understanding of policy, human behavior and the social environment, and research to develop a framework for practice. A lab is provided to refine practice and evaluation skills.

Pre-requisites: Practice I and Practice II

Course Methods:

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, role play, case analyses, video presentations, and guest speakers. Students will participate in a group project with the professor serving as facilitator, to identify a community problem, collect data, make an assessment, and plan/implement an intervention.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Demonstrate an understanding of social work values, competencies, and practice behaviors utilized with individuals, families, small groups, organizations, and communities;
- Demonstrate an understanding of social work ethics and ethical decision-making as they relate to practice;
- Increase problem solving skills utilizing evidenced based practice and scientific thinking for engagement, assessment, planning, intervention, and evaluation of generalist social work practice.
- Develop increased empathy and interpersonal skills with individuals, families, small groups, organizations, and communities;
- Develop practice skills which incorporate research, knowledge of human behavior and the social environment, social welfare policy,
- Evaluate the effectiveness of one's own practice activities.

Course Materials and Resources:

Required Textbook:

Dolgoff, R., Loewenberg, F., Harrington, D. (2012). <u>Ethical Decisions for Social Work Practice</u> (9th Ed.). Belmont, CA: Brooks/Cole Publishing Company. **ISBN-13:** 978-0-8400-3410-6

Kirst-Ashman, K. K. (2018) Empowerment Series: Generalist Practice with Organizations and Communities (7th Ed.) Boston, MA: Cengage Publishing Company. **ISBN: 978-1-305-94329-2**

Various Readings as Assigned

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.
- **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated	9/
Participation (Assignments may include class discussions or exercises, homework, quizzes, etc.)	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need. Methods will include: Attendance, Discussion, Inquiry, homework tasks, leadership/initiative taking, and other assigned tasks and roles.	Competency #1	209
Public Issues Project	Promotes students' <i>use of self</i> and <i>voice</i> to acknowledge, and articulate social justice issues through creative expression.	Competencies #4, #5	159
Midterm	Provides opportunity to demonstrate understanding, application and integration of knowledge from the texts, articles, research and class discussion.	Potential for all	10%
Family Case Analysis	Demonstrates student's ability to apply the skills which make up the entire helping process with a family system in the context of that families situation in society. Appropriate theoretical guidance and planning will be used to address the family need.	Potential for all	209
Group Community Project & Presentation	Demonstrates student's ability to work as a member of a team to assess community needs & collaborate with clients, colleagues and stakeholders to facilitate meaningful change with limited time and resources. Analysis and evaluation of the group process and product will be required.	Potential for all	20% 15%
Totals			100%

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE

LATE SUBMISSION OF ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN AN AUTOMATIC ZERO FOR THE ASSIGNMENT

University and Course Policies:

Undergraduate Syllabus Addendum for Spring 2020

ACADEMIC INTEGRITY POLICY

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Measure #8: SCWK Social Work Practice III Group Community Project

Macro Group Project

This project is designed to assess how well you can work as a member of a large team when assessing the needs of your local community. You will need to gather data about your community, analyze current social problems in your community, and formulate a possible change action that could be introduced to address the community problem. You will be assessed not only by the final product produced by your large group, but also in your ability to collaborate with local stakeholders. The purpose of the project is to exemplify the holistic competency in practical application. The expectation is that Competencies 1, 2, 3, 5-9 will be addressed through the research, engagement, presentation and advocacy of an identified social issue in the community within a group capacity.

I. The Problem

- a. Through group discussion come to a consensus and inform Mrs. Wright about the specific community problem the group have agreed will be the focus.
- b. Define the community problem utilizing Census data, local demographic data, and journal articles that are pertinent to the problem you are addressing.
- c. From your research you will need to demonstrate that this is a problem that needs addressing in the community.

II. The Needs Assessment

- a. As a group, research the current programs that address (either in whole or in part) the community problem that you have chosen.
- b. If there are no programs addressing the community problem locally, develop a personalized Needs Assessment survey form that the group could give to local stakeholders for feedback. (*administer if needed*)
- c. If a program/programs currently exist in the local community, develop a Needs Assessment form that can be used to systematically address if the local programs are effectively addressing the community problem. (*administer if needed*)

III. The Change Action

a. From your research, and data gathered in the needs assessment, formulate a change action to address the community problem you have chosen. This change action may be development of a new program, new agency, or strengthening of local resources currently available.

For the presentation portion of this assignment, you will divide into 3 smaller groups. Each group will present on the above three major sections of this project. You will be graded on your ability to orally present your section and the quality of the Power Point presentation.

All members of the smal group MUST participate orally during the presentation

	Macro I	Project Grading Rubric		
Criteria	Level 3	Level 2	Level 1	Points
Content Knowledge: 50 Points Competencies: 1, 3, 4, 5	50 pts Response demonstrates an in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented.	44 pts Response demonstrates a minimal understanding of the theories, concepts, and/or strategies presented in the course. Theories, concepts, and/or strategies may not always be used appropriately or implemented correctly.	0 pts Response demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course.	50 Points
Research Support: 20 Points Competencies 3, 4, 5	20 pts Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. The references cited may or may not support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. The references cited may or may not support the opinions or positions expressed.	20 Points
Presentation/Content: 10 Points Competencies: 1, 3, 4	10 pts Writing is clear, concise, and well organized, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	8 pts Writing is mostly clear, concise, and well organized, with good sentence/paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	6 pts Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	10 Points
Comprehensive/ Teamwork Collaboration: 20 Points Competencies 1 -9	20 pts Clear cohesion of the project and indication of collaborative, even distribution of tasks and teamwork.	15 pts Mostly clear cohesion of the project and indication of collaborative, somewhat even distribution of tasks and teamwork.	10 pts Evident lack of cohesion of the project and indication of collaborative, uneven distribution of tasks and teamwork.	20 Points

POLS/SCWK/SOCI 3380 Social Research Methods Spring 2020

Professor:

Dr. Joanne Roberts, CFLE 227 Skiles Social Sciences Bldg. <u>jroberts@hsutx.edu</u> 325-670-5863 **Office Hours:**

Monday: 2-5 pm

Tuesday: 3-4 pm

Wednesday: 9-11 am, 2-4 pm, 6-8 pm online

or by appointment.

The mission of Hardin–Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

COURSE DESCRIPTION

This course is an introduction to the methods of scientific inquiry and of their relevance to political science, social work, and sociology. Topics include, but are not limited to, research design, problem formulation, measurement, data analysis, and ethics in research. Fundamentals of analyzing research reports will also be emphasized.

COURSE OBJECTIVES

This course exposes students to the processes and techniques necessary to conduct social scientific research. Students will learn how to frame a research question, assess methods best suited to research questions, measure concepts, apply sampling procedures, understand data collection strategies, and analyze data. I hope you will leave this class with a level of understanding allowing you to conduct quality behavioral science research. I hope you will meet the following goals:

- 1. To understand the ways of knowing and the role of science in building knowledge;
- 2. To understand the role of theory in scientific inquiry;
- 3. To understand the processes involved in the development of a research design;
- 4. To understand sampling procedures, techniques and their implementation;
- 5. To understand survey methodology;
- 6. To understand experimental methodology;
- 7. To understand qualitative methodology;
- 8. To understand basic statistical applications.
- 9. To understand how to design and execute a primary research project.
- 10. To be able to critically analyze a research report found in the professional literature.
- 11. To be familiar with the ethics of the research process.

TEXTBOOK

Chambliss, D.F. & Schutt, R.K. (2016). *Making Sense of the Social World: Methods of Investigation* (5th ed.). Los Angeles: Pine Forge Press.

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Students should attend class on a regular basis and arrive on time. Roll is taken at the beginning of class and students not in class when the roll is taken will be counted absent. Repeatedly coming in late to class will count as absences. If students need to leave class early, let the professor know and leaving early will count as an absence. It is the student's responsibility to get class information if classes are missed.

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LAPTOPS

Laptops are not allowed for the purpose of taking notes. They often serve as a distraction for students and the research suggests that those who take notes by hand have a better comprehension of the material and perform better on exams. See the following article in Scientific American for information on this topic. https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

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May 4-7, 2020: Final Exams

LEARNING ENVIRONMENT

- Opinions Welcome and Encouraged: This class will be a safe place where students can share their opinions and ask questions without fear of reproach. I will present multiple viewpoints in class, and I want you to feel free to share your opinions. We can learn from each other.
- Create a Respectful Environment: You are safe to share most any viewpoint you would like as long as it is done in a respectful manner. "Public language" is the only appropriate language for the classroom.
- Avoid distracting behavior: To make this a learning environment that is a productive learning environment it is important that you avoid distracting behavior (i.e. talking during lecture, text messaging, arriving late, leaving early, writing notes, cell phone use, other activities such as working on homework for other classes, and anything that might bother you or someone around you). Since many students (and professors) are distracted by such behaviors, "violators" may be removed from class and referred to the Dean of Students.
- Food and Drink: No food or drink, other than water in a clear container, is allowed in the classroom.

COURSE ASSIGNMENTS

Your final grade will be based upon your completion of the following:

- 1. Mid-term and Final Exam @ 100 points each = 200 points).
- 2. Student Assignments and Activities (8 @ 25 points = 200 points).
- 3. Research Proposal (150 points).

EXAMS

You will have 2 exams, a mid-term and a final. The final exam will not be comprehensive. Study guides are available in Canvas under Modules. On exam dates bring a Scan-tron form and a #2 pencil. If you

miss an exam, you will need to take it within one week of returning to class. The conditions under which make-up exams will be given are missing the exam due to a school sponsored activity, a death in the family, or illness (you must provide documentation).

STUDENT ASSIGNMENTS

There are 11 student assignments. I will only count the top 8 grades. You may complete all 11 assignments and I will take the top 8 grades or you may choose not to complete up to 3 assignments without penalty. All student assignments must be submitted on Canvas by the due dates. **No late papers will be accepted.** Directions for Student Assignments are posted on Canvas under <u>Assignments</u>.

RESEARCH PROPOSAL ASSIGNMENT

Directions Posted on Canvas.

CALCULATION OF FINAL COURSE GRADE

A = 550-495 points

B = 494-440 points

C = 439-385 points

D= 384-330 points

F < 330 points

Course Outline and Schedule

Please note: This is a tentative schedule and is subject to change at the discretion of the professor. This is the winter semester and on occasion we have inclement weather. If there is ice and snow and you do not feel safe coming to class, be aware that you will not be penalized for this decision.

Week	Date	Discussion Topic	Reading Assignment	Work Assigned/Due
1	January 14 TUESDAY	Introduction to Course	Syllabus	
	January 16 THURSDAY	Science, Society, and Social Research	Chapter 1	
2	January 21 TUESDAY	The Process and Problems of Social Research	Chapter 2	
	January 23 THURSDAY	The Process and Problems of Social Research	Chapter 2	Student Assignment 1
3	January 28 TUESDAY	Writing a Research Proposal	Chapter 13	
	January 30 THURSDAY	Meet with Dr. Roberts		Student Assignment 2
4	February 4 TUESDAY	Meet with Dr. Roberts		
	February 6 THURSDAY	Ethics in Research	Chapter 3	
5	February 11 TUESDAY	Conceptualization and Measurement	Chapter 4	
	February 13 THURSDAY	Conceptualization and Measurement	Chapter 4	
6	February 18 TUESDAY	Conceptualization and Measurement	Chapter 4	Research Proposal Assignment 1 2/22
	February 20 THURSDAY	Sampling and Generalizability	Chapter 5	Student Assignment 3
7	February 25 TUESDAY	Sampling and Generalizability	Chapter 5	
	February 27 THURSDAY	Causation and Experimental Design	Chapter 6	
8	March 3 TUESDAY	Causation and Experimental Design	Chapter 6	Student Assignment 4
	March 5 THURSDAY	Mid-Term Exam	Chapters 1-6	
9		PRING BREAK	•	-
10	March 17 TUESDAY	Survey Research	Chapter 7	Research Proposal Assignment 2

				3/22
	March 19 THURSDAY	Survey Research	Chapter 7	Student Assignment 5
11	March 24 TUESDAY	Meet with Dr. Roberts		_
	March 26 THURSDAY	Meet with Dr. Roberts		Student Assignment 6
12	March 31 TUESDAY	Elementary Quantitative Data Analysis	Chapter 8	
	April 2 THURSDAY	Elementary Quantitative Data Analysis	Chapter 8	Student Assignment 7
13	April 7 TUESDAY	Qualitative Methods: Observing, Participating, Listening	Chapter 9	Research Proposal Assignment 3 4/7
	April 9 THURSDAY	Qualitative Methods: Observing, Participating, Listening	Chapter 9	Student Assignment 8
14	April 14 TUESDAY	Qualitative Data Analysis	Chapter 10	Student Assignment 9
	April 16 THURSDAY	Qualitative Data Analysis	Chapter 10	Research Proposal Assignment 4
15	April 21 TUESDAY	Unobtrusive Measures	Chapter 11	Student Assignment 10
	April 23 THURSDAY	Unobstrusive Measures	Chapter 11	
16	April 28 TUESDAY	Evaluation Research	Chapter 12	Student Assignment 11
	April 30 THURSDAY	Evaluation Research	Chapter 12	Final Research Proposal
17	May 5 TUESDAY	FINAL EXAM 1:00-2:50 pm	Chapters 7-12	

SCWK/SOCI 3380 Grading Rubric for Research Paper using APA Style

Name:	Date:

CATEGORY			Good	Excellent	SCORE
	Unacceptable (Below Standards)	Acceptable (Meets Standards)	(Occasionally Exceeds)	(Exceeds Standards)	
Abstract 5 points	purpose of the investigation and its component parts.	the purpose of the investigation and its component parts but is disorganized, lacking in specifics or wordy	and succinctly describes the purpose of the investigation, the theoretical framework,	5 points: Clearly and succinctly describes the purpose of the investigation, the theoretical framework, the hypothesis(es), sample, and methods of data collection.	
Introduction 5 points	an adequately introduction of topic's key question(s), terms. Does not identify	question(s), terms. Somewhat identifies problems or issues to be addressed but the purpose of the	4 points: Good introduction of topic's key question(s), terms. Identifies problems or issues to be addressed and the	5 points: Strong introduction of topic's key question(s), terms. Clearly	
Theoretical Perspective 10 points	0-2 points: Theory is inappropriate for the research problem. The link between the theory and	theory chosen or the link between the theory and problem is not clear. Somewhat successful in linking the problem to the theory.	theory for topic chosen. Most of the major points of the theory are identified and these points are adequately linked to the problem being	are identified and these points are clearly linked to	

Literature Review	0-4 points. Little evidence	5-9 points: Most material clearly	10-12 points: All material	13-15 points: All material
1.5	material is logically	related to main topic and	clearly related to main topic	clearly related to main
15 points	organized into main topic	subtopics. Poorly organized and	and subtopics. Good	topic and subtopics. Strong
	and subtopics. Many	lacks integration of main topic	organization and integration	organization and
	transitions are unclear or	with subtopics. Poor transitions	of material within subtopics.	integration of material
	nonexistent.	from one topic to another.		within subtopics. Strong
			main topic and subtopics.	transitions linking
Hypothesis(es) or	1 21 1	• • • • • • • • • • • • • • • • • • • •	1 7	5 points: Hypothesis(es) or
Research	or research objectives are	research objectives are not clearly	research objectives are	research objectives are
Objectives	not evident and are not	stated or related to the research	mostly clearly stated. Their	clearly stated. Their link to
5 points	linked to the variables.	objectives. Their link to the	link to the variables are	the variables are very clear.
			somewhat clear.	
	0-1 points: The population,			5 points: The population,
_	sampling frame, the	•	sampling frame, the method	· •
*	•	e 1 ,		method for obtaining the
N 0	_	•	and the characteristics of the	* '
		not clearly or correctly identified.		
	sample are not evident.		and clearly identified.	sample are correctly and
Methods Section	0-1 point: The major	2-3 points: There are several	4 points: Major variables,	5 points: Major variables,
Major Variables	variables, demographic	errors in the identification and	demographic and/or control	demographic and/or control
5 points	and/or control variables are	operationalization of the major	variables are mostly	variables are identified and
	not identified.	demographic, and/or control	correctly identified and	correctly operationalized.
		variables.	operationalized.	

Research Methods Term Paper is designed to assess student competency for research informed practice and practice informed research (CSWE Competency #4)

Senior Research Seminar Fall 2019 Syllabus

SCWK 4310-A Tuesdays 6:00 – 7:30 PM Skiles 131

Jeremy R. Rhodes, Ph.D.

Office: Skiles 228

Office Phone: 670-1274

Email: jeremy.r.rhodes@hsutx.edu

Office Hours: Tues/Thurs 1:00-4:00, Wed 2:30 – 5:00, Friday 1:00 – 3:00, or by appointment

Course Description from HSU Catalog

A course for seniors to demonstrate mastery of the professional social work foundation and prepare them to evaluate their own practice through a major integrative assignment. This course requires the student to select a suitable research topic and complete a literature review. Student research for this course is designed to assess student competency for research informed practice and practice informed research (CSWE Competency #4)

Course Objectives

Upon completion of this course, the student should be able to:

- Understand, critically evaluate, and make use of the research findings of others.
- Design and conduct a research project, which evaluates some aspect of their social work practice.
- Have a working knowledge of quantitative and qualitative research methods.
- Develop an appreciation for and an understanding of social work research as a tool that contributes to the development of social work theory, practice, and social services agency performance.
- Students will be introduced to data analysis utilizing the SPSS data analysis program.

<u>I ext</u>

There is no text for this course.

Expectations:

- 1. This seminar is conducted over two semesters and relies heavily upon the student's participation in order to accomplish the learning objectives. The assignments are designed to stimulate individual inquiry and learning by doing. Much of the classroom time will be spent in discussion of individual projects and assignments. More detailed instructions for the completion of this assignment will be distributed in class.
- 2. The fall semester is dedicated to the development of a research topic and the completion of the literature review and a research design proposal.
- 3. The spring will be dedicated to the brief review of the SPSS Data Analysis Program design and completion of the research project.

Research Methods Term Paper is designed to assess student competency for research informed practice and practice informed research (CSWE Competency #4)

- 4. Assignment Delivery: All assignments should be turned in on Canvas unless otherwise specifically requested or agreed upon for extenuating circumstances.
- 5. Late Work: All assignments must be uploaded to Canvas by the time and date noted on this syllabus. I will accept late assignments within only 24 hours of the due date. If it is less than 24 hours late, I will deduct half the points. If it is more than 24 hours late, I will not accept it, and you will earn a zero for the assignment.

Grading & Assignments

Complete a literature review and research proposal on a social work topic of your choice that relates to your agency placement. The topic should be of interest to you, based on program or population needs of your placement agency and have significance for your placement agency. Include a comprehensive and balanced review of the available literature on your research topic. Summarize the articles and use critical thinking to evaluate their arguments and evidence, tying the findings to your research question. Additional instructions for this activity will be provided.

You will also complete a research design in which you discuss your methods of gathering data and your plans for dealing with potential obstacles that could come up. Student research for this course is designed to assess student competency for research informed practice and practice informed research (CSWE Competency #4)

Course grade will be determined by the following:

Meetings with Professor (50 points)

You must have at least 3 one-on-one meetings with me regarding your research project throughout the semester. They must be spaced out evenly (at least 1 in Sept, at least 1 in Oct, at least 1 in Nov). You are free to have more than 3 meetings if that would be helpful, but there must be at least 3. Please see my office hours to know my availability. If my scheduled office hours do not work for you, let me know and we can try to schedule something else. In these meetings, be prepared to share your progress, your project's strength and shortcomings, and your plan of action for completing the remainder of the assignment. Always bring with you any documents or other materials that would be relevant for our meeting.

Literature Review Outline and Oral Presentation (50 points)

Our class meeting on September 17 will be your presentation of your project so far. Each of you will have 10 minutes to explain what you have learned about your topic through your research, and some ideas you have about conducting your original research in the spring. The rest of the class will be expected to fully participate, offering suggestions and feedback. You may have points taken from your grade if you are not fully engaged in your classmates' presentations. Your lit review outline must be uploaded to Canvas by 11:59 PM on Monday, September 16. It can be a Word document or a PowerPoint document.

First Draft of Lit Review (50 points)

You will upload a <u>completed</u> first draft of your lit review to Canvas by 11:59 PM on Monday, September 30. The draft must meet all of the requirements of the final submission, including correct formatting, fluency with the topic, and overall writing quality. I will provide a specific

rubric and assignment expectations on Canvas. The next day, Tuesday, October 1, we will meet in the classroom to discuss your lit review drafts.

<u>Literature Review Paper and Oral Presentation (150 points)</u>

Our class meeting on October 16 will be your presentation of your literature review. You will have 10 minutes to present, with another 5 minutes to answer questions. Your actual papers are worth 100 points, and the oral presentations are worth 50 points. Your final draft of the lit review must be submitted to Canvas by 11:59 PM on Monday, October 15.

Hypothesis Section and Research Instrument (100 points)

You will need to upload to Canvas a revised lit review with a hypothesis section and a research instrument by 11:59 PM on Monday, Nov 4. Your hypothesis section must be supported by literature in the lit review. The next day, Nov 5, you will present to the class your hypotheses and research instrument.

Research Design (100 points)

You will fill out and turn in the "Research Review Request Form" that asks you to think through some of the more important questions regarding the implementation of your research project in the spring. It must be uploaded to Canvas by 11:59 PM on Monday, November 25. Those of you who are required to apply for IRB (Internal Review Board) approval must have your proposal submitted to IRB by Sunday, Nov 17.

Assignments		Due Date	% Final Grade
a)	Meetings with Dr. Rhodes	3 times	10%
b)	Literature Review Outline and Oral Presentation	Sept 16 and 17	7 10%
c)	First draft of lit review	Sept 30	10%
d)	Literature Review Paper and Oral Presentation	Oct 14 and 15	30%
e)	Hypothesis Section and Research Instrument	Nov 4	20%
f)	Research Design	Nov 25	20%

Course Meeting Dates

Aug 27	First day of class; overview of expectations
Sept 3	Writing a lit review
Sept 17	Presentation of lit review outlines
Oct 1	Presentation of first draft of lit review
Oct 15	Presentation of final draft of lit review
Nov 5	Presentation of hypothesis section and research instrument
Nov 26	Presentation of research design

Classroom Conduct

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- Disruptive talking during lectures will not be tolerated; this includes talking amongst yourselves while I am lecturing, answering a question, or showing films. Be considerate of your classmates, socialize elsewhere.
- No food is allowed in the Skiles building. The only allowed drink is water in a clear container.
- Headphones and Bluetooth earpieces are not allowed under any circumstances for any reason.
- I never want to see your cell phone. Please do not text during my class.
- Laptops are not allowed.

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Mental Health Counseling and Services

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Important Dates for 16-Week Classes

August 26, 2019: Classes begin

September 2, 2019: Last date to register or change classes; Last date to change from credit to audit

September 17-19, 2019: Cornerstone (adjusted schedule on Wednesday, the 18th) September 27, 2019: Last day to drop or withdraw from classes with a grade of W

October 25, 2019: BW Aston Fall Break

November 25, 2019: Last date to drop/withdraw from classes

November 27-29, 2019: Thanksgiving Holidays

December 9-12, 2019: Final Exams

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December 9-12, 2019: Final Exams

Senior Research Seminar Spring 2020 Syllabus

SCWK 4320-A Tuesdays 6:00 – 7:45 PM Skiles 131

Jeremy R. Rhodes, Ph.D.

Office: Skiles 228

Office Phone: 670-1274

Email: jeremy.r.rhodes@hsutx.edu

Office Hours: Tues/Thurs 10:30-12:00; 1:00-4:00, Wed 2:30 – 4:00, or by appointment

Course Description from HSU Catalog

This course is for graduating seniors in which they demonstrate mastery of the professional social work foundation and learn to systematically evaluate their own practice through a major research project. These assignments are intended to evaluate student competence of CSWE Competency #4: Research Informed Practice and Practice Informed Research.

Course Objectives

Upon completion of this course, the student should be able to:

- Understand, critically evaluate, and make use of the research findings of others.
- Design and conduct a research project, which evaluates some aspect of their social work practice.
- Have a working knowledge of quantitative and qualitative research methods.
- Develop an appreciation for and an understanding of social work research as a tool that contributes to the development of social work theory, practice, and social services agency performance.
- Students will be introduced to data analysis utilizing the SPSS data analysis program.

Text

No textbook

Expectations:

- 1. This seminar is conducted over two semesters and relies heavily upon the student's participation in order to accomplish the learning objectives. The assignments are designed to stimulate individual inquiry and learning by doing. Much of the classroom time will be spent in discussion of reading content as well as individual projects and assignments. More detailed instructions for the completion of this assignment will be distributed in class. The fall semester was dedicated to the development of a research topic and the completion of the literature review and research proposal.
- 2. The spring will be dedicated to the completion of the research project. Text reading assignments may be made in class along with other reading assignments as appropriate. Canvas may be utilized for discussion, comments, and assignment. Further instructions

- will be provided in class. Additional readings may be assigned to facilitate discussions. Individual sessions will be scheduled to critique individual progress.
- 3. Late work will be penalized except in rare cases of emergency or in very rare instances when a student has negotiated an alternative agreement with the instructor prior to the assigned due date. You are to notify the instructor by email of any delay in assignment submission and request an extension before the assignment is due. Failure to request an extension in a timely manner will result in the assignment being penalized or not being accepted at all.

Grading & Assignments

Complete an original research paper on a social work topic of your choice that relates to your agency placement. The topic should be of interest to you, based on program or population needs of your placement agency and have significance for your placement agency.

Course grade will be determined on the following basis:

Meetings with Professor (50 points)

You must have at least 4 one-on-one meetings with me regarding your research project throughout the semester. They must be spaced out evenly (at least 1 in Jan, at least 1 in Feb, at least 1 in March, at least 1 in April). You are free to have more than 4 meetings if that would be helpful, but there must be at least 4. Please see my office hours to know my availability. If my scheduled office hours do not work for you, let me know and we can try to schedule something else. In these meetings, be prepared to share your progress, your project's strength and shortcomings, and your plan of action for completing the remainder of the assignment. Also be sure to bring any materials or documents that are relevant to your project.

Attendance and Participation (25 points)

We will not be meeting every week. But I expect you to be on time and fully participate each time we do meet. Half of this grade will be based on attendance, and half will be based on participation.

Data/Methods section (100 points)

You will be expected to write your next section of your final paper, the data/methods section. In this section, you will describe your data, where it comes from and how it was gathered. You will also describe your variables used. If it is a survey question, how is the question worded? How is the variable coded?

Results section (75 points)

You will be expected to write up your results, including any tables or charts, along with a description of the statistical tests employed and their results.

Final Paper and Oral Presentation (250 points)

Our class meeting on Apr 28 will be your final presentation of your research project. You will have 10 minutes to present, with another 5 minutes to answer questions. Your actual papers are worth 200 points, and the oral presentations are worth 50 points. You should use powerpoint or

some equivalent presentation software, and upload it to Canvas as well. Late assignments will be reduced by 25% for each day late.

Assignments	Due Date	% Final Grade
a) Meetings with Dr. Rhodes	4 times	10%
b) Attendance and participation	Each class	5%
c) Data/Methods section	February 3	20%
d) Results section	April 5	15%
e) Final research paper	Apr 27	40%
f) Oral presentation	Apr 28	10%

Course Meeting Dates

Jan 14	Intro to Course – discuss data collection and progress
Feb 4	Discuss data collection and data/methods section
March 3	Stats Lab in Johnson
March 24	Stats Lab
Apr 7	Stats Lab
Apr 21	Stats Lab
Apr 28	Oral presentation of final project

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Important Dates for 16-Week Classes

January 13, 2020: Classes begin

January 20, 2020: Martin Luther King, Jr. Holiday

January 21, 2020: Last date to register or change classes; Last date to change from credit to audit

February 17, 2020: Last day to drop or withdraw from classes with a grade of W

March 9-13, 2020: Spring Break April 10, 2020: Easter Holiday

April 20, 2020: Last date to drop/withdraw from classes

May 4-7, 2020: Final Exams

SCWK 4320A Senior Research Seminar II Project Spring 2020

This research project is designed to assess student competence of CSWE Competency #4: Research Informed Practice and Practice Informed Research. Your final research project should have the following sections.

Abstract. Your abstract is a concise encapsulation of your entire paper. It should be between 150-250 words.

Introduction. The starting point for any research is to identify a topic (or a "problem") and justify why it deserves investigation. For this project, what is being studied? Why is this worthy of study? An introduction of two to three paragraphs sets the stage for the remainder of the paper.

Literature Review. A literature review helps establish what is already known about your topic. Summarize the articles and describe how they serve as a basis for your research. Most lit reviews in published papers are about 4-5 pages long. Your task is to include all that is relevant, and only that which is relevant. You must format the sources and the reference page using APA format. Please see the writing guide and the sample APA paper for more information about using APA formatting.

Hypotheses. What do you expect to find in your research project? In order to make your expectations testable, you will need to translate each relationship you propose into a prediction with a clear independent variable and dependent variable. These hypotheses should be based on literature from your lit review.

Data and Methods. Testing hypotheses requires data. You may be gathering original data, and may also be using data collected by your agency in-house. Describe these data, including population of interest, sampling procedures, and sample size. Describe each variable used for analysis, including question wording, values, and any recoding. Finally, outline your plan of analysis.

Results. A final check-point for development of the final paper is with results. Descriptive statistics on the relevant variables and results from any inferential statistical tests will comprise the results. The most important aspect of your results is that you explain in words what these statistics measure and mean. Do these findings match your hypothesized expectations?

Conclusion. Summarize your paper, including the hypotheses and findings. What are some weaknesses of your study? What could be done to improve it? What future studies are needed to better understand the issues addressed in your paper?

The final completed paper must be uploaded to Canvas by 11:59 PM on Monday, Apr 27.

FINAL PAPER

15–20 double-spaced pages, excluding tables, figures, and references.

Title Page (title, student name or names, course, date)

<u>Abstract</u> (150-250 word paragraph stating the purpose of the project, data source, and main findings)

<u>Introduction</u> (1 page)

- Purpose of study
- Significance of study
 - Occasionally, general statistics can be provided here to indicate the nature or severity of the problem or issue being explored.

<u>Literature Review</u> (3-5 pages)

- Summary of journal articles on the topic
- Explain relevance of article to this study
- Your lit review must relate directly to your hypotheses.
 - Example: If your study is about the ways that family support systems contribute to positive educational outcomes, your literature needs to address that specific question. You cannot merely survey literature about educational outcomes generally.

<u>Hypotheses</u> (1-2 pages)

- Explain what you expect to find in the results of your study
- State testable hypotheses
 - Hypothesis statements should be visibly offset, italicized, or otherwise highlighted.

Data and Methods (2-3 pages)

- Description of data (population, sampling procedures, sample size)
- If gathering original data, how was the data gathered? How was the sample acquired?
- If using data provided from agency, how was that data collected? Why does it exist in the first place?
- Question wording and coding for each variable
- Explanation of recoding
- Analysis plan
 - What statistics do you plan to run?

Results (3–5 pages)

- Descriptive Statistics
 - Frequency distribution and relevant graph for dependent variable
 - Measures of central tendency and variation for all variables
- Inferential Statistics
 - Comparison of means (t-tests for those who completed SOCI 3330)
 - Correlation
 - Optional tests for students who completed SOCI 3330
 - Regression
 - ANOVA

Conclusion (1-2 pages)

- Restate study's purpose
- Summarize findings
- Evaluate support for theory
- Discuss limitations
- Suggest areas for future research

References

Tables and Figures

EVALUATION

The final paper is worth 200 points, which is 40% of your overall course grade. Points will be calculated as follows:

Abstract	(5 points)
Introduction	(5 points)
Literature review	(20 points)
Theory and hypotheses	(20 points)
Data and Methods	(40 points)
Results	(40 points)
Conclusion	(20 points)
Overall writing quality	(40 points)
APA Formatting	(10 points)

Papers turned in after 11:59 pm on Apr 27 will be considered late. Late papers will be penalized at 25% per day late. Papers must also be submitted electronically to Canvas. Any paper not submitted to Canvas will not be evaluated.



Course Syllabus - Fall 2019

SCWK 4450 Field I

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"I always wondered why somebody doesn't do something about that. Then I realized I was somebody." - Lily Tomlin

Course Number and Title: SCWK 4450 Social Work Field Instruction I

Tuesday 4:15pm - 5:45pm ES #131

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

Office: Skiles Social Science Building, #225
Phone: 325-670-1275 (0); 832-610-5639 (C)

Email: lauren.cantrell@hsutx.edu

Office Hours:

Mondays 9:00am – 12:00pm Tuesdays 1:00pm – 2:30pm

Wednesdays 9:00am - 11:30am, and

1:00pm-2:15pm

Thursdays 9:00am - 11:30am

(Other appointment times available if necessary)

Course Overview

Catalog Description: This course provides an examination of the development of the individual throughout the life span. Focus will be on the biological, psychological, and cognitive development of the individual interacting with societal and cultural groups and influences.

This syllabus is to be used in conjunction with the Social Work Field Manual for Hardin- Simmons University. The directives in the syllabus are to be used in conjunction with the filed manual for assignments and evaluation procedures. It is expected that the student will be in field on average for 14 hours per week for a total of 15 weeks for 210 clock hours. A student may not exit field prior to the final week of the semester without written consent and approval of the field instructor and field coordinator.

Course Methods:

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Identify and Conduct oneself as a professional Social Worker and conduct one-self accordingly.
- Apply Social Work Ethical Principles to guide professional practice.
- Engage diversity and difference in practice.
- Advance human rights and social & economic justice.
- Engage in research-informed practice and practice informed research.
- Apply knowledge of Human Behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Course Materials and Resources:

Required Textbook:

- 1. HSU Social Work Field Manual found on the HSU Social Work Program website and via Canvas.
- 2. American Psychiatric Association. (2013). <u>Desk Reference to the Diagnostic Criteria from DSM-5</u>. American Psychiatric Association. Arlington, VA. ISBN: 978-0-89042-556-5

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule. Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.
- **Plagiarism** of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated
Class & CEUS	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction*, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1
Coordinator	Field Evaluations provide students with feedback on every practice behavior observed by the field instructor/Director of field in their field agencies and field seminar.	Potential for all
	Assesses students' planning and professional development through the practice of personal reflection and self-correction. Students are required to reflect on their learning experiences and needs in the unique contexts in which they are working and to identify and connect the Social Work competencies (put forth by CSWE) and the accompanying practice behaviors which they are practicing or observing at their agencies throughout each semester. Each competency must be addressed at least two times per semester. The Field Director offers feedback and consultation as needed.	Competencies #1, #2, #
Major Papers Totals	Average of the three papers for a total of 30%	
Presentation	Provides students the opportunity present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity, social justice, policy, HBSE and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social work services.	Potential for all
	The Agency Analysis paper and presentation requires students to be able to act as professional representatives of their respective agencies and to utilize agency materials and staff to research and to accurately provide agency information to their peers/colleagues including mission, history and funding, organizational structure, client's served, services offered, theories utilized, relevant social policies/legislation, and the intern role in the agency.	Potential for all
Theory Paper	The Theory paper requires students to utilize conceptual frameworks including person and environment to explain the process of assessment, intervention and evaluation with various clients at their agencies.	Potential for all
Totals		

LATE SUBMISSION OF ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN AN AUTOMATIC ZERO FOR THE ASSIGNMENT

Evaluations:

Every assignment is designed to provide a forum for on-going evaluation. The task of the student in field practicum is to recognize, understand and utilize her or his total learning experience to competently participate in helping relationships, as well as to begin the process of becoming a committed professional capable of functioning with the core competencies and related practice behaviors, which characterize social work.

The Agency Instructor and the University Coordinator will provide ongoing informal feedback through the regularly scheduled interactions (conferences, seminars, logs, etc.). There will be formal agency evaluation periods at the mid-term and the end of the semester. Students will meet with the field instructor and field coordinator to conjointly evaluate the student's progress, using Appendix J. Please refer to the field manual for additional information about evaluation and the method for determining the final grade.

University and Course Policies:

Undergraduate Syllabus Addendum for Fall 2019

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Continued on next page

IMPORTANT DATES FOR 16-WEEK CLASSES

August 26, 2019: Classes begin

<u>September 2, 2019</u>: Last date to register or change classes; Last date to change from credit to audit <u>September 17-19, 2019</u>: Cornerstone (adjusted schedule on Wednesday, the 18th)

September 27, 2019: Last day to drop or withdraw from classes with a grade of W October 25, 2019: BW Aston Fall Break November 25, 2019: Last date to drop/withdraw from classes November 27-29, 2019: Thanksgiving Holidays

<u>December 9-12, 2019</u>: Final Exams

SCWK 4450 Field Seminar I Case Analysis and Presentation

CASE PAPER & PRESENTATION GUIDELINES (Appendix N)

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity social justice, research, policy, theory, and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social

1. Agency Description

- Clients served
- Scope of services

2. Data Collection

- Client Demographics (gender, race, sex, age, ability, sexuality, nationality, religion)
- Client Presenting concern (including Frequency, Severity, Duration)
- Other relevant info from all available sources of information.

3. Assessment (Individual) (Bio-psycho-social-spiritual)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

4. Assessment (Microsystems/mesosystems)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

5. Assessment (Exosystem and Macrosystem)

- Strengths/Resources
- Limitations/Barriers
 *** Consider the identities/layer of culture identified in demographics section

6. Planning, Intervention, Evaluation & Ethics

• Demonstrate the use of theory and practice-informed research to create an intervention plan for this client, including how the intervention will be evaluated for effectiveness and any ethical concerns that require consideration in this case.

SCWK 4450 – Field Seminar I Grading Rubric: Case Paper and Presentation

Criteria	Level 1 (25%)	Level 2 (50%)	Level 3 (75%)	Level 4 (100%)
Application of Demographic, Biopsychosocial, and other required data including interventions and ethical concerns. 50 points	The content lacks a clear point of view and logical sequence of information. Missing requirements. Does not address guidelines. Shows no understanding of the expectations. Includes little to no content related to application of demographic information, biopsychosocial perspective, interventions, and ethical concerns in each category assigned.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some of the requirements. Somewhat addresses the assignment guidelines. Shows little understanding of the expectations. Includes some application of demographic information, biopsychosocial perspective, interventions, and ethical concerns in each category assigned.	The content reflects a fairly logical progression of ideas Includes ALL assignment requirements. Addresses each of the assignment guidelines clearly to show evidence of understanding of the expectations. Includes a fairly sizable amount of indepth content of the demographic information, biopsychosocial perspective, interventions, and ethical concerns in each categories assigned.	The content is written clearly and concisely, with a very logical progression of ideas. Includes ALL assignment requirements. Addresses assignment guidelines clearly and thoroughly. Evidence of clear understanding of the expectations. Includes a significant amount of in-depth content of demographic information, biopsychosocial perspective, interventions, and ethical concerns in each category assigned.
Writing Mechanics 15 points	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.	Spelling, punctuation, and grammar errors distract or impair readability. Some revision required.	The paper is written with little or no editing required for grammar, punctuation, and spelling. Minimal revision required.	The paper is written with no errors in grammar, capitalization, punctuation, and spelling.
Writing Style 10 points	Writing lacks clarity and conciseness. Serious problems with sentence structure.	Writing lacks clarity or conciseness. Problems with sentence structure. Needs improvement to adequately represent bachelor's level writing style.	Writing is mostly clear and concise. Sentence structure is strong and mostly correct. Good representation bachelor's level writing.	Writing is clear and concise. Sentence structure is excellent. Excellent representation of bachelor's level writing.
Organization 10 points	Organization is haphazard and difficult to follow; paper strays substantially from topic to topic.	Organization lacks logic and clarity, and paper contains digressions that may cause problems with comprehension.	The overall arrangement is mostly logical and clear, but there may be a slight lack of clarity in one or two points.	The organization results in clarity and presents logically arranged points.

APA Formatting 10 points	Uses little to no correct APA formatting. Does not integrate academic sources in writing.	Reflects incomplete knowledge of APA formatting. Some integrations of academic sources to support analysis and writing.	Documents most sources using APA formatting with minor violations. Integrates academic sources to support analysis and writing.	Documents sources using APA formatting accurately and consistently. Integrates academic sources to support analysis and writing.
Presentation 5 points	Uses little to no correct data/information in presentation. Lacks organization of material. Does not integrate content of paper/assignment into presentation.	Reflects incomplete knowledge of data/information in presentation. Minimal level of organization of material. Some integrations of content of paper/assignment into presentation	Reflects majority of data/information in presentation with minor violations. Consistent level of organization of material. Integrates majority of content of paper/assignment into presentation.	Clear and concise reflection of data/information in presentation. Significant level of organization of material. Integrates all assigned content of paper/assignment into presentation.



Course Syllabus – Spring 2020 SCWK 4552 Field II

Legacy of HSU

Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

"The best way to find yourself is to lose yourself in the service of others."

– Mahatma Ghandi

Course Number and Title: SCWK 4552 Social Work Field Instruction II

Tuesday 4:15pm – 5:45pm ES #131

Instructor Information

Name: Lauren Cantrell, LMSW

Contact Information:

Office: Skiles Social Science Building, #225
Phone: 325-670-1275 (0); 832-610-5639 (C)

• Email: lauren.cantrell@hsutx.edu

Office Hours:

Mondays 9:00am 2:00pm, Tuesdays 1:00pm- 2:30pm Wednesdays 9:00am - 12:00pm 2:30pm -4:00pm

Thursdays 9:00am – 1:30am

(Other appointment times available if necessary)

Course Overview

Catalog Description: A continuation of Field I, the second field instruction course consists of sixteen hours per week for fifteen weeks under the supervision of a professional social worker in a local agency. Course helps to strengthen the development of specific practice skill areas and the use of self. A deeper consideration of values and social issues is emphasized. A 1 ½ hour weekly on-campus seminar designed to further integrate class and field learning is provided.

This syllabus is to be used in conjunction with the Social Work Field Manual for Hardin-Simmons University. The directives in the syllabus are to be used in conjunction with the filed manual for assignments and evaluation procedures. It is expected that the student will be in field for 16 hours per week for a total of 15 weeks for a total of 240 clock hours. A student may not exit field prior to the final week of the semester without written consent and approval of the field instructor and field coordinator. The weekly integrative seminar will be held from 4:15-5:45 p.m. on Tuesdays.

Course Methods

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers.

Social Work Practice Behaviors:

Upon completion of this course, the student will be able to:

- Identify and Conduct oneself as a professional Social Worker and conduct one-self accordingly.
- Apply Social Work Ethical Principles to guide professional practice.
- Engage diversity and difference in practice.
- Advance human rights and social & economic justice.
- Engage in research-informed practice and practice informed research.
- Apply knowledge of Human Behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Course Materials and Resources:

Required Textbook:

- 1. American Psychiatric Association. (2013). <u>Desk Reference to the Diagnostic Criteria from DSM-5</u>. American Psychiatric Association. Arlington, VA. ISBN: 978-0-89042-556-5
- 2. HSU Social Work Field Manual found on the HSU Social Work Program website and via Canyas.

Optional/Supplemental Readings:

• Assigned via Canvas

Course Methods and Evaluation:

- All assignments will be submitted via the Learning Management System (LMS) on or before assignment due date. Late assignments are not accepted without prior approval of the professor. Points are deducted at the discretion of the professor when late assignments are accepted.
- Papers are to be written in APA style format, double-spaced using number 12 Times New Roman font, with sufficient use of research and citation of references. Clear and accurate communication is an important social work skill. Errors in grammar, spelling, formatting, etc. will be penalized.
- Assignments are subject to being processed with plagiarism detection software, so be certain all quotations are noted in accordance with APA style.
- Reading assignments are listed in the syllabus and assignment schedule.
 Specific reading assignments should be completed before the class period when they will be discussed. Additional reading and library assignments may be added at any time.
- Plagiarism of works or ideas of others without proper reference is unacceptable and may result in a failing grade for the paper. Be sure to review APA guidelines for citing the work of others, and if you still have questions, let me know.

Assignments and Grading:

All assignment instructions are provided under the assignments tab on LMS. Due dates are available on the assignment schedule and the calendar on LMS.

Assignment	Brief Description	Competencies Evaluated	%
Participation In Class & CEUS	Evaluates students' abilities to prepare, produce and collaborate as a member of a social work team by attending to personal roles and boundaries, practicing personal reflection & self-correction*, demonstrating professional demeanor, engaging in career long-learning and using supervision/consultation. *Students should push themselves to increase or restrict contributions according to the class need.	Competency #1	15%
Evaluations Coordinator Instructor	Field Evaluations provide students with feedback on every practice behavior observed by the field instructor/Director of field in their field agencies and field seminar.	Potential for all	40% (20%) (20%)
Logs	Assesses students' planning and professional development through the practice of personal reflection and self-correction. Students are required to reflect on their learning experiences and needs in the unique contexts in which they are working and to identify and connect the Social Work competencies (put forth by CSWE) and the accompanying practice behaviors which they are practicing or observing at their agencies throughout each semester. Each competency must be addressed at least two times per semester. The Field Director offers feedback and consultation as needed.	Competencies #1, #2, #6	10%
Major Papers Totals	Average of the three papers for a total of 30% of overall grade:		30%
Case Paper & Presentation II	Provides students the opportunity present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity, social justice, policy, HBSE and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social work services.	Potential for all	10%
Integration Paper	Requires student to utilize their weekly logs, learning contracts and intern practice experiences to evaluate growth in each of the ten core competencies along with the applicable practice behaviors put forth by CSWE.	Potential for all	20%
Speak Out Project	Requires students to address a social justice issue relevant to the clients or agency through an advocacy effort that promotes awareness and/or change on behalf of the selected social justice issue.	Potential for all	10%
Totals			100%

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE

LATE SUBMISSION OF ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN AN AUTOMATIC ZERO FOR THE ASSIGNMENT

Evaluations:

Every assignment is designed to provide a forum for on-going evaluation. The task of the student in field practicum is to recognize, understand and utilize her or his total learning experience to competently participate in helping relationships, as well as to begin the process of becoming a committed professional capable of functioning with the core competencies and related practice behaviors, which characterize social work.

The Agency Instructor and the University Coordinator will provide ongoing informal feedback through the regularly scheduled interactions (conferences, seminars, logs, etc.). There will be formal agency evaluation periods at the mid-term and the end of the semester. Students will meet with the field instructor and field coordinator to conjointly evaluate the student's progress, using Appendix J. Please refer to the field manual for additional information about evaluation and the method for determining the final grade.

University and Course Policies:

<u>Undergraduate Syllabus Addendum for Spring 2020</u>

ACADEMIC INTEGRITY POLICY

Please refer to the Academic Integrity Policy found in the 2019-2020 Undergraduate Catalog and also in the Student Handbook; both can be found on the HSU website. The student should become familiar with the policy and its terms. The policy applies to all assignments and tests in this class.

ATTENDANCE POLICY

For class attendance policy, refer to the Attendance Policy in the 2019-2020 Undergraduate Catalog. "Accordingly, absence from more than 25 percent of class meetings and/or laboratory sessions scheduled for a course (including absences because of athletic participation) is regarded as excessive, and a grade of F may be assigned as deemed appropriated by the professor." Excused absences are still counted in the total number of absences. The fact that an absence is excused means only that the student has the opportunity to make up the work missed during the absence without penalty to his/her grade. It is the responsibility of the student to make arrangements with the professor to complete the work in a time frame agreeable with the professor. Additional specific policies might be included in individual class settings by the professor.

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January 13, 2020: Classes begin

January 20, 2020: Martin Luther King, Jr. Holiday

January 21, 2020: Last date to register or change classes; Last date to change from credit to audit

February 17, 2020: Last day to drop or withdraw from classes with a grade of W

March 9-13, 2020: Spring Break April 10, 2020: Easter Holiday

April 20, 2020: Last date to drop/withdraw from classes

May 4-7, 2020: Final Exams

SCWK 4552 Field Seminar II Major Integration Paper

MAJOR INTEGRATION PAPER

(Appendix Q)

The Major Integration paper requires student to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2015).

To demonstrate a capacity to integrate and apply seminal Social Work knowledge and principals into the internship, students are asked to complete the following:

- 1. Define and introduce each of the Nine Social Work Competencies (CSWE, 2015).
- 2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
- 3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
- 4. Include textbooks, articles, agency documents, and similarly useful scholarly literature to provide the academic weight needed to support your own personal experiences and conclusions.

*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.) The end of each paper should conclude with a reflective response to the following thoughts and questions:

- 1. What you have learned about yourself?
- 2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
- 3. In which ways have you grown the most?
- 4. What else has your Social Work education provided to you?
- 5. How and where will you use these skills in the future and to what end-With which groups?
- 6. With these questions in mind consider and describe the current state of your relationship to the Social Work profession.

***Refer to the grading rubric to assist you in writing your paper.

Major Integration Paper Rubric

Competency/Objective	Description	Points Possible
Ethics & Professionalism	Definition/Professional Description and Introduction to concept.	
	 Examples/ "Lessons learned" from field placement regarding this concept. Integration of professional values and ethics; inclusion of 	
	ethical/legal considerations as relevant professionally	
	 Relevant research or evidence-base included to add depth of insight and to validate any claims made. 	15
	• Ex: Many Native Americans have poor eyesight, so we provided the Chief with free vision services. This statement would require a reliable reference to validate the claim that Native American's have poor eyesight. OR "Learning theory says that behavior which is modeled will be reproduced". Such a statement requires a source.	
Diversity & Difference	Clearly understand the dimensions of diversity and intersectionality of multiple factors; understand forms and mechanism of oppression, discrimination, etc. as they impact agency clientele and professionals	10
Social, Economic, Environmental Justice, and Human Rights	Identify how rights & justice impact clientele and professionals; actions needed/taken; etc.	10
Research & Critical Thought (Score includes sufficient use of research for paper (5pts)	Discuss how research has informed your practice; how has practice informed research	15
HBSE	Use of knowledge; integration of theoretical & conceptual frameworks	10
Policy Practice	Identify the importance of policy as relevant to practice as a professional social worker; relevant to field agency & clientele	10
Helping Process: Generalist Intervention Model	Integration of social work process; professional social work skills	10
Educational and Professional Sentiments and Goals	Demonstrates thorough reflection on SW education up to this point and clearly elaborates on how this education will be used in the future.	10
Professionalism of written work; grammar, spelling, word usage, and style of the paper.	Follow APA style formatting explicitly (but can use 1st person); professionalism in language, organization and readability of the paper, follow directions.	10
Totals		100

Speak Out Project (Appendix T)

Whether you consider yourself a clinician, community organizer, administrator, educator or a generalist, our role as a professional includes promotion of social, economic, and environmental justice through advocacy. The purpose of this assignment is to provide the student with a "real-life" opportunity to articulate a concern through one or more avenues of expression. The student will plan and implement a *Speak Out* concerning a social issue of his or her choosing. The purpose of the project is to exemplify the holistic competency in practical application. The expectation is that Competencies 1, 2, 3, 5-9 will be addressed through the research, engagement, presentation and advocacy of an identified social issue in the community.

Preparation Guidelines

- 1. Select and issue that you are most concerned about (perhaps one that has affected your clients or agency)
- 2. Research the issue using local resources and/or academic articles/texts
- 3. Select the medium/forum/venue for your *Speak Out*
- 4. Discuss your ideas and plans with the instructor for approval **before** implementing the *Speak Out*.
- 5. Prepare to present your Speak Out to the class during the last class meeting. At that time each student should hand in any appropriate materials which document the preparation and implementation of the project (reference list, photos, letters written, audio-visual recordings, etc.)

** All Speak Outs must be presented to at least 10 individuals (classmates not included)

Presentation Guidelines

- 1. Describe your *Speak Out* (topic, medium/forum/venue)
- 2. Discuss personal/professional relevance to you
- 3. Discuss assessment of need/research for this project
- 4. Discuss what you would like to see happen in the future regarding this social, economic, or environmental justice issue.

Project Ideas

- Present a Statement at Court, Public Hearing, board meeting, city council, etc.
- Develop a radio or editorial spot
- Facilitate a letter-writing campaign
- Letter to the editor (which sheds light rather than heat on a relevant issue)
- Organize a public forum, viewing, reading, etc.
- Participate and provide leadership in a March, Rally, etc.
- Develop a creative presentation for legislators or other power players (video, scrapbook, etc.)
- Create a blog

^{**} Adapted from Kathy Armenta, University of Texas

Council on Social Work Education Reaffirmation Self-Study October 2021 Volume III



Cynthia Ann Parker College of Liberal Arts Abilene, Texas

Table of Contents

HSU Student Handbook 2019-2020

Personnel Handbook 2020

Social Work Handbook 2020

Social Work Program Field Instruction Manual 2020

Undergraduate Catalog 2019-2020

(Click the title of the document to access each resource)

Hardin-Simmons University Student Handbook



Student Handbook

Dear Students,

On behalf of the faculty and staff of HSU, we welcome you to the Forty Acres! Since 1891, we have been a community dedicated to providing excellence in education enlightened by Christian faith and values.

Paul's letter to Timothy tells us that we are to study to show ourselves approved unto God as servants who, because of our straightforward dealing with the word of truth, have no reason to feel any shame. We hope that at HSU you will strive to uphold the highest traditions of the mastery of truth and its application to yourself, our Abilene community, and as you graduate and go out into our global society.



Our faculty and staff are committed to offering you a caring and supportive Christ-centered home where to stretch you intellectually, socially, and spiritually. We pray that you make the most of every opportunity to grow and thrive in all of your college experiences. Some of these experiences will shape and push you in new aspects of personal, social, physical, and spiritual development. This handbook contains information on services, activities, policies, and procedures that will clarify our expectations for you as you develop.

If I can be of any assistance to you, please do not hesitate to stop by my office on the second floor of the Moody Student Center in Office 220, visit our service center on the ground floor in the glass office or email me at smartin@hsutx.edu.

May God richly bless and grow every area of your life here at Hardin-Simmons University.

With joy and anticipation,

Stacey Martin
Vice President for Student Life

Use of the Student Handbook

The Student Handbook is provided to articulate the standards, policies, and other aspects of being a member of the Hardin-Simmons community. This handbook covers policy and services affecting all those who are students taking classes through HSU including undergraduate, graduate, doctoral, on-line, and dual credit. In addition to our students, these policies are our expectations for all those who visit and work at HSU. The expectations in this handbook not only guide policy for our campus and extension buildings and classrooms, but are also expectations of how students will conduct themselves as representatives of HSU when off campus or on class field trips.

While every effort is made to ensure the accuracy of the information in this handbook, in no sense is it to be considered a binding contract, and it may be updated and changed at any time. The university strives to communicate effectively through a variety of media. Students are expected to frequently check their campus e-mail as the primary source of university communication. Emails will contain important information and deadlines for students. It is each student's responsibility to regularly access and follow through with pertinent information in these different forms of communication.

By submitting acceptance to HSU, students are agreeing to abide by all the terms and conditions of this handbook and the HSU catalog. It is the student's responsibility to be familiar with our expectations and live up to these policies and standards.

Notice of Nondiscriminatory Policy

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, Hardin-Simmons University does not illegally discriminate on the basis of race, color, national origin, sex, age, or disability in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have been violated should contact the Dean of Students and/or the Vice President for Student Life.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students at universities like Hardin-Simmons University ("HSU" or "University") 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 at any age. These rights include:

- 1. The right to inspect and review the student's education records within 45 days after the day HSU receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The school official will arrange 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 requests the University to amend a record should write the Registrar, clearly identify the part of the record to be changed, and specify why it should be changed.

If HSU decides not to amend the record as requested, the University 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 HSU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

HSU discloses education records without a student's prior written consent under FERPA when the disclosure is to school officials with legitimate educational interests. A school official includes a person employed by HSU 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 the 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for HSU.

Upon request, HSU also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. HSU hereby notifies students that it intends to forward such records on request or if the disclosure is initiated by the student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by HSU 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

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 the 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)(3) 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)) HSU has designated the following as "directory information:" your name; local, home, and e-mail addresses; local and home telephone number; major field of study; enrollment status/rank (e.g., undergraduate or graduate; full time; freshman, sophomore, junior, or senior; first-year, second-year, or third-year); dates of attendance; anticipated degree and degree date; degrees, honors, and awards received; participation in officially recognized activities; student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems; most recent educational agency or institution attended; and photograph, to anyone within the HSU community and to the general public.
- 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))

Contents

Notice of Nondiscriminatory Policy	2
Notification of Rights under FERPA	2
Contents	5
Services	
Student Life	7
Academic Records and Transcripts	8
Athletics	8
Care Team	9
Career Services	12
Chapel Requirement	12
Counseling Services	13
Declaring a Degree	14
Department of Theatre	14
Dining Services	14
Financial Responsibility	16
HSU Bookstore	16
Internet Access	17
Libraries	18
Lost and Found	19
Mail	19
Moody Student Center	22
The Official University Ring	23
Physical Therapy Clinic	23
Recreation Facilities	23
Residence Life	25
Student Health	38
Student ID Card	42
Student Involvement	42
Student Ministries	44
Student Publications	44
Student Records	46
Student Safety Services	50
Students with Disabilities	56
Tutoring Services – Academic Center for Enrichement (ACE)	57

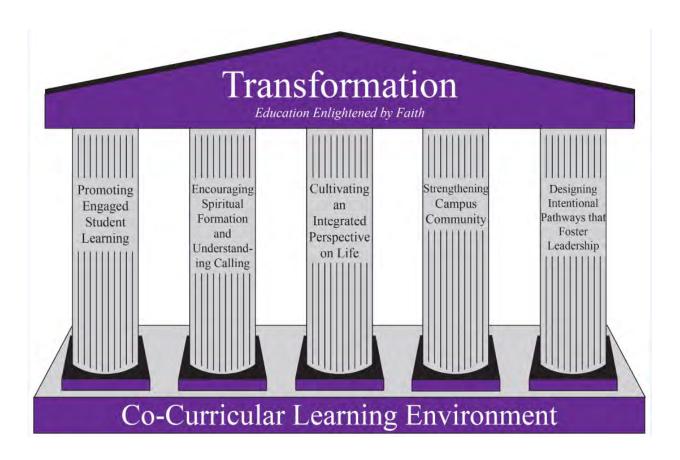
Policies

Judicial Procedures58	3
1. Academic Integrity63	3
2. Alcohol and Drugs65	5
3. Animals at HSU68	3
4. Bicycles and Motorized Vehicles	L
5. Cell Phones and Electronic Devices in Class	L
6. Community Disturbances	L
7. Copyright	2
8. Emergency Evacuations	3
9. Expressions	3
10. Falsification of Information	3
11. Freedoms	ļ
12. Harassment	3
13. Hazing)
14. Items Not Allowed on Campus80)
15. Movies on Campus80)
16. Posting83	L
17. Pranks83	3
18. Print and Digital Media Policy83	
19. Property84	ļ
20. Procedures for Student Grievances (other than grades) With Fellow Students, Faculty, or Staff \dots 84	ļ
21. Residential Policies84	ļ
22. Sexual Misconduct87	7
23. Skateboards, Rollerblades, and Wheels96	5
24. Solicitation96	5
25. Sports	5
26. Student Conduct and Regulations97	7
27. Student Organizations97	7
28. Student Rights, Freedoms and Responsibilities	3
29. Threats of Harm to Self or Others103	3
30. Tobacco	5
31. Travel	õ
32. Vehicle Operation and Parking108	3
33. Weapons)

SERVICES

Student Life

Student Life provides students with opportunities for meaningful engagement and transformation within the cocurricular context. Our priorities, as illustrated by our divisional pillars, include student engagement and learning, spiritual formation, holistic development, community involvement, and leadership development.



The Student Life functional areas are organized in a way that supports our dedication to student success. The philosophical foundation is called the "Co-Curricular Learning Environment" in order to communicate the role played by Student Life at the university. Co-curricular and Learning both speak specifically to the partnership with academic affairs and the vast and critical "outside-the-classroom" arena. The five pillars are built upon this foundation, and are tied to specific University Goals (UG). These are:

<u>Promoting Engaged Student Learning:</u> Infuse STUDENT environments and student life programming with activities that target intellectual growth by enhancing classroom learning.

<u>Encouraging Spiritual Formation and Understanding Calling</u>: Promote STUDENT spiritual and moral development and the understanding of all of life as service by exposing them via programs and experiences to the central tenets of the Christian faith and encouraging personal exploration of values, ethics, and morality.

<u>Cultivating an Integrated Perspective on Life</u>: Provide services that encourage STUDENTS to lead healthy lifestyles and promote holistic attitudes and behaviors.

<u>Strengthening Campus Community</u>: Enhance experiences to encourage meaningful STUDENT involvement leading to a purposeful, open, just, disciplined and engaged community.

<u>Designing Intentional Pathways that Foster Leadership</u>: Empower STUDENTS to lead by providing diverse experiences that focus on the ability to influence others for good, enhance existing and develop new transitional experiences that support STUDENTS' developmental progression and success through graduation.

These five pillars are best captured by the words Engagement, Calling, Perspective, Community and Leadership. All efforts to strengthen the pillars culminate in an education enlightened by faith and a transformative collegiate experience for our students. Ultimately, each student should be confronted with the questions formed by school founder Dr. James B. Simmons, namely, (1) what is the highest thought that has ever occupied your mind? and (2) what is your duty toward fulfilling it?

Academic Records and Transcripts

The Office of the Registrar is responsible for all academic records. Information regarding transcripts and transfer of credits can be obtained from the Office of the Registrar, 1st Floor, Sandefer Memorial Building. Students have access to their grades and transcripts on HSU Central.

Athletics

Hardin-Simmons has a nationally recognized athletics program even though the university does not award any athletic scholarships. It is our philosophy that athletics, for the participant as well as the spectator, is an integral part of the college experience. Therefore, any student wishing to participate in intercollegiate athletics is encouraged to do so. We also encourage all students to support our teams with their attendance.

HSU sponsors nine sports for women and nine for men. Women's sports include volleyball, softball, soccer, tennis, golf, basketball, cross country, and indoor & outdoor track. Men's sports include football, soccer, baseball, golf, tennis, basketball, cross country, and indoor & outdoor track.

HSU is a member of the American Southwest Conference, which is affiliated with the NCAA Division III.

Athletic Participation Requirements

All students who represent the university in athletics must be concurrently enrolled in at least 12 semester hours and making satisfactory progress toward graduation. They must have attained at least a 1.60 GPA if they have attempted 12-32 semester hours, a 1.80 GPA if they have attempted 33-48 semester hours, or a 2.00 GPA if they have attempted 49 or more semester hours.

In order for a student to continue to represent the university in any of the above-mentioned activities, he/she must have completed 21 hours in the last academic year. The purpose of this policy is to ensure that all students involved in school activities are also making satisfactory progress toward a degree. Hours that are taken during May Term, Summer I and Summer II will be counted toward the previous academic year.

Students participating in a varsity or club sport can register for one credit hour in physical education. The course cannot be repeated, but one credit is eligible for each sport of participation.

Student-athletes who qualify for championship-level play that conflicts with finals week should be given the option of taking their final exams either before or after completion of the athletic event. It is the student-athlete's responsibility to notify his or her professors of the conflict, to work with professors to schedule an alternate date for the exam, and to complete any necessary university-related paperwork prior to leaving for the athletic event.

Care Team

The HSU Care Team is a group of staff that meet weekly to address student needs and find support for students going through a crisis. If students see something that is uncharacteristic in a friend or fellow learner, Hardin-Simmons asks that they report it to the Care Team. Students, parents, faculty, staff, community members, and others can report if they see that a student is experiencing problems or encountering obstacles, setbacks or challenges to their success and retention at HSU. The Care Team will look into the concerns and determine strategies that can best support that student.

Behaviors or characteristics that would signal concern about the quality of a student's experiences would include the following situations:

- <u>Academic:</u> becoming unusually upset with a grade, unusual discontentment with course experiences, poor class attendance, not participating in class or creating disturbances in a classroom, missing appointments or course requirements, and earning failing grades
- **Behavioral:** alcohol or drug abuse, gambling addictions, fighting, hazing, evidence that they want to hurt themselves or others, or disruptive behavior inside or outside of class
- <u>Discrimination:</u> expressing feelings of marginalization or harassment due to personal background (e.g., a student of color who feels harassed)
- <u>Emotional and psychological:</u> disturbing comments or behaviors; suicidal, depression, acting outside their norms, recent traumatic experiences
- **Physical:** the student is hospitalized, is facing a significant diagnosis, or shows evidence of an eating disorder, abuse, or sexual assault; not sleeping or falling asleep in class
- Relationships: death or serious illness in the family; roommate problems; traumatic break up of a relationship
- <u>Social adjustment:</u> not finding a niche or friends, loneliness or isolation; lack of interest or effort in becoming part of the HSU community due to continued relationships from high school/hometown, frequent trips home or elsewhere, withdrawal from a favorite club, sport or friends
- Withdrawal: indications that the student is considering withdrawing from the university

How do I report a concern to the Care Team?

Students, parents, or community members should contact:

Dean of Students at 325-670-1253 or at smartin@hsutx.edu
Associate Dean of Students at 325-670-1691 or at holly.edwards@hsutx.edu
HSU Police for any emergencies 24/7 at 325-670-1461

Faculty and staff should submit a confidential report through the Beacon system or contact the Care Team directly for any urgent matters.

The deans will gather additional information as necessary and confer with the HSU Care Team to determine a plan of support or intervention. Plans may include:

- Simply documenting and sharing the concern (possibly with the academic advisor, course instructor, residence director and/or resident assistant).
- Discreetly checking in to see how the student is doing.
- Having a direct discussion with the student about the concern.

In all situations, we ask that best judgement be used and that information only be shared with the Deans. There are situations when communication from the Care Team will be limited in order to maintain confidentiality on behalf of the student's rights.

Medical Withdrawal

HSU cares deeply about the physical and mental health of its students; therefore, health and counseling services are available on campus. At times, a student may experience such extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed. The university will support student-initiated self-care plans, and/or initiate actions that consider the welfare of the individual student and the university community. Students who medically withdraw are not regarded as having permanently withdrawn from the University and need not apply for readmission through the Admissions Office. However, students must be approved for fitness to return to campus through the process described in this policy.

Medical Withdrawal Process

A medical or compassionate withdrawal request may be made in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing his or her classes, and incompletes or other arrangements with the instructors are not possible. The medical withdrawal policy covers both physical health and mental health difficulties. A student may request and be considered for a compassionate withdrawal when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student's immediate family), prevent the student from continuing in classes. Consideration is only for a complete withdrawal.

The request should be in writing and addressed to both:

- Interim Vice President for Student Life at smartin@hsutx.edu
- Associate Dean of Students at <u>holly.edwards@hsutx.edu</u>

Appropriate documentation for a medical withdrawal needs to include a letter from the student's attending health care provider that specifies the following:

- the date of onset of illness
- the dates they were under professional care
- the general nature of the medical condition and why/how it prevented completion of course work
- the date of anticipated return to school
- the last date they were able to attend class

The documentation for a compassionate withdrawal will vary, according to the individual circumstances, and must be appropriate to the situation. For example, a compassionate withdrawal request to care for a seriously ill child or other family member may require information like that listed under medical withdrawals above. Depending on the situation, other required/acceptable documentation may include police reports or legal documents. Documentation will only be shared with the necessary university professionals.

Once the Care Team receives the request, they will contact the student's health care provider or other appropriate official for clarification, if necessary. A decision approving or disapproving the medical leave request will be made by the Care Team. The Care Team will provide a copy of the decision to the Registrar, the Academic Dean, the Vice President of Finance, and the Dean of Students. The Registrar will notify appropriate offices on campus of the student's status.

International students with an F1/J1 visa, must consult with their international advisor to discuss the serious immigration consequences that may result from withdrawal from HSU.

A student may withdraw themselves before the 8th day of classes without any penalty by starting at the Registrar's Office.

After the 8th day of class, if the request is approved, the student will receive W's on the academic transcript. Thus, a medical withdrawal will not affect the student's grade point average.

Requests must be initiated within three weeks of the students last date of attendance. The deadline for requesting medical leave for the current semester must be made prior to the last two weeks of class.

The medical withdrawal process primarily focuses on the student's academic record as it relates to the student's health and wellness. Students approved to withdraw for medical or other extenuating circumstances may be entitled to receive a refund of tuition based on the Hardin-Simmons University withdrawal policy.

- Hardin-Simmons institutional funds, scholarships and grants are semester specific and not eligible for refund nor applied to future terms.
- Refund of federal aid will be evaluated in accordance with return of Title IV regulations.
- Credit balances created from outside scholarships, loans or student payments are eligible for refund after all applicable tuition and fees are paid.
- University housing charges are pro-rated from the date of checkout for resident students.
- Meals plans are non-refundable.

Determination of Fitness for Return to Campus

In the case that a student is transported from the University by emergency services (EMS, Police or mental health advisor), they will be required to meet with University officials prior to their return to campus. A student requesting to return from a medical withdrawal will be asked to sign a release allowing an appropriate member of the Care Team to communicate with the physician, mental health provider or other qualified caregivers. A release permitting consultation with persons at HSU may also be requested to determine the student's fitness to return.

The student must provide documentation from his or her physician, mental health provider, or other qualified caregiver concerning current medical/psychological status by August 1 to be considered for approval to return for the fall semester, or by December 1 to be considered for approval to return for the spring semester. The student may be required to have an interview with one or more of the following: The Director of Counseling Services, Associate Dean of Students, the Director of Disability Services, and/or the Dean of Students. All information will be reviewed and a decision regarding fitness to return will be made by the Associate Dean of Students. The Associate Dean of Students will notify the Registrar, Academic Dean, and Dean of Students. The Registrar will notify the student and appropriate offices on campus if approval is given.

The granting of medical leave by the University does not guarantee that the student will be allowed to return.

Career Services

The Office of Career Services is committed to assisting students in understanding their calling and supporting them in their career goals. Services and programming are provided to all students and alumni.

Career Services is located on the second floor of Moody Center. Career Services offers workshops, information sessions, presentations, networking, career fairs, and other opportunities to assist in the transition from Hardin-Simmons University to career. Career Services also offers various career and strength assessments to foster growth and development of students' interests, talents, and career possibilities. Career Services provides one-on-one assistance with job and internship searches, resumes, cover letters, mock interviews, and career counseling.

Students and alumni have access to Handshake, an innovative online recruiting platform, job board, and networking tool. Thousands of employers use Handshake to recruit for their open jobs and internships around the country. Career Services events and resources are also posted in Handshake.

Career Counseling and Assessment

Career counseling is available to currently enrolled students and recent alumni. Career Services staff will provide resources to assist students in assessing areas of interest and relating those interests to potential majors and careers.

Job and Internship Listings

Career Services maintains on-campus and off-campus job listings and internships through our online recruiting platform, Handshake. Handshake can be accessed from the Career Services web page, HSU Central, or the Handshake app. Some local "odd-job" opportunities are posted on a bulletin board on the first floor of Moody Center. Additionally, Career Services hosts a Part-Time Job Fair at the beginning of the fall semester and other full-time career fairs throughout the year. Students can search for work-study positions, internships, part-time jobs off-campus, and full-time careers through Handshake.

Resume Assistance and Evaluation

To have a resume reviewed or to obtain help getting started, students can submit their resume in Handshake, attend a Resumes & Lattes event, or contact the Office of Career Services at careerservices@hsutx.edu, 325-670-1166, or the 2nd floor of Moody Center. Resume assistance documents are also posted in Handshake.

Career Events, Workshops, and Networking

A listing of upcoming career events, workshops, networking opportunities, on-campus interviews, and job fairs is available in Handshake. Through many events on campus, Career Services helps to facilitate connections between students and alumni so that students may start building a professional network while they are at HSU.

Chapel Requirement

The purpose of chapel is to enlighten by faith the Hardin-Simmons community through worship, service, and dialogue.

Chapel meets Tuesdays at 9:30 a.m. in Behrens Auditorium. HSU students are required to accumulate 80 chapel credits in order to graduate. This averages to 10 chapels per semester. Students can check chapel credit balances at HSU Central.

If attending chapel is extremely difficult because of circumstances, students may petition the Chapel Advisory Committee to waive the chapel requirement. Students should be advised that very few are granted these waivers, and the committee meets only once a semester.

The Registrar's Office determines the deadline for when graduating seniors must have chapel requirements fulfilled. Chapel credits are prorated for transfer students based on the number of hours transferring in. Contact the Registrar's Office for further information.

Counseling Services

Mission Statement

In conjunction with the Student Life mission to facilitate meaningful engagement and transformation, the Office of Counseling Services at HSU seeks to promote holistic wellness by:

- Providing counseling, consultation, training, prevention, and education.
- Collaborating with students, staff, and faculty to ensure the richest care possible.
- Creating a supportive context to foster emotional, spiritual, relational, physical, and academic formation.
- Enhancing community health by developing a deeper love for self and others.

Individual Counseling

The HSU Counseling Department provides consultation, evaluation, support, and short-term counseling for students who are facing issues impacting their well-being. Our focus involves crisis intervention and stabilization, as well as traditional psychotherapy within a wide range of therapeutic approaches. All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU.

Students wishing to make an appointment can begin an online intake form at: www.hsutx.edu/intake, call 325-671-2272, or email counseling@hsutx.edu.

For further questions, please visit the Office of Counseling Services website at: www.hsutx.edu/student-life/counseling/.

Confidentiality

The confidentiality of what is discussed within the Office of Counseling Services is protected by Texas health law, and no record of counseling is made on academic records or job placement files. HSU Counseling Services will not share information (including if students have visited Counseling Services) with faculty, staff, parents, or other students on campus without the student's written permission. In rare circumstances involving physical safety there are limits to confidentiality. The details of these are provided to students in writing during their first visit to the Office of Counseling Services.

Crisis Services

- If a student is experiencing a psychological crisis of a medical nature or that requires medical attention (i.e. self- injury, overdose, medically unresponsive), call EMS and/or HSU police immediately;
- If a student is experiencing any type of psychological crisis after normal business hours, contact HSU police or the student's RA or RD.
- If a student is experiencing a psychological crisis that does not require medical attention, or is during normal business hours, contact the Office of Counseling Services at 325-671-2272 for an assessment. If you believe the student to be in danger of any kind, stay with the student until you have reached our offices/ staff and have been given further instruction.

Psychiatric Services

Students may obtain a referral for medication management services through our licensed professional counselors if necessary. Please contact the Office of Counseling Services to learn more or to begin that process.

Declaring a Degree

Each student must confer with his/her advisor and decide on a major and minor (if applicable). This should be done no later than after the completion of 30 semester hours.

After a student meets with their major advisor (certification officer if education major), the student will submit an Application for Declaring a Degree to the Office of the Registrar. The student will receive confirmation by email that their new degree plan is available in HSU Central, typically within a couple of weeks of the submission.

All substitutions and waivers must be submitted by the advisors in the major and minor areas as soon as the substitution/waiver is made.

Department of Theatre

The Department of Theatre produces four to five major productions a year in the Van Ellis Theatre and several student-directed productions in the Down Centre Stage Laboratory Theatre. The range of plays selected for production includes musicals, serious dramas, and comedies from all periods and styles. The Van Ellis Theatre and the Down Centre Stage Theatre offer possibilities for both traditional and experimental staging.

All members of the HSU community are encouraged to audition for productions; one does not have to be a theatre major to audition or be involved in the production of plays. Auditions for plays are held the first week of school and during the school year. Students are entitled to one free ticket to all theatre events except dinner theatres and musicals. Tickets can be obtained by calling the Van Ellis Box Office, (325) 670-1405.

Dining Services

Meal plans are available for all students, faculty, and staff. All new students are assigned to an unlimited meal plan. Meal plans will automatically carry forward to the next semester at the same level of the prior semester. All adjustments to the meal plan must be made with the business office by the 8th day of classes. After the 8th day of classes, refunds are not available. Appeals to the meal plans for diet or other restrictions are made through the Dean of Students office.

During the four-semester residency requirement, students are required to carry a Block 200, Block 225, or unlimited meal plan. All weekly meal plans reset each Wednesday at midnight. Meal counts reset each Thursday morning. Meals not used in a given week will not carry to the next week.

Summer terms have more limited dining opportunities. Residential students can buy summer meal plans, but students are not required to carry a meal plan during summer terms.

Meal Plan Costs per semester:

•	Unlimited meal plan (with \$50 dining dollars)	\$2,692
•	Block 225 meals/semester (with \$100 dining dollars)	\$2,529
•	Block 200 meals/semester (with \$150 dining dollars)	\$2,383

Commuters and students who have completed their residency requirement and are living in campus housing such as HSU apartments and houses are welcome to buy a full meal plan or consider a block meal plan. All meal plans expire at the end of each semester. Unused meals do not carry from one semester to the next.

Meal Plan Costs per semester:

- 50 Meal Block: (50 meals per semester including tax and \$50 in Dining Dollars) \$480
- 80 Meal Block: (80 meals per semester including tax and \$75 in Dining Dollars) \$750

Dining Dollars attached to a meal plan will carry over to the spring semester as long as the student buys both a fall and spring meal plan, however they do not carry from spring to fall. Dining dollars can only be used in the dining hall, POD, and Gilbert's Coffee Shop.

Cowboy Cash is a declining balance program on a student's ID that allows any amount of money to be put on an ID card to be used at:

- Bookstore
- Dining Center
- POD (Moody Center)
- Laundry facilities
- Gilbert's Coffee Shop (proudly serving Starbucks in the Library)

Cowboy cash does not expire until the student leaves the university. Deposits can be charged directly to the student's HSU account in the Business Office (Sandefer Memorial Building) through the end of the second month of school. Prepayment is required after that point.

Dining Locations

Moody Dining Center is located on the first floor of the Moody Center. This is an all-you-care-to-eat dining venue, with several made-to-order stations. The *Grille Worx* features not only Design Your Own gourmet burgers and grilled chicken sandwiches, other sandwiches are offered as well, including Philly cheese steak sandwiches. This is also where students can get a fresh-made omelet every morning. *Designed By You* features induction heat to finish an array of dishes such as stir-fried rice with a variety of sauces, quesadillas, and a pasta bar, also changing daily. The Deli has great Panini sandwiches as well as made-to-order sub sandwiches, found right beside our extensive salad bar. There is also the Home Zone with the hot entrée of the day, vegetarian and Mexican selections, and a dessert bar with a large variety of choices daily.

The Moody Dining Center's hours are:

Monday – Thursday 7 a.m. to 9 p.m. Friday 7 a.m. to 7 p.m.

Saturday 11 a.m. to 1:30 p.m. and 5 p.m. to 6 p.m. Sunday 11:30 a.m. to 2 p.m. and 5:30 p.m. to 7 p.m.

The cost of eating in the Moody Dining Center with no meal plan per meal is:

Breakfast \$7.00 + taxLunch \$8.75 + taxDinner \$9.00 + tax The POD, located in the Moody Center, is the place to go for a quick bite to eat or drink. There is a wide variety of grab-n-go snacks, drinks, fresh made salads, and sandwiches, as well as the Java Express. Students can also have freshly made breakfast burritos in the morning or a delicious made to order hand crafted sandwich at the Sandwich Shack.

The POD Academic Year hours of operation are:

Monday – Thursday 7 a.m. to Midnight Friday 7 a.m. to 5 p.m. Saturday 11 a.m. to 5 p.m.

The POD Summer hours of operation during class days are:

May Term: Monday – Friday from 8 a.m. to 2 p.m. (closed Saturday and Sunday)

Summer Sessions I & II: Monday – Thursday from 8 a.m. to 2 p.m. (closed Friday, Saturday and Sunday)

Gilbert's Coffee Shop: Located in the Richardson Library will proudly serve Starbuck's coffee, blended hot and cold Starbuck's drinks, and a variety of grab and go sandwiches, salads, and treats.

Gilbert's Coffee Shop Academic Year 2017/18 hours of operation are:

Monday – Thursday 7:30 a.m. to 10:30 p.m. Friday 7:30 a.m. to 3 p.m.

Saturday Closed

Sunday 5 p.m. to 10:30 p.m.

All Dining locations close for fall break, Good Friday, Thanksgiving break, Christmas break, and spring break. The Moody Dining Center will be closed from spring graduation through the first week of June including all of May term.

Financial Responsibility

The university disclaims any responsibility for debts incurred by any student organization, student, employee, or faculty member unless advance authorization is made for the purchase. The failure to pay legitimate bills to local commercial establishments or to the university itself impairs the credit of all university students. Students should always be prompt in the payment of financial obligations.

HSU Bookstore

All textbooks and supplies for class work at the university may be purchased at Follet's HSU bookstore located in the south end of Moody Center. Textbooks can be purchased or reserved for pickup online.

Merchandise is also available online. The bookstore carries a large variety of clothing, residence hall supplies, computer software, and Hallmark products. Special orders are always welcome in the general, medical, and software departments. Watch for many promotions throughout the school year.

The bookstore accepts cash, checks, and all major credit cards for payment. The HSU Student ID Card may be used to charge to student's accounts textbooks and study aids, or any item may be purchased with Cowboy Cash. Call 325-670-1323 or email the HSU Bookstore at hsutx@bkstr.com with any questions.

Internet Access

A. Student Access to Network Resources

All current HSU students enjoy access to the network resources provided by Technology Services. These resources include access to PCs in labs, HSU Central, Canvas, and email.

Student access to HSU Central is created upon acceptance to HSU. If the student is pre-registered for classes, then all other network services are activated one week prior to their start term. Otherwise, access to all services is granted when the student enrolls during the regular registration period.

After the 8th class day of the first long semester (fall/spring) with non-enrollment, the student will only be able to access HSU Central and email while all other access will be revoked. Next, after the 8th class day of the second long semester with non-enrollment, the student's account will be disabled. Two weeks following this time, the student's account will be deleted from the system.

B. Internet Code of Ethics

All users with internet access through Hardin-Simmons University must agree to observe and follow the policies listed below. Failure to follow these policies could result in the loss of access privileges with no refund.

These guidelines and policies do not cover all possible situations or problems. They have been developed in an attempt to prevent problems. To avoid any interruption of service, and for the protection of the student and HSU, any concerns regarding questionable situations that are not covered by these guidelines and policies should be addressed before acting.

1. Access Codes/Passwords

Access is based on a per user system, meaning that passwords and access are meant for each individual only. Allowing others to use access may result in the loss of access privileges.

2. Posting Information/Messages on the Internet

A student's access may be revoked if he/she:

- a. Posts any pornographic messages, images, etc. (It is a federal offense.)
- b. Downloads or views any pornographic images, message, etc.
- c. Posts or sends threatening, harassing, sexually explicit, or intentionally embarrassing messages.
- d. Uses email for business purposes, i.e., for-profit ventures.
- e. Initiates or participates in spam, chain letters, or pyramid schemes.

3. Ownership of Email

The university owns any messages sent or received through access provided by HSU. While mail sent via the U. S. Postal Service is considered private and confidential, the same is not currently true of email. According to federal law, if a student posts email messages on a service provided by someone else, they can and do hold the right to monitor, inspect, alter, or otherwise control such messages. Students should understand that it is not the intent of HSU to snoop into email messages, censor, or resort to other repressive measures. Remember that HSU could be ultimately held responsible for the messages its students may send or receive.

4. Hacking or Interference with Other Computer Systems

Automatic and immediate suspension of access will occur if it is determined that a student (or anyone using his/her access) has attempted or succeeded in changing other programs, has gained unauthorized access to other data or databases, has changed any information in any database or format for which he/she is not authorized. (Students should keep any written authorizations for his/her protection).

5. Viruses

Automatic and immediate suspension of access will occur if it is determined that a student (or anyone using his/her access) has attempted or succeeded in creating, participating, or intentionally promulgating any virus or other destructive or interfering programs, files or commands. It is the responsibility of students to protect their personal computers from viruses. If the university detects that a virus is spreading from individual students' IP addresses, it has the right to cut off access.

6. Illegal Activity

Use of access for any illegal activity, including violations of the Digital Millennium Copyright Act, may result in loss of access and in criminal prosecution.

7. Copying Files/Programs

Students should not copy other authors' work, files, or programs without written consent unless public copying rights are indicated. Students must maintain written consent for their protection. Burden of proof of permission to copy rests with the person copying.

8. Types of Unacceptable Uses and Messages

- a. Messages that delay or interfere with other's work, education, or way of life
- b. Messages or efforts designed to market or sell products, services, etc. (no advertising)
- c. Purchases made over the internet for which HSU could be held responsible
- d. Messages which intentionally create high levels of network activity
- e. Inflammatory or harassing messages
- f. Spam
- g. Downloading large files that require more than a few minutes of online time
- h. Messages directed to excessively long listservs that consume a high level of online time

If a student feels that someone is abusing HSU Internet services, they should contact the Help Desk Office at 325-670-1288.

9. Research

Use of the internet for research may need prior approval. Students should receive approval from their professors in advance. Faculty should be aware of professional ethics and behavior related to research, especially if using human subjects. Studies using human subjects may need prior review by the Institutional Review Board.

10. Revocation of Access

If a student's access is suspended, he/she may appeal if they think their access has been unjustly terminated. The first line of appeal is to the Associate Vice President for Technology Services. If the Office of Student Life takes other disciplinary measures, appeal of those decisions must be made via the published process in the student handbook. In any event, no refunds will be offered or given for loss of access. Students should be sure to protect access and passwords.

Libraries

HSU Libraries Advance Scholarship, Research, and Discovery

HSU Library faculty is available at both the Richardson Library and the Smith Music Library to assist students with their research needs 86 hours per week. The library's robust webpage www.hsutx.edu/library provides service hours, contact information, subject guides, and online databases for students to use. The librarians have specialized backgrounds to assist students to efficiently identify the best information sources. Students may visit,

call, email, or chat with the librarians for assistance. For a list of current library contacts visit www.hsutx.edu/library/contacts.html

Online assistance available on library website http://library.hsutx.edu

Email for assistance: hsuref@hsutx.edu

Front Desk: 325-670-1578

FAX: 325-677-8351

Online Access

The online catalog, full-text periodical articles, electronic reference sources, databases, e-books, subject guides, digital archives, and recommended websites are available 24/7 to current students from the library homepage using computers on- or off-campus. The library's discovery tool, Research Roundup!, simplifies searching by providing a one-step process.

Technology

The libraries provide computers in collaborative and single-user settings as well as networked printers, wireless connectivity, scanners, projectors, audio players, video players, and telefax at no cost. Color printing is available for class assignments. The Technology Services Helpdesk office is located inside the Richardson Library on the 1st floor.

Lost and Found

For Lost and Found services, please see our HSU Police Department located in the basement of Moody Student Center.

Mail

Post Office Boxes

Post office boxes are located in the Moody Center and are available to all registered and pre-registered students. All students living in a residence hall are required to have a campus mailbox. Mailbox fees, where applicable, are charged to the student's account.

Campus Post Office Services

The campus post office provides many services of the US Postal Service including

- purchase of stamps and money orders,
- Priority Mail and Priority Mail Express services,
- Certified and Insured Mail services and
- mailing of packages. UPS package and UPS overnight mailing services are also available.

Currently the campus post office cannot accept payment for FedEx services, however it does serve as a collection point (mailing point) for all packages bearing prepaid labels regardless of the carrier. Payment by cash, check or credit card can be made for all window services but because the office is a federal post office, Cowboy Cash cannot be accepted as payment.

Mailbox assignments

Each fall, before Stampede, all students assigned to a residence hall will be issued a mailbox at the campus post office. These box assignments are emailed to students via their HSU email account, accessible through HSU Central. For privacy purposes, these combinations cannot be given over the counter so it is good to have a screen shot on your phone of the combination for easy accessibility.

All other times through the year, assignments can be made by the post office manager by calling 325-670-1321 or through email correspondence (kwilli@hsutx.edu).

Receiving Mail and packages

The HSU Post Office receives all mail and packages from all couriers. For safety reasons, nothing is delivered to the residence halls.

Therefore, all mail should be addressed to include the HSU box number.

HSU physical address is: (Student's name)

2200 Hickory Street, (plus the student's box number)

Abilene, TX 79698

Mail and packages take time to process. A notification from UPS or FedEx does not signify that the campus staff has completed processing. Package notice slips will be placed in the mailboxes when processing is complete. Retrieve the slip from your mailbox by using your combination given you through HSU email. Present the slip at the service window to claim your package.

Campus Mail

Campus mail is mail sent from any enrolled HSU student, alumni, faculty, or staff member addressed to an HSU student, faculty/staff member, organization, or department that holds a campus mailbox.

Campus mail guidelines:

- Must be at least 3-1/2 x 5 inches in size and should be placed in the "Campus Mail" slot at the Post Office
- Non-perishable items only
- No postage is necessary
- Personal mail encouraged! Absolutely no business advertisement allowed
- Important: Do not send cash through the mail! Mailroom employees will not be held responsible for cash sent through federal or campus mail.

University Place Mail instructions

Your mail will be addressed to:

(.....Your Name.....)
2510 Pine St, Apt # (..insert your apt # here...)
Abilene, Tx 79698

Keys to your mailbox are issued by the campus post office. Return your mailbox key to the campus post office at the end of your lease. Failure to return will incur a \$25 charge.

• For apartments numbered in the 2100's, 2200's and 2300's (Building 2):

Your mailboxes are located beside the apartment office on Pine Street on the Northeast side of the complex and are serviced by the federal post office. Locate your apartment number on the North side of the mailbox units. Use your issued key to open it. Inside, there is a blue vacant slip. Write all

occupants' names on that slip and place it in the "OUTGOING" mail slot so that your mail carrier will know who is receiving mail in the mailbox. Only mail for these names will be delivered.

If you receive mail not belonging to your apartment, place it in the green "CAMPUS MAIL, MISDELIVERED MAIL" box to your right of the box unit. If you receive a package, the mail carrier will place it in a parcel locker and place the key to that locker in your mailbox. Once you retrieve your package from the locker, the key will remain in the parcel locker lock. The campus post office manager is your liaison to the federal postal system. Please bring your mailing concerns to her.

• For apartments numbered in the 3000's or 4000's (Buildings 3 & 4):

Your mailboxes are located on the Southwest corner of the apartment complex at Vogel and Cedar St., set in a bit from the road in a covered area and serviced by the HSU campus post office. Locate your apartment number on the face of the mailbox units and use your issued key to open it. If you receive mail not belonging to your apartment, place it in one of the "MISDELIVERED MAIL" slots. If you need to mail stamped letters or campus mail (described above), drop those items in the "OUTGOING MAIL" slot. If you receive a package, the mail carrier will place it in a parcel locker and place the key to that locker in your mailbox. Once you retrieve your package from the locker, the key will remain in the parcel locker lock. If there are no available parcel lockers, you will receive a purple notice inside your mailbox saying to claim your package at the campus post office.

WOLFE APARTMENTS

Mail will be addressed to:

(.....Your Name.....)
2510 Pine St, Wolfe Apt # (... insert your apt # here...)
Abilene, Tx 79698

Keys to your mailbox are issued by the campus post office. Your mailboxes are located on the Southwest corner of the apartment complex at Vogel and Cedar St., set in a bit from the road in a covered area. Locate your apartment number on the face of the mailbox units and use your issued key to open it. If you receive mail not belonging to your apartment, place it in one of the "MISDELIVERED MAIL" slots. If you need to mail stamped letters or campus mail, drop those items in the "OUTGOING MAIL" slot. If you receive a package, the mail carrier will place it in a parcel locker and place the key to that locker in your mailbox. Once you retrieve your package from the locker, the key will remain in the parcel locker lock. If there are no available parcel lockers, you will receive a purple notice inside your mailbox saying to claim your package at the campus post office.

Please see the campus post office for any other questions or concerns about your mail delivery.

HSU Post Office Hours

Mail Posting Times

Weekday mail is posted daily, generally before 11 a.m. Saturday letter mail is posted after 3 p.m. because the mailman has no set delivery time.

HSU Post Office Regulations

Students are welcome to have a campus mailbox as long as they are enrolled at HSU. However, if a box needs to be closed for any reason, a change of address must be submitted to the HSU Post Office to have mail forwarded.

Mail from a student's box cannot be released over the counter to someone else. To check a friend's mailbox, they must give you their combination, which signifies their permission.

Students cannot share mailboxes, with the exception of married couples and members of the same family.

If there is a need to change mailbox placement for any reason, please see the post office manager.

Post Office information can be found on HSU Central at http://www.hsutx.edu/offices/postoffice/

Moody Student Center

Moody Center Facilities

The Moody Center is the hub of campus activities. The building facilities for the enjoyment and convenience of the campus community include:

- Bowling Alley
- Career Services
- Computer Lab
- Dining Hall
- Game Room
- HSU Bookstore
- HSU Police Headquarters
- Office of Counseling Services
- P.O.D. (Snack Bar)
- Post Office
- Residence Life
- Rooms for meetings and social functions
- Student Government Association
- Student Activities
- Student Headquarters Underground (SHU)
- Student Life Offices
- Student Organization Center (SOC)

Meeting Rooms

Reservations for any non-academic function should be made using 25Live calendar. All reservations should be made at least 4 work days in advance. Please make any room cancellations at least 24 hours in advance.

Meeting Room Regulations

- If candles are to be used, they must be flameless.
- Materials for making crafts (i.e., glue, glitter, etc.) are not to be used in meeting rooms.
- No furniture, plants, etc., existing in the rooms may be moved without prior approval.
- When hanging items on a wall or from the ceiling, use only an adhesive that can be removed completely and will not cause damage of any type or leave any type of residue.
- All decorations, tape, etc., should be completely removed by the group that has used them.

- All groups using food and beverages must have approval of the food service management. Contact the Food Service Director for approval.
- Irresponsible use of rooms or equipment could result in the cancellation of room reservations and/or a fine for any damages.

Registration of an event on the university calendar does not constitute a reservation for a room nor for campus dining services.

The Official University Ring

During the final semester before graduation, each student is eligible to receive their Official University Ring. The University President, or his surrogate, will personally present the ring to each student during that semester's Ring Ceremony.

Students order their rings during Ring Sizing which happens near the beginning of each semester. A valid diploma card is required to be on file with the Registrar's office prior to sizing.

Ordered rings not picked up during the Ring Ceremony will be available for pick-up during Graduation Celebration or at Commencement. The only exception is related to university-sanctioned activities, which prevent a student from attending the ceremony. If a written note signed by the responsible faculty member/coach is delivered to the Office of Alumni Relations prior to the ceremony, the student named may pick up their ring the week following the ceremony. After that week, rings will no longer be available until graduation.

Rings not claimed within two weeks following graduation will be returned to the manufacturer and will no longer be available.

Students may still order their ring up until Commencement, after which they are considered an Alumni and may then purchase a ring. All verified HSU Alumni are eligible to purchase their ring at any time by contacting the HSU Alumni Relations Office at 325-670-1317 or alumni@hsutx.edu

Physical Therapy Clinic

The HSU Doctor of Physical Therapy program provides a physical therapy clinic on most Fridays during the fall, spring and summer semesters, which is free to students. An appointment is required and can be made by calling 325-670-5860. The clinic is located in the Physical Therapy Building at 1325 Pine Street.

Recreation Facilities

Mabee Complex Rules

Students are encouraged to make use of all physical education and recreation facilities. These facilities are available except when in use by organized groups. Reservations and other information are available by calling 325-670-1327.

Mabee Complex Hours

Monday-Thursday......7 a.m. - midnight Friday......7 a.m. - 10 p.m.

Admission to Mabee Complex on weekends and after 5 p.m. on weekdays will be granted to those with a valid Student ID Card. All activities will be scheduled and approved by the facilities coordinator, 325-670-1327. These events will be posted on the building calendar and on the university reservation calendar.

Priority for the use of Mabee Complex will be given for:

- Instruction
- Athletics
- Intramurals
- Recreation
- School Sponsored or Related Events
- Community

Mabee Complex Main Arena

The priority of use will be followed closely. Physical Education classes will use the arena from 8:00 a.m. to 1:00 p.m., Athletics from 1:00 p.m. to 8:30 p.m., and Intramurals from 9:00 p.m. to close. Student recreation will be permitted only when a scheduled group does not use its designated time. The Main Arena is available for special scheduling and use by on- or off-campus groups for a nominal fee. Reservations should be made through the Facilities Coordinator's Office located at 2601 Hickory St. Events must be scheduled and approved at least one month in advance, if possible.

The only acceptable shoes in the Main Arena are white or light-soled tennis shoes. (No dark-soled jogging shoes may be worn in the Main Arena.)

Mabee Complex Racquetball Courts

Reservations for racquetball courts are required. Reservations may be made in the Office of Fitness & Sports Sciences, 325-670-1282, and are on a first-come, first-served basis. Reservations for the following day are accepted after 1 p.m. each day. If participants are not present within five minutes of playing time, they forfeit their reservation. Tennis shoes are the only footwear allowed. General rules of conduct are posted in the hallway.

Mabee Complex Dressing Rooms

Lockers in the faculty/staff dressing room are assigned on a first-come basis and are for faculty and staff only. Rooms designated "Physical Education Dressing Rooms" are available for all others wishing to use them.

Mabee Complex Training Room

Training room facilities are available for use by student athletes. Use of these facilities must be under the supervision of the licensed trainer.

Mabee Complex Emergency First Aid Station

The emergency first aid station is located in the Human Performance Laboratory Treadmill Exercise Room. Administering of first aid in this station must be done by authorized personnel only.

Mabee Complex Equipment

Various recreation equipment may be checked out by students, faculty, and dependents with HSU Student ID Card only. Equipment may be checked out by office personnel during daytime office hours and by those on duty in the foyer during other times.

Residence Life

Residence Life Mission Statement

As educational partners, Residence Life seeks to provide a vibrant living experience and holistically transform students into relationally intentional members of God's kingdom.

Residence Life Staff

The Director of Residence Life (DRL) is a full-time administrative staff member who provides overall leadership to the Residence Life and housing programs. The DRL provides supervision for the Residence Directors. The DRL strives to develop a Residence Life program that integrates faith, living, and learning.

The Assistant Director of Housing is a full-time administrative staff member who provides support to the housing and programmatic roles of Residence Life. The ADH focuses on procedures and making sure Residence Life is functioning well behind the scenes.

Residence Directors (RDs) are full-time, ministry-oriented, professional staff who live on the Hardin-Simmons campus. They provide informal counseling, programming, mediation, emergency on-call services, and leadership for a designated living-learning area. The RDs also provide leadership and supervision to a team of Resident Assistants, manage living area facilities and services, and assist students with integrating responsible living and learning in a Christian community.

Resident Assistants (RAs) are para-professional student staff members who undergo rigorous training that prepares them to serve the residential community by providing intentional programs and services. Their duties include cultivating community, enforcing university policies, and building purposeful relationships with residents to foster a sense of belonging. Each RA has been selected based on their demonstrated desire to share their knowledge and experience with others, while encouraging residents in their personal and spiritual growth.

Residence Life Office

Moody Student Center, 2nd floor, Office #216-217

Residence Life Office Hours

Monday-Friday......8:00 a.m.-12:00 p.m. & 1:00 p.m.-5:00 p.m.

Saturday-Sunday......Closed University Holidays......Closed

Residence Life Department Contact Information

E-Mail: residencelife@hsutx.edu

Phone: 325-670-1252

FIRST-YEAR LIVING AREAS

The first year of the collegiate experience is crucial to the success of students at Hardin-Simmons University. Therefore, these areas are purposefully staffed and programmed to support and challenge students to effectively transition to the collegiate academic environment. The First-Year Living Areas are characterized by the energy and excitement of new friendships, self-discovery, and life-defining experiences.

Anderson Hall

With a designed occupancy of 284, this three-story, suite-style residence hall provides space for all first-year female residents on the Hardin-Simmons Campus. The centrally located Residential Commons holds an

intentionally designed and equipped Residential Learning Center (RLC) where classes and dialogues bring academic endeavors to where students live. This building also serves as overflow for any upperclass women.

Anderson Residence Hall contains 145 suite style rooms, with 284 twin beds, and is home to our first-year female students with some room for upper class students. Anderson is staffed with 10 Resident Assistants, an Assistant Residence Director, and full-time live-in Residence Director to help engage and aid in the student living experience.

The rooms in Anderson are designed for two residents per room with a connecting suite bathroom, a desk, twin bed, dresser, bookshelves, and ample closet space. The building is also equipped with a lounge and entertainment space, fully operational kitchen and booth seating, as well as a Residential Learning Center that is utilized for classes, meetings, and study space. Laundry and printing are also services provided in the residence hall at no extra cost to the student as well as high speed internet that allows each student to connect up to 5 devices.

Ferguson Hall

Ferguson Residence Hall is a three-story building containing 64 private and 36 semi private bedroom spaces. This traditional-style residence hall mixes first and second year students with a residence life staff consisting of 5 Residence Assistants and a student assistant chaplain, as well as a full-time live-in Residence Director who is responsible for engaging and aiding the student living experience.

The rooms in Ferguson come with XL Twin Mattresses on built in beds along with a built-in desk, desk chair, dresser, book case, and 2 closet spaces. Ferguson is also equipped with community bathrooms, ice machine, a no cost laundry service, printing, and a centrally located residential commons space with an entertainment wall with cable, streaming and gaming access as well as a pool table and fully operational kitchen space. High speed wireless internet is also provided with the student option to connect up to 5 devices and cable is available in common spaces only.

Nix Hall

Nix Residence Hall is a three-story building containing 61 rooms with 122 bed spaces. This traditional-style residence hall mixes first and second year students with a residence life staff consisting of 3-6 Residence Assistants, an assistant Resident Director, a student assistant chaplain, as well as a full-time live-in Residence Director who is responsible for engaging and aiding the student living experience.

The rooms in Nix come with built-in twin bed and mattresses as well as built-in desks, desk chairs, dressers, book cases, and ample closet space. Nix is also equipped with community bathrooms, ice machine, a no cost laundry service, printing, and a centrally located residential commons and access to a fully operational kitchen space. High speed wireless internet is also provided with the student option to connect up to 5 devices and cable is available in common spaces only.

SECOND-YEAR LIVING AREAS

The second year of the collegiate experience contains diverse needs and experiences pointed toward the persistence of students toward graduation. Therefore, the Second-Year Living Areas are purposefully staffed and programmed to support and challenge students in their ongoing academic, personal, interpersonal, leadership, and spiritual development. These living areas are characterized by students who are actively engaged in the life of the university and intentionally contributing to the Hardin-Simmons and Abilene communities at large.

Behrens Hall

Behrens Residence Hall is a four-story building containing 90 rooms with 176 bed spaces, 14 rooms in which are suite style spaces with private bathrooms. This traditional-style residence hall mixes first and second year students with a residence life staff consisting of 6 Residence Assistants, an assistant Resident Director, a student assistant chaplain, as well as a full-time live-in Residence Director who is responsible for engaging and aiding the student living experience.

The rooms in Behrens come with moveable twin beds and mattresses as well as desks, desk chairs, dressers, book cases, and ample closet space. Behrens is also equipped with community bathrooms, a no cost laundry service, ice machine, printing, and a centrally located residential common spaces in the basement and main floors, and access to a fully operational kitchen space. High speed wireless internet is also provided with the student option to connect up to 5 devices and cable is available in common spaces only.

Blanche Lange Hall

Lange Residence Hall is a newly renovated four-story building containing 69 rooms with 135 bed spaces, 2 rooms in which are designed as private, suite style spaces with private bathrooms. This residence hall is occupied by our second-year students with a residence life staff consisting of 6 Residence Assistants, an assistant Resident Director, a student assistant chaplain, as well as a full-time live-in Residence Director who is responsible for engaging and aiding the student living experience.

The rooms in Lange come with bunkable XL twin beds and mattresses as well as portable desks, desk chairs, built-in closet dressers, book cases, and ample closet space. Lange is also equipped with a no cost laundry service, ice machine, printing, and a centrally located residential common spaces in the basement and main floors, and access to a fully operational kitchen space. High speed wireless internet is also provided with the student option to connect up to 5 devices and cable is available in common spaces only.

UPPERCLASS, GRADUATE, AND FAMILY HOUSING

The final years of the collegiate experience contain specific academic and experiential needs centered on the conclusion of a degree program. The upper-class, graduate, & family housing areas are designed and programmed with this in mind. All facilities in this living area are equipped with kitchens and other facilities that provide for a more independent lifestyle, while still giving opportunity for community with neighbors. This living area is designed for families, graduate students, and undergraduates who have completed 4 semesters in the residence halls, are 21 years of age and older, and are taking 6 or more units per semester.

University Place Apartments

The university operates a 94-unit apartment complex that is completely furnished, and units are available in one, two, or four bedroom arrangements. All units have central heat and air as well as ceiling fans. In these units water, gas, cable, and Wi-Fi access are provided. Residents pay a flat rate for electricity each semester. In some of the newer apartments, laundry is incorporated within the apartment. For those that don't include this feature, there is an on-site laundry facility.

Wolf Apartments

The university operates a six-unit apartment complex with each unit furnished with a stove, refrigerator, washer/dryer, microwave, central heat and air, and ceiling fans. The Wolf Apartments are otherwise unfurnished. All units are two-bedroom, two-bath arrangements and designed for four students or one family. Residents are responsible for paying water and electricity expenses.

University-Owned Houses

The university owns approximately 60 homes in close proximity to the Hardin-Simmons campus. Many of these units came from Camp Barkley and were moved to campus after WWII. The units are primarily one-bedroom duplexes and two-bedroom houses. There are also limited three- and four-bedroom houses available. Residents are responsible for gas, electricity, and any other services they wish to provide (phone, Wi-Fi, cable). Each unit has central heat, but residents provide their own window air conditioners. Most houses have washer/dryer hookups. Many units have a backyard area. University owned homes have a no pet policy.

HSU Residency Requirements

Students who live on campus at HSU have higher grades, faster graduation rates, and are more connected to other students and faculty through the campus experience. As a residential campus, HSU wants all students to thrive both in and out of the classroom all four years. We firmly believe that the relationships built in a vibrant community led by Residence Life Staff will empower students to make connections between faith, living, and learning within a diverse community. With this philosophy, HSU policy is that all undergraduate students under the age of 21 taking more than six semester hours are required to live on campus.

Students may request an exception to the policy under one of the following conditions:

- Student is legally married to a person of the opposite sex and can submit a marriage certificate.
- Student is an Abilene area resident living with their parent(s) when applying to HSU and wishes to continue living in their parent(s) home. The Abilene area is considered within a 30 mile radius to the HSU campus via Google Maps.
- Student is 21 years old or turns 21 years old during their actively enrolled semester.

Students must be in good standing with HSU and meet the following standards before they are eligible to apply for a housing exception:

- Must not have an outstanding balance on their student account.
- Must maintain a 2.5 GPA.
- Must not be on disciplinary probation.
- If student is under 21, they must have completed 4 semesters of university residency if admitted for fall semesters, or completed 3 semesters of university residency if admitted spring semesters. Residency at other universities and overseas programs will be considered but must be submitted with the exception request.

International students are under the care of HSU services and are highly encouraged to live on campus during their full visit to the United States. Connecting to services off campus can be very difficult for international students. Those living off campus are not under the umbrella of HSU services, including police, nutrition and dining, internet services, and 24-hour emergency and residential response teams. For these reasons, exception requests by international students will be required to meet higher standards, demonstrating that the student can be successful without any of the HSU campus services.

Housing Exception Requests

Requests to live off campus must be filed on the Residence Life website prior to the 8th class day the fall and spring semesters. As a residential campus, room and board charges will be placed on the student's account each semester until the student has been granted an exception to live off campus. Refunds are not available for students who fail to request an exception on time. Students who are required to live on campus are expected not to maintain off campus residences or be in a cohabitation relationship off campus. Hardin-Simmons values the integrity of students as a part of the larger community, which includes the housing process. As a result, if a

student fails to check in to their residence hall without notification by the first day of classes, or fails to continue living on campus during the semester, it may be viewed as a student conduct violation. Exceptions are decided on a case by case basis. Certain requirements may be assigned to maintain exception status.

Living off campus is a privilege gained by demonstrating personal responsibility and remaining in good standing as a student at Hardin-Simmons. Incoming and continuing students under the age of 21 who have not met their four-semester residency requirement and are granted permission to live with their parents must maintain the following conditions in order to establish that they can thrive at HSU without living in the residence halls:

- Maintain a 2.5 cumulative GPA.
- Attend 10 chapels per semester. (Chapel credit for community service or other programs outside of the weekly chapel program do not count for this requirement.)
- Incoming students for the fall semester must attend all of the first-year chapel series for new students (generally the first six Thursdays see chapel calendar for more details).
- Schedule an appointment with the Assistant Dean for Student Engagement located on the second floor of the Moody Student Center. This must be completed within the first 4 weeks of the semester to review their academic plan, identify tutoring/study opportunities, and ask questions related to academic success.
- Join, and be an active participant in, one registered student organization or be involved in a sport, theater, or music program that is active that semester. If the sport is not in season for the majority of that semester, students must participate in a club.
- The student must not have been in violation of HSU policies or had violations of the law on or off campus.

Students who fail to meet these criteria will be notified during the break between the semesters, will be required to move on campus before the next semester begins, and will be required to continue living on campus through their fourth semester at HSU without the opportunity for an exception. After the student has completed four semesters on campus, they may request to live off campus again.

Housing Exception Appeals

Hardin-Simmons is a residential campus that places a high value on students living in community. As such, exceptions outside the parameters listed in this handbook's HSU Residency Policy section will be rare and reserved for very special circumstances. Housing appeals may be filed once a year and will be reviewed by the Residence Life staff.

Students who wish to apply for an out-of-the-ordinary exemption to live off campus may apply to the Appeal Committee by submitting a letter along with their Housing Exception Application on the Res Life Central Housing System addressed to Residence Life. The uploaded letter should include a request to be exempt from the policy and all pertinent details of their exceptional circumstances. Written requests must be submitted at least three weeks before the first day of class for the upcoming semester. Residence Life will review cases within three weeks of receiving requests. (Please note that financial difficulty does not qualify for an out-of-the-ordinary exemption from the housing policy.) Additional documentation or a meeting with parent(s) may be required in order to make a determination.

Because HSU has housing including apartments and housing that can meet the needs of disabilities, married housing, privacy concerns, and cooking needs, it may be determined that a student is still required to live on campus but assigned to an area that fits specific disabilities or individual requests.

If a student has evidence of discrimination or inequity in the housing appeal process, they may make a final appeal in writing to the Dean of Students within five business days of the appeal decision. The Dean of Students will not hear appeals related to the disagreement of the committee's findings outside of the previous statement. The dean will review the material and may schedule a meeting with the student in order to determine the appeal. The decision from an appeal to the Dean of Students is final.

Housing Cancellation Fee

Residential contracts are binding for the full academic year, and the lessee may not sublet the premises. The only exceptions considered for breaking this lease will be military deployment, graduation, death of the lessee, or change in marital status, or any other emergency circumstance approved by HSU Office of Residence Life or Administration.

Students who leave or are suspended or expelled from the university during an academic year period will not receive a housing refund for the full academic year. This means if a student is suspended in the second week of a year, they will be responsible for their full academic year of housing costs for both fall and spring semesters.

If a student withdraws from HSU by the 8th class day of the fall or spring or by the 2nd class day of a summer session, he/she will receive a full refund for their housing charges. Students leaving HSU may cancel their housing after the add/drop period, but will not receive refunds for that semester. Any future semesters still under the lease would be cancelled. Withdrawals for medical or other emergency reasons will be reviewed by the Student Care Team who will develop an individual plan covering housing, tuition, and other campus obligations.

Any student who falsifies information, or otherwise attempts to circumvent the housing policies of the university, will be subject to disciplinary action which could include fines and the yearly housing cost.

Non-Registered Students

Residents not registered for spring semester classes by the final day of the fall semester may not remain in university housing without specific approval from the Department of Residence Life. Non-registered residents must be checked out, including returning their residence hall room key. As available, the resident's belongings will be permitted to remain in housing, but will not be accessible during the time between their fall semester check-out of HSU housing until the first day of the spring semester.

Residents who leave their belongings in a residence hall room at the end of the fall semester and do not register for the spring semester will have a storage fee of \$200.00 assessed to their student account. This fee will pay for the storage of their belongings during the period between fall check-out of housing and the 8th day of classes for spring semesters.

It is the responsibility of each resident to make settlement with various offices at Hardin-Simmons University and to register for spring semester classes in order to continue as a student and remain a resident in university housing after the end of fall semesters. Residents not registered for the spring semester are required to move out of the residence halls by 5:00 p.m. on the 8th class day. Hardin-Simmons University will assume that all unclaimed belongings remaining in the resident's room after 5:00 p.m. on the 8th class day of the semester is abandoned property.

Summer Housing

It is a privilege to live on the Hardin-Simmons University campus during the summer. As available, Hardin-Simmons offers students the opportunity to apply to live in a limited number of rooms in living areas on the HSU campus in the summer. Applications will be made available through the Residence Life Office and are due no

later than three weeks prior to the beginning of the summer housing period for which the student is applying to live in housing. Each summer housing residents must maintain their status as a student, student employee, or other affiliation with Hardin-Simmons to meet eligibility criteria. Violations of community standards or inappropriate behavior in and around any residence may result in the loss of ability to live on campus as well as the loss of employment (if applicable). When submitting a summer housing application, the student certifies that all information is true and that they agree to the terms and conditions as set forth in the Hardin-Simmons University Student Handbook and the Summer Housing Agreement. All HSU policies, including but not limited to those related to community standards, conduct, respect, and residence hall regulations, are fully enforceable during summer housing. Failure to adhere to them may result in the immediate termination of a student's housing, among other things.

NOTE: Students may request housing for the summer even though they are not enrolled in summer classes, provided the student is enrolled for the fall semester at the time a Summer Housing Application is submitted. Students enrolled in classes during the summer session they are requesting housing will receive priority over non-registered students for limited summer housing.

Room Assignments

The Residence Life Office makes housing applications available on Res Life Central to incoming accepted students around January each year. Students are then able to complete their Hardin-Simmons Housing Application and submit necessary supporting documents. Once applications are submitted and processed, students will receive a status update via email. Fall semester housing assignments are made for new students in July. Once assignments are made, students can access information about room assignments, roommates, and residence hall placements on Res Life Central. Questions about this process can be directed to the Residence Life Office at residencelife@hsutx.edu

Housing Lottery

In the spring semester each year, the Residence Life Office invites returning students to participate in the housing lottery to select their housing placement for the following academic year. Students will be permitted to participate in the lottery at intervals based on their student status, including completed units recorded by the Registrar's Office at the time of application, as well as age. Information about the specific year's process will be disseminated at a spring housing meeting and through other communication. This process is managed entirely online at the Res Life Central website.

Private Rooms

With the exception of rooms designed for one student, all rooms on campus are designated for double occupancy and are assigned accordingly. Students may apply to live alone in a double occupancy room as a private room. Provided there is space available and the Residence Life Office approves their application, an additional fee will be assessed on their account, typically half the cost of the room. Students who have not applied for a private room, but who have not had a roommate arrive on campus by the 8th class day of the semester, will be invited by their Residence Director to discuss options for combining rooms with other students. The Residence Director will make the final determination, though the student will have an opportunity to speak into the process. Any student who is not placed into another room should expect to have a roommate placement at some point throughout the year, leaving the second set of furniture unused and the additional living space clear.

Holiday Housing

Limited housing will only be available for students whose job or sport requires them to stay on campus or for those who do not have a permanent home available to them during university holidays (such as international students). Students will need to make arrangements with the Residence Life Office two weeks in advance of the

breaks. Students may have to consolidate to another building with new roommates for the break periods. There are no additional charges for break housing, but any student who is given permission to stay during the holiday is held to a higher standard of behavior and must sign a Holiday Housing Agreement prior to remaining in housing.

Those not making arrangements will need to leave campus for the Christmas break period as defined by Residence Life and the university calendars. Residence halls will remain open for fall, Thanksgiving, spring and Easter breaks. Apartments and university houses will remain open 365 days a year without closure restrictions. Students not registered for break housing will have their access to their residence hall turned off and are not allowed to return to campus prior to the date announced in the Residence Life and university calendars.

Residents who are not registered for spring semester classes by the final day of the fall semester may not remain in university housing without specific approval from the Office of Residence Life. Non-registered residents must remove all personal belongings as well as their room key and will have their student ID deactivated at 5:00pm on the day housing closes. If the resident is unsure if they are returning to HSU for the Spring Semester, the resident's belongings will be permitted to remain in housing but will not be accessible during the time between their fall semester check-out of HSU housing until the first day of the spring semester per the discretion of the Residence Director.

Residents who leave their belongings in a residence hall room at the end of the fall semester and do not register for the spring semester will have a storage fee of \$200.00 assessed to their student account. This fee will pay for the storage of their belongings during the period between fall check-out of housing and the 8th day of classes for spring semesters.

It is the responsibility of each resident to make settlement with various offices at Hardin-Simmons University and to register for spring semester classes in order to continue as a student and remain a resident in university housing after the end of the fall semester. Residents not registered for the spring semester are required to move out of the residence halls by 5:00 p.m. on the 8th class day. Hardin-Simmons University will assume that all unclaimed belongings remaining in the resident's room after 5:00 p.m. on the 8th class day of the semester is abandoned property.

Room Check-In Procedure

Once a student has signed their housing agreement and/or lease and has been assigned a room by Residence Life, they are eligible to move into their on-campus housing location on the dates provided by the Residence Life Office. Before a student may move into their housing assignment, they must complete a room and/or apartment/house Room Condition Report as well as have their meningitis shot verification submitted and verified and their Medical Card before occupying the room. Students may request the assistance of Residence Life Staff to complete the room report. This report will be used during check-out to assess damage to the assigned location.

Room Check-Out Procedure

Students checking out at the end of the year must make a check-out appointment with their Resident Assistant, Residence Director or acquire the necessary Express Check-Out materials no later than 5:00 p.m. the Monday of finals week. Those students who will be moving into Transitional/Summer Housing will also need to make an appointment to check into their new location before they check out of their current location. At all other times throughout the year, students must make a check-out appointment at least 24 hours prior to their departure date. Students not making an appointment in advance will receive a \$25 fine.

At the end of each semester, each student must check out of their living area no later than 24 hours after their last final exam. Exceptions can be made with their Residence Director for those who are participating in the graduation ceremonies or are limited by flight schedules. Students with official university business (such as athletes with games or essential student workers) may arrange additional housing with the Residence Life Office, but local students in this category are still expected to move out 24 hours after their last exam. Any student who disrupts the study atmosphere of the residence halls during finals week may be required to leave immediately.

Residents must be on time and prepared for their check-out appointment. All personal items must be removed from the room and cleaning completed. All residential keys must be returned at the check-out appointment. Students must be completely moved out, room cleaned and ready to turn in their key to qualify for checking out. Any belongings left in housing after the required check out time will be considered discarded property and will be donated or disposed.

Please keep in mind the following fines throughout the check-out process:

- \$50 per key for failure to return keys at check-out to replace cores and keys
- \$25 hourly rate for cleaning charges for any areas left dirty average cleaning charges for students who leave without cleaning anything is 6 to 10 hours
- \$40 for every hour a student stays past established housing deadlines (example: 5:00 p.m. the day following the last exam day of each semester)
- \$25 hourly rate for cleaning and disposal for furniture/personal belongings that are left in the living area
- \$100 disposal fee for each large piece of furniture left behind
- \$100 minimum fine for damages to window screens

Resident Damage Assessment

- Once a student has checked out, Residence Life will send information to the Business Office regarding damage charges and any additional fees. To check out of campus housing (either during the academic year or at the end of the semester), the student must complete the formal check-out procedure with a Resident Assistant or complete the Express Housing Check-Out process. Students checking out of housing using the Express Housing Check-Out option are expressly stating that any and all damage reported by Residence Life Staff when a walk-through is completed is accurate. Residents have the opportunity to contest any additional damage charges no more than 30 calendar days from the date of their check out, after which the charges are final.
- Damage assessments are made by the Residence Life Staff with the help of the Facilities Department upon check-out. When damages have occurred or students fail to meet cleanliness requirements as set by the Residence Life Staff, a fine may be assessed. Charges are based on the cost of repair, replacement, or cleaning. A student may schedule a formal check-out with their Resident Assistant to evaluate their living space before leaving.
- Common areas will be checked by the Residence Life Staff once all residents have vacated the living areas. Unless someone has claimed the damage, damages in the common areas will be divided equally among all of the residents assigned to the living area. Once the living area is completely vacated, facilities personnel will do a walk through to assess these damages; any additional damages that may have been missed will be assessed to the residents of that living area.
- All damage charges and fines will be billed to the student account of the responsible party or parties.

Early Arrivals for Residential Students

Each semester, returning students may check into housing during a one to two day period before the first day of class as defined by Residence Life. The Residence Life Office may authorize select students to check into housing early. Essential student workers, athletes in season (whose official training and/or competition begins prior to the beginning of the semester per NCAA guidelines), and approved student leaders may check into housing early providing their supervisor officially notifies the Residence Life Office no less than four weeks prior to the desired move-in date. Students who qualify for early arrival will not be billed for additional fees for the period between the last summer session and the fall session. Students approved to move in early are permitted to move in the day before their official start date and no earlier. Because the Residence Life Staff will be in training prior to the start of classes, students must check in during specific, predetermined times. All students arriving early must follow strict behavioral guidelines and sign an Early Arrival Contract before checking into housing and receiving their room key.

Changing Room Assignments

The HSU room assignment process is completed using the information students provide to Res Life Central, intentionally matching roommates who have similar reported schedules, likes, and areas of study. Because of the intentional process taken by the Residence Life Staff in this process, once room assignments have been made, no changes will be discussed until students arrive on campus for the semester; any potential moves must receive prior permission from the assigned living area Residence Director. Please note that a Room Change Request is initiated through the Residence Director and must be authorized by the Residence Life Office before the student may move.

A student whose roommate leaves after registration or whose roommate does not show up will be given the option of taking a new roommate, moving in with another student who needs a roommate, or paying for single occupancy in the room (as available). By the 8th class day of the semester, students who lack a roommate will be invited by their Residence Director to discuss options for combining rooms with other students. The Residence Director will make the final determination, though the student will have an opportunity to speak into the process. After this process, any student who is not placed into another room should expect to have a roommate placement at some point throughout the year, leaving the second set of furniture and additional living space clear. Extenuating circumstances will be given consideration at the discretion of the Residence Director.

The Residential Life staff is committed to Christian reconciliation. No room changes will be granted automatically. Each resident will participate in a reconciliation process in order to promote learning and growth. If a resident desire a room/apartment change, that person should speak with their RA first. If issues persist the RA can then bring the problem to the RD and the RD will work through the issues with the residents. Approval must be made by the Resident Director before anyone can move. Moving without permission will result in your room change being denied and you will be required to return to your assigned room.

Residence Hall and Room Entry

To promote a safe on-campus living environment, each residence hall and the parking lot surrounding the University Place Apartments is equipped with a card-swipe entry system. When doors or gates are locked, students gain entry into their living area by swiping their ID card. A student loaning another individual their ID card compromises the safety of the living area and is subject to the Student Conduct Process. The same applies to unauthorized guests and to residents who entertain unauthorized non-residents in their building after hours. Using windows as an entrance or exit is prohibited except in emergency situations.

Keys

Students receive keys from the Residence Life Office upon check-in. Report any lost key to Residence Life immediately. If a key is lost, and must be replaced, residents are charged a \$50 fee for replacement costs. The charge will be billed to the student account. For safety and security reasons, students are asked not to attach keys to an ID card and are not permitted to lend out their keys to someone else. Theft of keys is a serious offense and will result in disciplinary action. If a student is locked out of their room, they can gain access by contacting a Residence Life staff member or, if unavailable, calling the HSU Campus Police. There is a \$20 charge for this service. This charge can be applied to a student's account. Students will be required to show an ID in order to gain access to their rooms. Resident Assistants are not issued master keys and may take some time to complete a lock-out request.

Propping Doors Open to Living Areas

At no time will anyone prop exterior doors open to university residences. Exceptions to this are on move-in day in August, and move-out at year end, and then only during the daylight hours. Students may leave their bedroom door open while they are in the room, but may not leave the door propped while unattended, and it is recommended that doors be locked when leaving the room. Tampering with any lock, latch, door frame, hinges, or any other part of the doors as to render them unable to close and latch, is strictly prohibited. Because such tampering places students at risk, any living area with a door propped open or other signs of tampering by the residents may be referred to the Student Conduct Process.

Care of Residential Living Spaces

Each resident is responsible for the care of their room and for the shared spaces inside their living area, house, or apartment. Upon check-in, each student will be able to report damages and the condition of their assigned living space; these evaluations should be taken seriously and must be filled out accurately to avoid paying for damages that occurred prior to arrival. Damage to rooms will be charged to the occupants of the room unless the party responsible for the damage is identified as someone other than the occupants. Damage to a suite, wing, or to the entire hall will be charged to the occupants of the area damaged if the person(s) responsible for the damage are not identified. Students are not to remove furnishings from any room or from any of the common areas without permission of the Residence Director.

Damages will be assessed for use of any material which defaces walls or ceilings. Decals may be used on glass surfaces only but must be removed when residents check out. Decals may not be applied to wooden or painted surfaces. Students are required to maintain rooms in an orderly and hygienic manner.

Personalizing Living Spaces and Decoration

Hardin-Simmons University extends the privilege of personalizing individual living areas in ways that enhance an enjoyable living environment consistent with the philosophy of the campus community. Every effort is made to prepare clean, functional spaces for residents upon move-in. Residents are expected to make every effort to return their living area to its original condition before they leave housing. Below are guidelines for residents as they create a personal environment:

- Residents are expected to keep rooms clean. Rooms will be assessed on a regular basis by Residence Life staff members to check for health, safety, and violations.
- Items not in keeping with the character of the university are not to be displayed in student rooms or on university property. This includes wall coverings involving nudity or morally objectionable or socially offensive material, stolen property (including road signs), containers for alcoholic beverages or tobacco products, and other alcohol- or drug-related paraphernalia (signs, posters, etc.).
- Nails, screws, tape, or other adhesives that cause damage or leave sticky residue on the walls may not be used. Mounting items on walls should be done with care.

- Removal of university furniture from student living areas is prohibited. Residents will be charged for missing or damaged furniture.
- Residents may bring their own furniture; however, it must be free-standing and not attached to walls, ceilings or floors in any way. All personal furnishings brought into a living area must comply with fire safety codes. Residents must remove any personal furniture at check-out or removal fees will be applied.
- Residents are expected to accept responsibility for damages and replacement of missing items.
- Student rooms, lounges, and hallways are painted and updated according to the maintenance schedule.
 Permanent changes to residential spaces are not permitted. This includes, but is not limited to painting or wallpapering the student rooms, apartments, houses, or any common spaces. Any improvement made to university-owned housing becomes the property of the university.
- Students are not to tamper with electrical wiring, switches, outlets, or fixtures, or to cover their room numbers. Students may not tamper with ceiling- or wall-mounted lights. Requests for new lightbulbs may be made at https://hsustudentlife.wufoo.com/forms/pk8yd101yfmu7g/
- Tampering with university property is prohibited. Screens are to remain in place and fire equipment is to be used only for intended purposes. Removing furniture from public areas is prohibited. In living areas with false ceilings, tiles are not to be removed for any reason, including the storage of belongings.
- Students are not permitted to hang anything out of their residence hall/apartment/house windows. This includes, but is not limited to, flags.
- Window screens are considered permanent fixtures and may be easily damaged; removing them for any reason other than an emergency will result in a \$100 fine. Additional charges may be assessed if damage or loss occurs.
- Lofts are prohibited in all HSU living areas. The construction of a loft for use in a residence hall room, apartment, or house will result in a fine, followed by a removal and disposal of the loft by campus personnel.

Beds and Mattresses

HSU provides built-in standard twin beds and mattresses in the residence hall living areas that must remain in the designed configuration. Behrens Hall are furnished with standard twin beds and mattresses that can be reconfigured in a number of ways. Some of the University Place Apartment have full beds and mattresses. These specific apartments will be communicated to the tenant prior to moving in. Water beds are not permitted in university housing.

Garbage and Recycling

Each resident is responsible for the frequent and proper disposal of their waste. Garbage and recycling receptacles are provided in each residence hall commons and in the parking lot areas of several living areas. Students are encouraged to recycle aluminum, glass and plastic bottles, paper, and cardboard. Electronic devices are not considered regular waste and must be disposed of according to state and local law. Chemical or biological hazardous waste must be disposed of properly. If a student is unsure of the appropriate means to dispose of something, they should consult their RD.

Health and Wellness

The responsibility for maintaining a clean and healthy living environment in personal residential spaces on the HSU campus is the responsibility of the assigned resident(s). Due to the nature of shared living spaces, ongoing building maintenance, and to help maintain appropriate health and sanitary levels in their personal living area, all residential students are responsible for cleaning their bedroom and the common areas (bathrooms, kitchen, hallways, and living room as appropriate) in their living area (suite, apartment, or house) on a regular basis. Living areas will be inspected periodically for cleanliness, hygienic conditions, repairs, and maintenance. Standards of cleanliness will be communicated by the Resident Assistant or other Residence Life Staff. While

school is in session, students will be notified at least 24 hours in advance of the time of a living area check. If residents are present, the inspection will be done without them, and documentation of anything lacking will be left for the students present or e-mailed directly to their HSU email address.

During the check, Resident Assistants or other university personnel conduct a non-invasive scan of the room. They do not open drawers, closets, or boxes, but may open refrigerators for health reasons and may move items away from electrical outlets for safety. Items that will be removed if found include, but are not limited to, microwaves, "daisy-chained" electrical cords, alcohol and alcohol paraphernalia, and any illegal items. Students whose rooms do not comply with minimum standards may be referred to the Student Conduct Process.

Access to Rooms, Apartments, or Houses

When university staff reasonably fear harm to life, safety, health, property, or have a reasonable suspicion related to a policy violation, resident rooms, apartments, or houses may be entered by an official university representative without prior notice. Residents are expected to open the doors to their rooms for an administrator, Residence Director, Resident Assistant, or facilities personnel. If a resident does not open the door after the personnel identifies themselves, the personnel may unlock the door.

Rooms in university residence halls or university-owned residences occupied by a student will not be searched by university personnel without the consent of the occupying student except upon authorization of the Dean of Students or designated agent. Personal surveillance cameras or recording devices are not permitted in any HSU living area.

During break periods, university staff has the right, without advance notice, to enter resident rooms, apartments, or houses for routine maintenance and inspection. When they have entered resident rooms and find items that violate state laws, federal laws, local laws, or campus policies the items (including but not limited to firearms, fireworks, weapons, drugs, etc.) will be confiscated. Residents may be referred to the Student Conduct Process. When there are sufficient grounds to believe that a theft of personal, university, or organizational property has occurred, official university representatives, in lieu of civil authorities, may access the student's room.

In 2015 HSU became a tobacco-free, smoke free campus. HSU seeks to foster an alcohol, tobacco, and drug-free environment in which to work, live, learn, and grow. As a Christian university, alcohol, tobacco, and drug use is approached with a combination of compassion, encouragement, directness, and concerned firmness. HSU follows the 1 Corinthians 6:19-20 message that all were bought with a price, therefore all people should honor God with their bodies. An aspect of this caring approach is the consistent enforcement of the regulations regarding alcohol, tobacco, and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the university and its goal to foster a substance-free environment.

These policies were not created with a spirit of judgment as all students should be in a safe environment where they can learn about the personal and social consequences associated with the effects of alcohol, tobacco, and drugs. Educational programs are offered on an ongoing basis and are coordinated through the Student Life department. Prevention strategies also include efforts to change inappropriate community norms regarding alcohol and other drug use and to alter environmental factors that support inappropriate use. The university partners with the community and parents/guardians of students to help prevent abuse. Upon graduation from HSU, the hope is that all students' time here offers a balanced and educated approach to making decisions about alcohol, tobacco, and drugs after university life.

With this in mind, all types of alcohol, illegal drugs, and tobacco products are not allowed in campus facilities or on campus anywhere, including Residence Halls. Please refer to the Student Handbook for a more detailed description of the Alcohol and Drug policies of HSU.

Antennas, Satellite Dishes and Cable TV

Students may not have cable or satellite dishes in campus housing unless it is supplied by the university. Residents may not place any antenna, wiring or cabling outside their rooms or living area. Cable and/or IPTV equipment, including adapter boxes provided by the university are considered university property. Missing or damaged equipment will be charged to all the residents of that living area unless the responsible individual(s) is identified.

Student Health

The university does not supply prescription drugs or personal nursing care. In the event a student is ill or in need of medical advice, the student has the following options:

- Call his/her personal physician's office.
- Go to Abilene Community Health Center, 1749 Pine St., 325-696-0600
- Go to Dr. J Express Care Clinic, 1634 State Hwy. 351, 325-676-1100.
- Go to Afford-a-care Clinic, 3101 S. 27th St., 325-704-5037.
- Go to the South Side Walk-In Care Clinic, 1665 Antilley Rd. Suite #120, 325-793-5148.
- In case of an emergency: Go to Hendrick Trauma Center, 1900 Pine, 325-670-2151.

Students should notify the Residence Director if they need assistance contacting a health care provider.

Off-Campus Health Care

Students desiring medical services may go to the physician of their choice at their own expense. Before securing a physician, students should have their health insurance card to locate which providers are available through their insurance.

The nearest hospital to the campus is Hendrick Medical Center, which is two blocks away. The university cannot assume responsibility for a student's medical care but, in an emergency, reserves the right to seek medical attention for the student. In the event of serious illness, the university may require the removal of the student to a private hospital. An examination by a physician to assess a student's physical and mental status may be required at the discretion of the university.

The expenses for such private medical or hospital care will be borne by the student. Parents and students are encouraged to make financial arrangements in advance with a personal physician and file the physician's name with the residence hall director.

Illness During Class Time

Students who miss classes because of illness should contact their professors before the class meets. If the professor requires proof of illness, the student must be seen by a medical professional while ill. An absence because of illness still counts as an absence in the class, and the student is still responsible for all course material presented in or assigned on the day of the absence and will be held accountable for such material in the determination of course grades.

Contagious or Serious Diseases

It is the policy of the university that students with contagious, infectious, long-term, life-threatening, or other serious diseases may continue their enrollment as long as, with reasonable accommodations, they are

academically and technically qualified to participate in the educational programs and activities of the university without undue risk to their own health or that of other students or employees.

After consultation with public health experts, university officials will determine the ability of the institution to reasonably accommodate students with contagious diseases. This determination will be based on the consideration of various factors. Among the factors to be considered are:

- The duration of the risk.
- The nature and severity of the potential harm.
- The likelihood that the potential harm will occur.
- The imminence of the potential harm.

Health Insurance

It is important for students to have a health insurance card to facilitate any need for medical attention. For students who do not have insurance coverage and who wish it, please see the health services website information.

It is the policy of Hardin-Simmons University that our international student population has health insurance to provide for their healthcare needs. Additionally, HSU wants to protect our students from compromising their financial status and their education. Therefore, international students will be automatically enrolled into the HSU insurance plan. The insurance fee will be added to the student's account at the start of each enrolled semester. The only exception is if the student already has an insurance plan that is comparable to the HSU plan, the student may submit proof of insurance that shows coverage throughout the semester enrolled. The student will need to submit this to the office of Global Engagement, 3rd floor Sandefer, and sign a waiver by the fifth class day.

Military coverage is limited to medical services performed at a military base hospital. The student must be at least 18 years of age to receive treatment at Dyess AFB Clinic, or the student must have a signed affidavit from his/her parents releasing responsibility. Non-emergency medical services rendered by a civilian doctor and/or hospital will not be covered unless the student has prior authorization from the military service. Non-emergency medical treatment may be filed through Tri-Care for payment. For questions, call the Dyess AFB appointment line, 325-696-2228.

Immunizations and Health Forms

All International students are automatically enrolled in the University sponsored student health insurance plan; the cost of the insurance plan will be reflected on the student's account. For questions regarding the insurance policy, please contact the Office of Global Engagement at (325) 670-1800 or e-mail at globalengagement@hsutx.edu.

Immunizations and Health Forms

Students should submit a Student Health Form (accessed via the web) before registration. The form includes record of the following immunizations:

- MMR (Measles, Mumps, Rubella) (two doses for students born after 1/1/1957)
- Tetanus Diphtheria (within the last 10 years)
- Polio (if under 19 years old)
- Varicella or Chickenpox
- Hepatitis B (three-injection)
- Meningococcal Meningitis

The state requires every new student under the age of 22 to have the Meningococcal Meningitis

vaccination. The student must have received the vaccine during the five-year period preceding the first day of class and at least 10 days prior to the first day of classes.

A tuberculosis screening questionnaire is on the health form for each student to complete and follow accordingly. If the student answers "yes" to any questions on the TB risk questionnaire, the student should have a TB test (to be completed within six months prior to the start of classes).

Important Information about Bacterial Meningitis

This information is being provided to all new college students in the state of Texas. Bacterial meningitis is a serious, potentially deadly disease that can progress extremely fast, so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that causes meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students every year. There is treatment, but those who survive may develop severe health problems or disabilities.

Symptoms of Bacterial Meningitis include:

- High fever
- Rash or purple patches on skin
- Light sensitivity
- Confusion and sleepiness
- Lethargy
- Severe headache
- Vomiting
- Stiff neck
- Nausea
- Seizures
- There may be a rash of tiny, red-purple spots caused by bleeding under the skin. These can occur
 anywhere on the body.

The more symptoms, the higher the risk, so when these symptoms appear seek immediate medical attention.

Diagnosis

Diagnosis is made by a medical provider and is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood tests. Early diagnosis and treatment can greatly improve the likelihood of recovery.

Disease Transmission

The disease is transmitted through saliva exchange (such as by kissing, or by sharing drinking containers, utensils, cigarettes, toothbrushes, etc.) or direct contact with respiratory or throat secretions. Exposure to saliva by sharing cigarettes, water bottles, eating utensils, food, kissing, etc. increases the risk of getting bacterial meningitis. Living in close conditions (such as sharing a room/suite in a residence hall or group home) also increases risk.

Possible Consequences of the Disease

- Death (in 8 to 24 hours from perfectly well to dead)
- Permanent brain damage
- Kidney failure
- Learning disability
- Hearing loss, blindness
- Limb damage (fingers, toes, arms, legs) that requires amputation
- Gangrene

- Coma
- Convulsions

Treatment and Vaccinations

Antibiotic treatment, if received early, can save lives, and chances of recovery are increased. However, permanent disability or death can still occur. The state requires that all incoming new students under the age of 22 must have the meningitis vaccine within the last five years and at least 10 days prior to the first day of class. Vaccinations are effective against four of the five most common bacterial types that cause 70% of the disease in the U.S. (but do not protect against all types of meningitis). Vaccinations take seven to 10 days to become effective. The cost of vaccine varies, so check with a health care provider. Vaccination is very safe. The most common side effects are redness and minor pain at injection site for up to two days. Vaccination is available at the Abilene Taylor County Public Health Department located at 850 North 6th Street, (325)-692-5600.

Additional Contact Information

- Contact a personal health care provider.
- HSU Student Health Office, Moody Center, Room 208, 325-670-1314
- Abilene Taylor County Public Health Department, 850 North 6th Street, 325-692-5600
- Center for Disease Control
- American College Health Association

Bacterial Meningitis Vaccine Requirement

Texas legislation mandates that effective October 2013 every new student and new transfer under the age of 22 to any Texas university, regardless of living on campus or off campus, will be required to have a meningitis vaccination during the five-year period prior to the first day of class and at least 10 days prior to beginning class. (A returning student following a break in enrollment of at least one fall or spring semester is also considered a new student.) In addition, HSU requires every new incoming student under 22 years of age to provide proof of the meningitis vaccine prior to registering for class. Exceptions to this law would be:

- The student is enrolled only in online or other distance education courses; or
- The student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training; or
- The student is enrolled in a dual credit course which is taught at a public or private K-12 facility not located on a higher education institution campus; or
- The student is incarcerated in a Texas prison.

A student is not required to submit evidence of the meningitis vaccine if the student submits to HSU:

- An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine
 in the U.S., stating that in the physician's opinion, the vaccine would be injurious to the health and wellbeing of the student; or
- An affidavit signed by the student stating that the student declines the vaccine for reasons of conscience, including a religious belief.

Students must use the official Texas Department of State Health Services (DSHS) form. It may be ordered electronically. The form is then mailed from DSHS to the student, and it may take up to 2 weeks to receive it. It must be notarized and submitted. It is the student's responsibility to complete the DSHS from and have it notarized. The site to request the form is:

https://corequest.dshs.texas.gov/

The latter exemption does not apply during a disaster or public health emergency, terrorist attack, hostile military or paramilitary action, or extraordinary law enforcement emergency declared by a Texas Department of

State Health Services authority and is in effect for the location of the university the student attends. Texas law states that acceptable evidence the meningitis vaccination must include:

- Student's name and date of birth
- Month, day, and year the vaccination was administered
- Signature or stamp of the physician or his/her designee, or public health personnel

ΩR

 An official immunization record generated from a state or local health authority (as from the Texas Public Health Department)

OR

- An official record received from school officials, including a record from another state
- The student must have received the vaccine or a booster during the five-year period preceding the first day of class.

The vaccine can be obtained through the health department, some pharmacies, and some private physicians. It is important that a physician be contacted regarding the need for the meningitis vaccine to prevent bacterial meningitis.

Student ID Card

The university Student ID Card is used for access to residence halls, to check out library materials, register attendance at certain campus events, and as Cowboy Cash. Only the person to whom a Student ID Card is issued may use the card. The use of another person's Student ID Card may subject both students to disciplinary action. Student ID Cards become inactive at the end of each semester and are reactivated at registration. Students should report a lost card to the Moody Service Center where cards can be replaced. A replacement fee of \$15.00 will be charged.

Student Involvement

It is our hope that every student at HSU not only does well in their classes, but also finds a place to fit in and contribute to campus. For some students, this can happen as a member of an athletic team, a music ensemble, or a professional office on campus. Other students, though, may want to be a part of planning events, running Stampede, leading student groups, organizing or participating in intramurals, advocating for students, or many other opportunities that present themselves with Student Involvement at HSU! We believe that getting involved outside of the classroom, whether with us or any other part of campus, will greatly enhance the student experience at HSU, and it is our goal to give students these opportunities while also planning the best programs and initiatives we can and developing leaders as they work with our staff!

Intramurals

Most evenings throughout the school year at HSU our students are competing against each other as a part of our Intramural Program. We have major sports competitions including: flag football, volleyball, basketball, and more. We also provide one-time events like spike ball and tennis tournaments that HSU students get to help choose. We have a thriving Intramural Program that gives out championship clothing to each member of a winning team! Visit www.imleagues.com/hsutx to view our online intramural website!

Social Club (Greek) Life

At HSU, we have a healthy social club life that is made up of several local clubs (created by HSU students on our campus) and some national service and academic clubs. These groups give our social club students a place to fit into our campus while also contributing to the overall reach of our programs and activities.

Stampede

Each school year begins for new HSU Students BEFORE the first day of classes. After students move into their residence halls, they get to spend several days learning about HSU's campus, meeting other first-year students and upper-class students, getting just-in-time information related to academics, and having a ton of fun with their Stampede groups. Nobody should miss out on this great, free opportunity!

Many students apply to be a part of the staff for Stampede. Each fall, the Office of Student Involvement hires the Steering Committee that spends all year planning Stampede for the following school year. To be eligible for Steering Committee, students must have served within another Stampede Leadership position. During the spring semester, the Student Involvement Office selects group leaders (Wranglers) and support staff (SWAT) for the following Stampede. Any student is eligible to apply for these fun and exciting positions on Stampede staff!

Student Activities

The vibrant social atmosphere on campus provides many opportunities for student interaction and fellowship. Students have the opportunity to take advantage of the programs hosted by student activities to help enrich their time as a student at HSU. In addition to student activities, the various clubs, organizations, SGA and residence hall leadership provide activities in which all currently enrolled HSU students may participate.

Student Activities is currently made up of three student-led planning teams:

- SABERS Student Activities Board is the oldest student activities board on the HSU campus.
 SABERS are the face of student activities, planning some of the university's most noteworthy events including: Pumpkinpalooza, Gilbert's Birthday, HSU Day at the Zoo, Blacklight Breakdown, Welcome Week and Homecoming festivities. To become a SABER, students must demonstrate prior leadership experience through a student activities leadership group and participate in our application and interview process held every spring semester.
- SPARK Spontaneously Planned Activities plans and executes consistent programming and pop-up
 events throughout the school year. SPARK meets weekly to plan events, games, tournaments and
 celebrate unique and fun holidays. To become a member of SPARK, students must have an interest in
 learning how to plan and execute events, and participate in our interview and selection process. No prior
 leadership experience is required to apply.
- FreshCo Freshmen Leadership Council is a partnership between student activities and the Baptist Student Ministries to plan 4 major events throughout the fall semester. These students participate in leadership development facilitated by both the Coordinator of Student Activities and the Director of Baptist Student Ministries. To participate in FreshCo, students must attend weekly meetings, provide a FreshCo application and participate in 2 of the 4 campus events.

Student Government Association

The Student Government Association of HSU was established to be the voice of the students. The SGA is made up and administered entirely by students and is the representative body of the students at HSU. The purpose of Student Government is:

 To be the voice of the student! The Student Government Association strives to be the student voice by serving as a sounding board and representing the opinions, needs, interests, and concerns to HSU administration and the Board of Trustees.

- To develop leadership abilities. By participating in the election process, developing legislation and being the voice of the students, the members establish themselves as campus leaders.
- To promote and protect students' rights and responsibilities.
- To facilitate cooperation between students, faculty and administration.
- To encourage university pride.
- To collaborate with the university and other student organizations to enhance the overall college experience.

Members of Student Government are elected in an all-school election in the spring semester. The freshman class president is elected in the fall semester. All Student Government resources are available in the SGA office located in The Basement of Moody Center.

Student Government also contains student organization representatives from each organization that is registered through SGA. These representatives attend SGA meetings and represent their groups by voting. They are the liaison between the SGA and the various organizations on campus and serve as "The House" for SGA. Meetings are held throughout the school year every Thursday.

Student Organizations

At HSU, we have a thriving student body that is highly involved within various organizations. No matter whether it is a special interest group, a social club, an academic club, or an intramural team, involvement in any group is what makes our students' experiences the best they can be. We constantly have students asking about creating new groups on our campus and we love getting them set up! It is great to see students get involved.

Student Ministries

The HSU Baptist Student Ministry (BSM) exists to minister to the spiritual needs of the students of Hardin-Simmons University and to equip those students for ministry in their daily lives. We strive to cultivate an atmosphere of discipleship where students can deepen their relationship with Christ in the context of community with the hope that all HSU students might have a fully developed relationship with Jesus Christ. We seek to become the primary catalyst for the campus to be involved in God's work in Abilene and around the world. The BSM is made up of ministry teams that each have a specific ministry focus. These student groups lead and coordinate all of our events and ministries. You do not have to be a part of one of these ministry teams to participate in all that the BSM offers. We are called to love, serve, and to walk alongside students during their time at HSU. Students from all denominations and faiths are welcome in the BSM and are welcome to attend any BSM events, including but not limited to:

- Student-led Bible studies/discipleship groups
- Monthly campus night of worship
- Free noon lunch ministry
- Freshman ministries
- Evangelism and outreach projects
- Prayer events
- Community and church connections
- Summer, Spring Break, and semester mission opportunities
- Leadership opportunities

These activities are a regular part of the BSM schedule. All students are invited to participate in any BSM sponsored event or ministry. BSM offices are located in the Connally Missions Center.

Abilene has many churches with strong collegiate ministries. Although the BSM does not endorse any specific church or ministry, students are encouraged to find a local church home. We would love to be a connecting point to any local church for you. For a directory of churches in and around the Abilene area go to http://www.yellowpages.com/abilene-tx/churches

Student Publications

The Student Publications Committee is charged with advisory and administrative responsibilities over all student publications.

The committee is composed of faculty/staff members and students appointed by the University Committee on Committees and approved by the administration. The director of student publications, who is appointed by the administration, will be a member of the Student Publications Committee. The committee, with the approval of the administration, will name the faculty advisor for each student publication. Student editors and student business managers will be responsible for the production of their publications.

In order to qualify for a scholarship position, applicants must meet the criteria given in the university's General Regulations Governing Scholarships and Grants, as stated in the University Catalog. The number of scholarships and the amount of each scholarship will be based upon funds allocated in the annual budget.

By a majority vote, and upon recommendation of the faculty/staff advisors, the Student Publications Committee will have authority to remove, discharge, and replace editors, staff members, or business managers for any one or a combination of the following offenses:

- 1. Dereliction of duties
- 2. Disregard for recommendations of the faculty advisor and/or the Student Publications Committee
- 3. Intentional publication of false, libelous, or defamatory material
- 4. Publication of obscene writing, photographs, or other material which is judged by university standards to be in bad taste
- 5. Disregard for sound business practices
- 6. Failure to maintain required grade point average

The HSU Brand

The *Brand* is a nonprofit campus newspaper. In some cases, the *Brand* may serve as a laboratory for those students enrolling in specified courses within the Department of Communication.

The *Brand* is also, to some extent, a forum for student views. Since some of the student staff members may be training for careers in communication professions and related fields, policies and style of the *Brand* will conform closely to those of reputable and professional papers.

Since the *Brand*, as well as its contributors, may be subject to libel laws, all editorials, opinion columns and letters to the editor will be read closely by the editor before they are published. The faculty/staff advisor will be consulted on any controversial material.

Although no specific editorial policy is ordered or recommended, students should keep in mind that the *Brand* may circulate far beyond the HSU campus. Editorials that may be clearly understood on campus may be grossly misinterpreted, to the detriment of the university, by persons on the outside.

The Corral

The *Corral* is an annual publication issued in the spring and designed to offer both undergraduate and graduate students the opportunity to publish creative literature and art work. There are two student editors, a literary editor and an art editor. There is a faculty/staff sponsor (the director of the Creative Writing Workshop) and a faculty art advisor. The student editors are directly responsible to these sponsors.

Student Records

In order to minimize the risk of improper disclosure, students' records will be kept separate in the following offices:

- Registrar
- Student Life
- Admissions
- HSU Police Department
- Director of Placement
- Vice President of Finance and Management
- Academic deans and advisors
- Director of Financial Aid

No record will be made unless there is a demonstrable need that is related to the basic purpose of the university.

The university's policy regarding accessibility to and confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

This act as implemented at HSU provides that a student, former student, or a student's parent when the student is deemed a legal dependent for income tax purposes, has the right to inspect and review the educational records of the specified student except as indicated below. An applicant for admission to the university is not considered a student. In the event the records contain information on more than one student, the right will apply only to that portion of the record which pertains to the specified student. On occasion, it may be necessary to reveal the substance of a record rather than to show the actual document in order to protect the confidentiality of other students included on the same record. Hardin-Simmons University is not required to make available the following materials:

- Financial records of the parents of the student or any information contained therein
- Where confidential letters and statements of recommendation were placed in the education records
 after January 1, 1975, the student may choose to waive his/her right of access to recommendations
 in the area of admission to the university, job placement, and receipt of honors and awards so long
 as the student is notified of the names of all persons making confidential recommendations. These
 confidential recommendations must be limited solely to the purpose for which they were specifically
 intended.
- Private notes and other materials created by institutional personnel as memory aids so long as these
 records are not revealed to other persons with the exception of a substitute who performs another's
 duties for a temporary period
- Law enforcement (campus police) records created by the university's law enforcement unit as long as these records are used for law enforcement purposes
- Employment records of persons who are not students at HSU even if they may be students elsewhere

Medical and psychiatric records that are used solely for treatment purposes (this limitation does not
include the student's medical examination form) the student may have these records reviewed by a
doctor or other professional of his/her choice.

If a third party complains of sexual misconduct occurring off campus and not connected with an HSU-sponsored event, and after initial investigation a determination is made that Title IX of the Educational Amendment of 1972 does not apply to such complaint, the university may proceed with disciplinary action against any HSU student or employee involved. In such cases, the Sexual Misconduct Policy applies; however, the Complainant will be considered a third party in these circumstances, to assure applicable FERPA rights of HSU students and potential privacy rights of employees remain protected.

The request for educational information will be made in writing on a form provided by the office holding the requested information and will be granted within a reasonable period of time but in no case more than 45 days after the request has been made.

The student will have the right to obtain reproduced copies of educational records subject to actual cost of reproduction. The student will have the right of response for reasonable requests with regard to explanations or interpretations of the records. The student will have the opportunity for a hearing to challenge the content of his educational records to ensure that misleading and inaccurate statements are not contained therein. The student may request a hearing to settle any dispute over the accuracy or appropriateness of a record. The hearing may be informal or formal in nature.

An informal hearing may be conducted by the student and the administrator who is responsible for the keeping of the record in question. A formal hearing may be conducted upon the student's written request to the administrator who is responsible for keeping the records. A panel of persons who do not have direct interest in the outcome of the hearing will then be appointed by the president of the university subject to approval by the student involved. The hearing will be held within a reasonable time, and a decision will be rendered in writing within a reasonable time.

The university will not permit access to or release educational records or personally identifiable information, other than campus directory information, without the written consent of the student.

Directory information is information which is customarily made public without the written consent of the student. A student may request that the university not disclose directory information by making written notice to the Office of the Registrar on or before the last official day to register for the fall semester. A request for nondisclosure will be honored for only one academic year or until the university receives written notification that information should no longer be withheld, whichever occurs first. Directory information may include: name, address, telephone number, dates of attendance, classification, a class schedule for the current semester, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred and date(s), past and present participation in officially recognized sports and activities, and physical factors of athletes (age, height, weight).

Personally identifiable information includes: the student's parent or other family member, a personal identifier such as the student's social security number, date and place of birth, a list of characteristics which would make identification of the student possible, or other information which would make it possible to identify the student with reasonable certainty. HSU reserves the right to give directory information to the public only on individual students.

The student will be required to submit written consent with his/her signature or electronic PIN authorizing the university to release educational records (transcripts may be ordered in HSU Central Self-Service: Students, Student Profile, Order Transcripts) to individuals (including parents) or agencies. Students may request and receive copies of all released information subject to payment of costs for the copies.

The university may release personal information to appropriate persons or agencies without student or parental consent if such information is deemed necessary to protect the health or safety of a student or other persons. The university will maintain a record indicating all parties who have requested or maintained access to a student's records (other than university personnel). The record will indicate the legitimate interest that such parties had for obtaining the information. Such records of access will be kept in the Office of the Registrar and will be available to the student on request.

Students have the right to file a complaint with the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, concerning any alleged failure by this institution to comply with the Family Educational Rights and Privacy Act.

FERPA Annual Notice Addendum - Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which educational records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without a student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to educational records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain userestriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from their educational records, and they may track participation in education and other programs by linking such PII to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Completing a Diploma Card

The deadline for filing diploma cards in the Office of the Registrar is listed in the academic calendar in the front of the Undergraduate Catalog. It is to the benefit of the student to file the diploma card at least one semester prior to the semester the student plans to graduate. (October 1 for May graduation, March 1 for August/December graduation)

A degree audit will be made as soon as the diploma card is received, and the student will receive a letter indicating requirements needed for graduation within a couple of weeks. The student should notify the assistant registrar one month before graduation if his/her graduation date changes. A student's name will appear on the commencement program only once.

A late fee of \$25 will be charged for late diploma cards. Beginning approximately six weeks after the deadline, this late fee will increase substantially in order to add a student to the graduation list so late in the process.

Graduation

Students who are enrolled in the hours and courses necessary to complete graduation requirements and have filed a diploma card in the Office of the Registrar are eligible to participate in graduation ceremonies. Students who have NOT finished their chapel credits will NOT be allowed to participate in graduation.

Beginning with the 2007 catalog, students with a GPA of 3.55 or above with at least 60 residence HSU hours are eligible for honors. These honors are based on GPA completed (not including semester of graduation). The gold honor cords are the only cords that may be worn at Commencement.

Applying for Financial Aid

HSU financial aid services are available in the Office of Enrollment Services located in Sandefer Memorial Building. The Free Application for Federal Aid (FAFSA) is required for federal or state grant and loan eligibility. The HSU Undergraduate Catalog provides descriptions of HSU academic, departmental, church-related, and other scholarships and grants. The Financial Aid page of the HSU website addresses all aspects of financial aid at HSU. The Financial Aid Guide is of particular benefit to all students and parents.

FASFA applications are required annually to receive government grants or loans. March 15 is the annual priority date. Reapplying early provides the best financial aid package. Applications are processed throughout the academic year.

The Federal Direct Loan is available to all degree-seeking U. S. citizens enrolled at least half-time. The Work Study program provides an opportunity to students seeking campus employment. Students and parents are welcome to visit the Office of Enrollment Services or to call to discuss matters pertaining to financial aid.

Class Preparation and Attendance

Outside preparation is necessary for success in a class assignment and involves budgeting time and applying a high degree of purpose and self-discipline. Most professors expect at least two hours of work outside of the classroom for every hour spent in class. Each day's assignments are important, as are accurate and concise class notes. Professors and advisors are available to give assistance, but the student is responsible for participating fully in all learning opportunities, for reading and researching outside of class, for taking complete notes, and for taking the initiative to seek help if needed.

Students should not miss class. Punctual attendance is essential to success in a course and is expected of all students. Whether the absence is excused or unexcused, the student is still responsible for all course material presented in or assigned on the day of the absence and will be held accountable for such material in the determination of course grades. Instructors have the right to fail any student missing 25% of the class meetings and/or laboratory sessions scheduled for a course (excused or unexcused).

Note to athletes: Absences missed for athletic participation are counted as any other absence. See the full attendance policy in the Undergraduate Catalog in the section regarding Academic Standards. Students are required to wait for an absent faculty member for a period of 15 minutes. If, after that time, the faculty member has not arrived, class members are excused for the remainder of the class period without penalty unless specific instructions to the contrary have been given.

Dead Week Policy

While the university does not recognize a formal dead week, faculty members are encouraged to be aware of the demands placed on students at the end of the semester and, where possible, to avoid requiring major work (not previously assigned) during the final week of a regular semester. Student organizations are also encouraged to limit their activities during this week.

Withdrawing from the University

A student who finds it necessary to withdraw (drop all classes) from the university before the end of a semester must notify the Office of the Registrar and complete the appropriate paperwork. The form requires approval by various offices and administrators. If this procedure is not followed, the student is automatically assigned a grade of "F" in all courses. Due to the negative impact on a student's grades, failure to withdraw properly may result in academic suspension, financial aid suspension, and a return of financial aid funds. In addition, failure to withdraw properly may result in forfeiture of a student's room reservation deposit.

Student Safety Services

Safety Regulations

Each student is expected to keep his/her Student ID Card pin code confidential, and not loan his/her Student ID Card to anyone. To do so would compromise the safety of residence hall occupants. Students abusing the system will be subject to disciplinary action.

Care should be taken to see that blinds are properly tilted at night to ensure privacy and to maintain proper appearance of the building. Anything that detracts from the appearance of the building must not be placed in the windows. Screens are to remain fastened. Using windows as an entrance or exit is prohibited except in emergency situations. Women living on the first floor of the residence halls must keep the pins in the windows. They are in place for residents' protection.

Ordinary precautions to prevent fires in residence halls should be observed. Electrical appliances are to be turned off when not in use. If smoke is detected, it should be reported at once. Open flames of any kind are prohibited. This includes candles and incense.

Students should acquaint themselves with all exits in case of fire or disaster. Any questionable or irregular conduct should be reported immediately to the residence hall director, campus police, or someone in authority. Each residence hall room has a posted map of the building, including the location of the specific room and the closest exit locations for evacuation. If signage is missing in a room, residents should report the issue to the Residence Life Staff.

The HSU Police Department offers escort services to students who return to campus late at night. Their phone number is 325-670-1461.

Emergency Telephones

Red boxes containing emergency access to the HSU police are located on campus. These are to be used only in times of emergency to communicate directly with the HSU Police Department. Emergency phone locations are:

- Inside the first set of glass doors on the north side of the Mabee Hall building
- Northeast corner of Hunter Hall
- Northeast corner of Ferguson Hall
- Northwest corner of Arts and Sciences Annex
- Parking lot across from Nix Hall
- Parking lot between Behrens and Lange Halls

Any student abusing the use of these phones will face disciplinary action.

Electrical Safety

Safety steps to prevent and reduce the risk of electrical fires in student housing include:

- Purchase and use only UL-rated electrical appliances and power cords (No "home-made" cords).
- For safety reasons, extension cords are not allowed. However, UL-rated power strips with built-in circuit breakers are an acceptable alternative.
- Use power strips with an over-current protector that automatically shuts off power if there is too much current being drawn.
- Never "daisy-chain" power strips by plugging one into another; power strips must be directly plugged into the wall outlet.
- Refrigerators, microwaves (permitted in houses and apartments only), or other heavy appliances must be plugged directly into the wall outlet.
- Do not tack or nail an electrical cord to any surface, or run cords across traffic paths, under rugs or furniture.
- Use light bulbs with the correct wattage for lamps. If no indication is on the lamp, do not use a bulb with more than 60 watts.
- Keep all electrical appliances and cords safely away from bedding, curtains and other flammable material.
- Unplug small household appliances when not in use and all electronics when away for extended periods.
- No triple adapters or cube adapters are permitted as they do not have the appropriate over-current protection or reset capabilities.

Though it may seem like an inconvenience, the Hardin-Simmons University list of prohibited items is also important to follow in order to ensure the safety of all residents. In residence halls, only small appliances with enclosed coils are permitted (i.e. corn poppers, hair dryers, coffee pots). Restricted appliances/items include:

- Hotplates
- Refrigerators and/or refrigerator/freezer combinations larger than 4 cubic feet
- 5-Light floor/desk lamp with plastic shades
- Toasters & toaster ovens
- Microwaves
- Open skillets
- Deep fat fryers
- George Forman type grills, and similar appliances
- Candle warmers

Each residence hall has a kitchen area where these appliances are permitted with proper use. If students have a suggestion for additional equipment in the kitchen area, they should speak to the Residence Director.

Students living in university owned apartments and houses should also take caution when cooking. Stove burners, tabletop grills, toasters, and other appliances that heat up should never be left unattended. Some toaster ovens get hot enough to ignite notebooks and loose papers, so residents are asked to keep counters clear and always unplug the appliance after use.

Older wiring and outlets may not be able to handle the increased electrical demand of today's electronics. If use of a device frequently causes power to trip off, or if its power cord or the outlet feels hot, it should be disconnected immediately, and the condition reported to the Resident Assistant or Residence Director of the resident's assigned living area.

Fire Safety

It is important to know evacuation procedures and emergency exit locations in the event of a fire. Fire alarms should always be taken seriously, never ignored or assumed to be a drill. If a fire alarm sounds or a staff member sounds the alarm for a fire, residents should calmly and quickly follow practiced procedures and immediately exit the building. Doors should be closed behind residents to prevent fire spread.

Campus fire safety equipment is an important, life-saving necessity. Individuals who tamper with fire safety equipment place themselves and the campus community at risk. Tampering with any smoke detector, fire alarm, fire extinguisher, fire safety map/signs, fire access key or fire exit is strictly prohibited. Any person found responsible for tampering with fire safety equipment will be fined \$100 in addition to any repair or replacement costs. If the person responsible is not identified, the fine and repair/replacement cost will be distributed between all members of the living area.

Each residence hall room, apartment, and house are supplied with a working smoke detector. Should residents experience any problems with their smoke detector, contact a Residence Life Staff member immediately.

Campus personnel check smoke detectors in rooms at various points throughout the year to ensure they are in working condition. Any smoke detectors that have been removed or damaged will be replaced, and the residents of the room will be charged.

The university does not provide fire extinguishers in the campus houses and recommends that all students living in those spaces provide their own fire extinguisher for use in an emergency.

Damage to or Loss of Personal Property

The university assumes no responsibility for the private property of residents or their guests, does not provide insurance or any other financial protection for any personal property, nor is it liable for the loss or damage of any article of personal property anywhere on campus property. HSU recommends students check parents' homeowner's policy for inclusion of belongings away from home and obtain insurance protection against loss, damage or theft of personal property. Residents are strongly urged to lock living area doors to prevent theft. In the unfortunate event that a student is the victim of theft, they should file a report with their Resident Assistant, Residence Director, or HSU Police.

Damage to University Property

If a student, or their guest, is responsible for damages to HSU property, they will be held accountable to pay for the repairs. If the damage occurs during their contracted period in student housing, the responsible student may be referred to the Student Conduct Process.

Reporting Maintenance Needs

The Hardin-Simmons Facilities Department will repair electrical and plumbing problems, broken windows, screens, locks, etc. Repairs needed in rooms, bath facilities, or other areas should be reported at https://hsustudentlife.wufoo.com/forms/pk8yd101yfmu7g/

For emergency maintenance the Resident Assistant, Residence Director, or Campus Police should be contacted as soon as possible. If an issue goes unreported, the university reserves the right to charge the student for additional damage caused by the delayed reporting.

Residential and Learning Commons Hours

Residential Commons are designed spaces for community development and include entertainment equipment (as available) for video games, ping-pong, foosball, televisions, and DVD players. Residents and their guests are responsible for the careful use of provided equipment and are responsible for damaged or missing items. Residential Commons are open the following hours:

Sunday - Saturday: 12:00 p.m. - 12:00 a.m.

Studies show that more than eighty-percent of learning happens outside the classroom and as a result, Hardin-Simmons Residence Life has designated space in living areas for this purpose. Learning Commons are designated academic spaces that are designed to be used for study, group work, and other activities consistent with the academic mission of the university. Learning Commons are open the following hours:

Sunday – Saturday: 12:00 p.m. – 12:00 a.m.

Note: Students will be permitted to attend scheduled class in the learning commons at any time with faculty or staff supervision.

Students and their guests should show consideration for others who may wish to use the Commons. Residential and Learning Common spaces are not the appropriate place for displays of affection. Students must be dressed appropriately when in the public spaces of the living areas. Failure to abide by these policies may result in referral to the Student Conduct Process.

Laundry Facilities

Residence halls and the University Place Apartments are equipped with washers and dryers exclusively for residential use. Though prices are subject to change, costs are displayed on the machines when residents place laundry in each machine. Students are requested to show consideration for other residents by removing clothes from washers and dryers promptly. Caldwell-Gregory maintains the machines in the residential areas of Hardin-Simmons University and has equipped them with many modern features, including laundry tracking, machine reservations, and more (see Residence Life staff for more information). Please report any overflowing of water to a Resident Assistant or Resident Director immediately. Washers and dryers are operated by student ID. Cowboy Cash may be placed on the resident's ID card for use in laundry rooms.

Living Area Meetings

Periodically, Residence Life staff will hold meetings for residents in their assigned living areas, including several mandatory living area meetings at specific times during the semester. These meetings will inform residents of activities and campus information and may be mandatory for all students residing in that living area. Absences may be excused only by the Residence Director, and students must request permission from their Resident Director at least 24 hours in advance before the scheduled meeting. For mandatory meetings, unexcused absences may result in referral to the Student Conduct Process.

Patios (Campus Apartments and Houses)

Patios must always be well-kept because they affect the appearance of the university grounds and public areas. Patio-appropriate items are limited to furniture designed for outdoor use. Because of the concern for aesthetics, picnic tables should not lean upright against walls. No furniture or any other items should be placed on the grass or any area where damage could be done to plants and trees. Lights or decorations may not be placed on trees, shrubs, or patios as they may interfere with work done by the Facilities Department. Tampering with the patio door lock and closing mechanism is prohibited.

Missing Persons Policy

Residential students have the option to designate an emergency contact person on Res Life Central when signing up for HSU housing. The appropriate personnel will contact this person in the event of an emergency concerning the resident.

If an individual has reason to believe a resident may be missing, they should immediately contact Campus Police or a Residence Director. In the event that a residential student is deemed missing, the following actions will be taken:

- University personnel will notify the Abilene Police Department if a person is in imminent danger or after 24 hours from the time the missing determination has been made.
- Within 24 hours of police notification, university personnel will contact individual(s) designated by the resident during check-in as his or her emergency contact(s).
- If a resident under the age of 18 is determined to be missing and is not an emancipated individual, the university is required to notify the custodial parent or guardian within 24 hours after the resident is determined missing.

Residential Communication

It is expected that residents will send all university-related questions or inquiries from their HSU email address. Residents are responsible for information communicated through their HSU email by the Student Life and related offices and their staff. Verbal communication is not an acceptable form of notification for housing cancellation or withdrawals. An email from a university-issued email address with the details of the cancellation or withdrawal, including supporting reason and future plans, is acceptable.

Eviction

By agreeing to the lease for a university owned apartment or house, the university may, for cause or not, give notice to residents that they will be evicted from the property. Students who have not made rent payments, have stepped out of communication with university staff, or refuse to comply with HSU policy may be asked to leave university housing at any time.

Housing Agreement or Lease Termination

Upon termination date, HSU student residents will be required to vacate the premises unless HSU and the student resident formally extend their existing HSU Lease & Housing Agreement. Student residents will not be permitted to terminate their housing agreement or lease before the termination date unless:

- There is a change in marital status. If the student resident has a change in marital status, the housing agreement or lease may be terminated by the Office of Residence Life upon the receipt of a copy of a valid state issued marriage license.
- There is a military deployment. If the student resident is deployed as an active duty member of a state or federal armed service, the housing agreement or lease may be terminated.
- The student graduates. If the student resident completes his/her degree at HSU and walks at a graduation service before the termination date, he/she can terminate the housing agreement or lease.

Use of Contracted Housing Space

The HSU Lease & Housing Agreement permits the residential spaces to be used and occupied by the student resident exclusively, as a private dwelling. No part of the residential space may be used by the student resident for the purpose of carrying on any business, profession, or trade of any kind, or for any purpose other than as a private dwelling. In designated family housing, HSU defines immediate family for the purposes of their HSU Lease & Housing Agreement as the student resident's spouse and children only. Children must be under the age of 18 in order to reside on the premises unless the student resident receives prior written consent from the Office of Residence Life.

As a part of the HSU Lease & Housing agreement, student residents may not transfer, sub-let, or grant any license to use the residential space or any part of the premises without the prior written consent of HSU. Any such transfer, sub-let or license agreed upon without the prior written consent of HSU, or an assignment or sub-letting by operation of law, is considered to be absolutely null and void and will, at HSU's option, terminate the student resident's HSU Lease & Housing Agreement.

Hazardous Materials

Student residents are not allowed not keep on the premises any item of a dangerous, flammable or explosive character that might unreasonably increase the danger of fire or explosion on the premises or that might be considered hazardous or extra hazardous by any responsible insurance company.

Emergency Maintenance

For emergency maintenance, the Resident Assistant, Residence Director, or Campus Police should be contacted as soon as possible. If an issue goes unreported, the university reserves the right to charge the student for additional damage caused by the delayed reporting. In order to facilitate maintenance work being completed, resident agrees to:

- 1. Not obstruct the driveways, sidewalks, courts, entry ways, stairs and/or halls, which shall be used for the purposes of ingress and egress only.
- 2. Keep all windows, glass, window coverings, doors, locks and hardware in good, clean order.
- 3. Not obstruct or cover the windows or doors.
- 4. Not leave windows or doors in an open position during any inclement weather.
- 5. Not hang any laundry, clothing, sheets, etc., from any window, rail, porch or balcony nor air or dry any of same within any yard area or space.
- 6. Not cause or permit any locks or hooks to be placed upon any door or window without the prior written consent of HSU.
- 7. During extreme weather conditions, the student resident may be required to maintain certain minimum or maximum temperatures in their apartment or house, and take other actions as requested. Notifications will be made via the student resident's assigned HSU email account. Failure to follow prescribed steps may result in damages being charged to the student resident's account. HSU will not reimburse students for electricity usage in these instances.
- 8. Keep all lavatories, sinks, toilets, and all other water and plumbing apparatus in good order and shall use same only for the purposes for which they were constructed. Student resident shall not allow any sweepings, rubbish, sand, rags, ashes or other substances to be thrown or deposited therein. Any damage to any such apparatus and the cost of clearing stopped plumbing resulting from misuse shall be borne by student resident.
- 9. If a pest infestation is reported or discovered in the premises (i.e. bed bugs, cockroaches, ants, etc.) and it is determined by HSU that the student resident, or their guest(s), introduced the pests, the student resident may be charged for remediation of the infestation (i.e. pest control) at HSU's discretion. For bed bugs, this could be in excess of \$1,500.00 depending on the severity of the infestation.

Access by HSU

While HSU will make efforts to inform residents of need to access residential spaces, in order to maintain facilities and to ensure the community environment, HSU staff, students, and contractors are permitted to enter residential spaces without notice for the following purposes:

- Inspect the residential space(s) for condition.
- 2. Make repairs.

- 3. Student Conduct related visits and/or searches as sanctioned by the Dean of Students and/or the Vice President of Student Life or their designee.
- 4. Show the premises to prospective student residents, prospective purchasers, inspectors, fire marshals, lenders, appraisers, or insurance agents.
- 5. Leave written notice.

Students may not at any time restrict the access to HSU residential facilities and may be referred to the student conduct system if such a situation were to occur.

Children and Supervision

Children 3 years of age or younger may not be outside without an adult physically present with them. Children between the ages of 4 - 10 should be supervised by an adult with visual and audio contact. Children 11 - 18 years of age should be educated on proper play areas/biking policies on campus and be prepared to provide home location if asked by campus police officers or other university personnel. Under no circumstances are children 10 years of age or younger to be left home alone for any length of time. Violators of this policy may be reported to the Texas Department of Child Protective Services.

Housing Liability Statement

The university is not liable for damages to property or injury suffered or alleged to be suffered in or around university housing. While the likelihood of issues arising is rare, student residents agree to maintain liability insurance and/or renters' insurance to protect against loss or damage caused by earthquake, fire, theft, water, other disasters, or from any other cause whatsoever. The university does not provide insurance for personal property and strongly encourages students to examine and partake in insurance coverage while in residence.

Students with Disabilities

The Office of Disability Services recognizes disability as a valued aspect of diversity and embraces access as an opportunity for hospitality, equity, and social justice. We work to ensure inclusive and sustainable learning and engagement through universally designed environments and to facilitate access, discourse, collaboration, training, and innovative programming.

Hardin-Simmons University does not discriminate on the basis of race, color, sex, national origin, age, disability, veteran status, or genetic information in its programs and activities. In accordance with the Americans with Disabilities Act (ADA) of 1990, its amendments in 2008, and Section 504 of the Rehabilitation Act of 1973, no qualified person will be denied access to, participation in, or the benefits of any program or activity operated by the University because of a disability.

HSU recognizes a student with a disability as anyone who has:

- a physical or mental impairment that substantially limits a major life activity,
- has a record or history of such an impairment, or
- is regarded as having such an impairment.

For information about applying for accommodations based on a documented disability, please contact the Office of Disability Services.

The Office of Disability Services is located on the first floor of the Sandefer Memorial Building as a part of the Academic Advising Center. You may also call (325) 670-5842 or email disabilityservices@hsutx.edu.

Tutoring Services – Academic Center of Enrichment

The **Academic Center for Enrichment (ACE)** offers free-of-charge opportunities for students to work one-on-one with a more academically experienced students to enrich their understanding and application of the concepts they are learning in the classroom. The ACE offers academic support in all areas, including but not limited to:

- Business
- Communication
- Literature
- Math
- Science
- Social Sciences
- Writing

The Writing Center is also a part of the **ACE**. It is located adjacent to the **ACE** on the first floor of the Richardson Library and provides one-on-one support in writing across all disciplines.

Aces (tutors) and Writing Center Aces are academically experienced students trained to help other students:

- Identify areas of strength and understanding;
- Set goals and prioritize academic needs;
- Increase understanding in specific content areas;
- Clarify and organize ideas;
- Develop skills in reading, writing, revision, note-taking, studying, and test-prep;
- Improve grammatical skills and/or proper citation of sources.
- A healthy part of the writing process for all good writers is the step of receiving expert feedback. Students
 who come to the WC engage in an active partnership in the consultation and revision process, thus gaining
 the chance to take ownership in the educational experience. The goal of the WC is to help students gain
 maturity and confidence in their ever-growing writing skills.

All ACE services are provided to students at no additional cost.

The ACE is located on the first floor of the Richardson Library.

Hours of operation:

- Sunday 3 p.m. 11 p.m.
- Monday Thursday 12 p.m.(noon) 11 p.m.
- Fridays and Saturdays By appointment only

Look for the **ACE and ACE Writing Center schedule** on HSU Central, on bulletin boards around campus, and at the ACE check-in station in the Library. The schedule is subject to change each semester.

For an appointment with an Ace (Tutor) during a time not available here, please visit HSU Central>Tutoring Services. For additional information or questions, please contact us at tutoring@hsutx.edu or (325) 670-1863.

POLICIES

Judicial Procedures

The judicial process is based on the assumption that disciplinary procedures, when required, should be an educational process. Disciplinary sanctions are imposed to help students develop individual responsibility and encourage self-discipline, to foster a respect for the rights of others, and to protect the rights, freedoms, and safety of members of the university community. Students who demonstrate an unwillingness or inability to follow the Code of Conduct will be treated in the same manner as one who has failed academically.

An institution of higher learning is authorized by law to establish and administer codes of conduct and to suspend, expel or dismiss students whose actions negatively impact the campus community. Hardin-Simmons University reserves this right.

Student disciplinary proceedings are not analogous to criminal court proceedings. No particular model of procedural due process is required. However, the procedures should be structured in order to facilitate a reliable determination of the truth and to provide fundamental fairness. Procedures can be very informal in cases where suspension, expulsion, or dismissal, are not a probable penalty; more procedural formality should be observed in serious disciplinary cases. In all situations, fairness requires that students be informed of the nature of the charges and be given a fair opportunity to respond to them.

1. Student Rights

Students accused of Code of Conduct violations are entitled to the following standards of fairness:

- A. To be informed of the accusation and alleged misconduct upon which the accusation is based
- B. An opportunity to offer a relevant response to the charges
- C. Confidentiality, as defined by and in accordance with the terms of the federal Family Educational Rights and Privacy Act
- D. To request that any person conducting a disciplinary hearing or serving as a committee member be disqualified on the ground of personal bias
- E. To be considered innocent of the accusation until proven responsible
- F. To be advised by a current student, faculty, or staff member of the university who was not involved in the incident

2. Reporting Misconduct

Anyone may report a violation of the Code of Conduct by contacting the Dean of Students at 325-670-1250. Normally, the person reporting the violation will be asked to submit a written report. The report should be a brief written statement citing the section of the code allegedly violated and providing a summary of the facts deemed to constitute a violation. Reports should be submitted as soon as possible after the event takes place. The university reserves the right to take action against an individual for violating the Code of Conduct regardless of how much time has passed since the incident.

Anonymous reports may be made on the anonymous HSU Tip line by calling voice mail at 325-670-1461 or leaving a report on the tip web link under the Campus Police web page. For any campus emergency, call 325-670-1461

3. Immunity for Good Samaritans

HSU encourages students to offer assistance to other students in need, both on and off campus. The welfare of students in our community is of paramount importance. Sometimes students are hesitant to offer assistance to

other students for fear that they themselves may be charged with policy violations (for example, a student who has been drinking underage might hesitate to contact an RA or campus police in getting help for someone who may be suffering from alcohol poisoning, or a student might be hesitant to provide important information about a sexual assault incident). Students who seek assistance for another student in need will receive immunity from policy violations related to the incident. This immunity from disciplinary action applies to both the "Good Samaritan" and the student needing assistance.

A. Five students have been drinking alcohol in a residence hall room and one student gets so sick that they can't stop vomiting and are having a hard time breathing. It is more important to get help for that student, so we ask that 911 be called immediately and that help be sought from an RA and Campus Police. It is more important to get help immediately rather than hide the alcohol and get the room cleaned up. All students in that room would NOT get in trouble for calling for help. Students may need to tell their story and talk about the situation with authorities along the way to get help for a friend, but they would not receive any judicial sanctions for calling for help.

4. Sources of Information

Information about a student's misconduct may come from a variety of sources including, but not limited to, reports from faculty, staff, students, departments (e.g., Residence Life or campus police), law enforcement agencies, or community members. Other sources of information may include, but are not limited to electronic communications, photographs, social media, and audio or video recordings.

5. Social Media Privacy

The university complies with all local, state, and federal laws governing social media privacy. Although the law prohibits the university from asking students, prospective students, or student groups to disclose a user name or password for accessing personal social media, requesting access to personal social media, or divulging any personal social media to or in the presence of a university employee or representative, the university may lawfully require disclosure, access or view personal social media if necessary to investigate and take disciplinary action against any student, prospective student, or student group utilizing social media in ways that are unlawful, violate the Code of Conduct, or pose a threat to the safety of the campus community.

6. Definition of Student

HSU may exercise authority over any matriculated undergraduate or graduate student who is enrolled full- or part-time; has completed the immediately preceding term, is not presently enrolled, and is eligible for reenrollment; or is on an approved educational leave or other approved leave status. This includes the period before classes begin, while the student is attending classes, between academic sessions and on leave.

7. Jurisdiction of the Code of Conduct

The Code of Conduct applies to conduct that occurs on university premises, at university sponsored activities, and to off-campus conduct that adversely affects the university community and/or the pursuit of its objectives. Each student is responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. The code applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. The Dean of Students will decide whether the code will be applied to conduct occurring off campus, on a case by case basis, in his or her sole discretion.

8. Administrative Hearings

The Dean of Students or their designee (such as a Residence Director) will meet directly with the student to discuss the incident, the student's involvement in it, and any steps that must be taken or sanction imposed to resolve the matter. The meeting will be followed by an official letter summarizing this discussion.

Before meeting with a judicial officer, the student will be provided, in writing, with a summary of the behavior that allegedly violates particular provisions of the Code of Conduct. Most meetings are at a more informal basis where the student is able to learn about a redemptive process.

If the violation is of a more serious nature where the misconduct would likely result in suspension or dismissal, the process will become more formal and the hearing will include the following structure:

- A. The hearing will be conducted in private. Admission of any person to the hearing will be at the discretion of the Dean of Students. The dean may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the reporting party, accused student, and/or other witness during the hearing by providing separate facilities, and/or by permitting participation by telephone, video conferencing, written statement, or other means, where and as determined in the sole judgment of the dean to be appropriate.
- B. Accused students may be assisted at hearings by an advisor. The advisor must be a current student, faculty, or staff member of the university who was not involved in the incident. The advisor cannot speak for the accused student. The role of the advisor is to accompany the student and advise him or her privately during the hearing process.
- C. Hearings will proceed in the following manner:
 - 1. An opportunity to get to know the student and their perspective
 - 2. Reading of the charges
 - 3. The student's denial or admission of the charges
 - 4. Presentation of information and/or witnesses supporting the charges and questions by the student charged and the committee
 - 5. Presentation of information and/or witnesses by the student charged that rebuts the charges and questions by the Dean of Students
 - 6. Closing statement by the accused student
- D. The dean and the accused student may call witnesses. The dean may ask questions of the witnesses. The accused student may not directly question the witness, but may direct questions to the dean after the witness has been excused. The dean will then determine if the questions are appropriate, and if so, will follow up with the witness as necessary. Witnesses may only be present while giving testimony. Accused students must present a list of witnesses and purposes of their statements to the chair 24 hours in advance of the hearing.
- E. Pertinent records, exhibits and written statements may be accepted as information for consideration by the dean. This information must be submitted to the dean at least 24 hours before the hearing.
- F. If, during the course of the hearing, additional charges are discovered, the accused student will be notified of the new charges and will be granted additional time, if needed, to prepare a defense of the new charges. The accused student may waive the additional time and the hearing can proceed with the new charges taken under consideration by the dean.
- G. Information about the misconduct of other students shared at the hearing may be used as the basis for disciplinary action.
- H. The dean's determination will be made on the basis of the preponderance of the evidence standard (whether it is more likely than not that the accused student violated the Code of Conduct).
- I. The Dean of Students will notify the student, in writing, of the decision and the sanctions issued, if any.
- J. If the accused student fails to appear at the hearing, the dean may make a decision based on the available information.
- K. All procedural questions are subject to the final decision of the Dean of Students.

9. Sanctions

Violation of university policies for personal conduct may result in the imposition of one or more of the sanctions listed below. Sanctions that may be imposed are not limited to those listed. In certain limited situations, university officials may impose a sanction but suspend or postpone its actual implementation. Failure to comply with the sanction(s) imposed by a judicial body may result in further disciplinary action, including but not limited to, a registration hold, placement on or extension of university probation, or suspension.

Sanctions affecting the conduct of students are based on general principles of fair treatment. While attempting to be consistent in its disciplinary decisions, the university also seeks to be fair and sensitive to the facts and circumstances of each individual case. Disciplinary sanctions include:

- A. **Warning:** Oral or written notice to the student that the student is violating or has violated the Code of Conduct and that continuation or repetition of misconduct may result in a more severe sanction
- B. **University Probation:** A status which indicates that a student's relationship with HSU is tenuous. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found in violation of any university regulations. Probation may also result in the loss of privileges, depending on the policies of various university departments and organizations. For example, a student becomes ineligible to hold some leadership positions when placed on probation (see "Expectations for Student Leaders" below for more information).
- C. **Loss of Privileges:** Such loss may include, but is not limited to, financial assistance, eligibility to represent the university officially on athletic teams or performing groups, participation in the housing lottery, or use of specific university facilities, computer systems, equipment, or services.
- D. Fines: Payment of charges for violation of regulations which will be added to a student's account
- E. **Restitution:** Compensation for loss, damage or injury failure to pay such charges may result in additional sanctions (including, but not limited to, denial of re-enrollment or refusal to release official transcripts and records).
- F. **Educational Sanctions:** Mandatory work hours, reading/writing assignment, drug or alcohol assessment/treatment, seminar attendance, or other discretionary sanctions as deemed appropriate
- G. **Dismissal from University Housing:** Loss of privilege to live in university housing *Students in a contract* or required to live on campus who are dismissed from university housing will be responsible for any remaining monetary charges for the term of their contract.
- H. **Suspension:** Temporary separation of the student from HSU for a definite period of time, after which the student is eligible to return without re-applying
- I. **Expulsion:** Temporary separation of the student from HSU for a definite period of time, but not less than two years, after which the student must re-apply for admission
- J. **Dismissal:** Permanent separation of the student from HSU The student is dismissed from the university and is permanently ineligible to re-enroll at the university at any time in the future.

When students are dismissed, expelled, or suspended for disciplinary reasons, there will be no refund of tuition or room and board charges for the semester and all financial assistance for subsequent semesters will be reviewed and is subject to cancellation.

When students are dismissed, expelled, or suspended for disciplinary reasons, they are not allowed to continue any academic work and will receive all F's for the term. The student's academic transcript will also be noted that they have been temporarily or permanently dismissed and it is up to the student to notify any other institutions to the nature of their dismissal.

10. Forfeiture of Financial Assistance

Every student who has accepted a scholarship, loan, fellowship, grant-in-aid, or any other financial assistance by the university or the state is deemed to have agreed to observe the rules and regulations of the university. The university shall review the record of each recipient of financial assistance who has been placed on university disciplinary probation, is suspended, expelled, or dismissed from the university, or arrested and convicted as a result of a violation of university policy. In such cases students who have accordingly violated the student Code of Conduct as outlined in the Student Handbook may forfeit their financial assistance.

11. Expectations for Student Organizations

Student groups and organizations may be charged with violations of the Code of Conduct. A student group or organization may be held collectively responsible when violations of this code occur either during an event sponsored by the organization or when four or more members are in attendance at the event in question. Sanctions that may be imposed upon groups or organizations include but are not limited to deactivation, warning, reprimand, probation, fines, loss of privileges, restitution, and other educational sanctions. Deactivation includes loss of all privileges, including university recognition, for a specified period of time.

12. Expectations for Student Leaders

As role models to other students and ambassadors for HSU, student leaders are expected to embody the institution's highest ideals, values, and aspirations, and to uphold its community standards. Therefore, students placed on university probation will lose privileges, including their ability to apply, campaign, or hold leadership positions for the time they are on probation.

13. Interim Suspension

In certain circumstances, the Dean of Students or a designee may impose a university or residence hall suspension prior to a meeting with the Disciplinary Committee. Interim suspension may be imposed:

- A. To ensure the safety and well-being of members of the university community or preservation of university property.
- B. If the student poses a definite threat of disruption of, or interference with, the normal operations of the university. During the interim suspension, the student may be denied access to the residence halls and/or to the campus (including classes) and/or all other university activities or privileges for which the student might otherwise be eligible, as the Dean of Students or the designee deems appropriate. The interim suspension does not replace the regular disciplinary process, which will proceed on the normal schedule, up to and through a Disciplinary Committee hearing, if required.

14. Appeals Process

Hardin-Simmons University has implemented procedures for student appeals with the intent of assuring fundamental fairness. Students who believe they were not treated fairly in the disciplinary process can submit a written appeal to the Vice President of Student Life. The appeal letter must be submitted within seven calendar days of the issuance of the sanction. The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the decision or an appeal for mercy is not an appropriate basis for an appeal. The written appeal must specifically address at least one of the following criteria:

- A. Insufficient information to support the decision
- B. New information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original hearing
- C. Procedural irregularity that undermined the student's ability to present a defense
- D. Inappropriateness of the sanction for the violation of the Code of Conduct Generally the appellate process does not require a hearing, nor does it require the vice president or designee to make personal contact with the student or the Disciplinary Committee.

The Vice President of Student Life may, but is not required to, convene an ad hoc appeal committee to assist in making a recommendation regarding the appeal. The vice president shall not be bound by the committee's recommendation, and may affirm, reverse, or modify the sanction. The Vice President of Student Life may also return the case to the Resident Director, Dean of Students or Disciplinary Committee for further consideration. The vice president's decision shall be final and effective immediately.

1. Academic Integrity

A degree from HSU is evidence of achievement in scholarship and citizenship. Both honesty and consideration of others are expected in extracurricular activities, the classrooms, and the residence halls. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the university's statement of purpose.

It is the student's responsibility to know and comply with regulations governing admission, registration, retention, withdrawal, degree plans, graduation requirements, payment of tuition, etc.

This information is included in the Undergraduate Catalog with which every student should be thoroughly familiar.

1.1 Academic Integrity Policy

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior.

Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

- 1.1(a). Cheating on an examination:
 - (1) Copying from another student's examination
 - (2) Possessing or using during an examination material not authorized by the person giving the exam
 - (3) Collaborating with or seeking aid from another student during an exam without permission from the instructor
 - (4) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered examination
 - (5) Substituting for another student or permitting another student to substitute for oneself to take a test
 - (6) Obtaining an un-administered test or information about an un-administered test

1.1(b). Plagiarism:

The appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in or as one's own work which could include the failure to specifically cite sources

1.2 Penalties

Penalties may range from dismissal from the university to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

No student who has violated the Academic Integrity Policy will be allowed to graduate from Hardin-Simmons University with honors.

1.3 Procedure for Violation

At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor then the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below:

- 1.3(a). Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of this report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student, and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the charge of violating academic integrity and of the penalty assessed.
- 1.3(b). From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above
- 1.3(c). The Office of the Provost shall maintain files of all violations of academic integrity.
- 1.3(d). The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

1.4 Procedure for Appeal

A student appealing a charge of an academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.

The chair of the committee will schedule a meeting of the committee as soon as practical after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.

Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.

The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.

If the appeal is denied, then the charge and penalty are upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final.

Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the university when appropriate.

2. Alcohol and Drugs

In 2015 HSU became a tobacco-free, smoke free campus. HSU seeks to foster an alcohol, tobacco, and drug-free environment in which to work, live, learn, and grow. As a Christian university, alcohol, tobacco, and drug use is approached with a combination of compassion, encouragement, directness, and concerned firmness. HSU follows the 1 Corinthians 6:19-20 message that all were bought with a price, therefore all people should honor God with their bodies. An aspect of this caring approach is the consistent enforcement of the regulations regarding alcohol, tobacco, and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the university and its goal to foster a substance-free environment.

These policies were not created with a spirit of judgment as all students should be in a safe environment where they can learn about the personal and social consequences associated with the effects of alcohol, tobacco, and drugs. Educational programs are offered on an ongoing basis and are coordinated through the Student Life department. Prevention strategies also include efforts to change inappropriate community norms regarding alcohol and other drug use and to alter environmental factors that support inappropriate use. The university partners with the community and parents/guardians of students to help prevent abuse. Upon graduation from HSU, the hope is that all students' time here offers a balanced and educated approach to making decisions about alcohol, tobacco, and drugs after university life.

2.1 Regulations and Sanctions Regarding Alcohol and Other Drugs

Students are responsible for conforming their behavior to federal, state, and local law, and to the university's policy on alcohol, tobacco, and drugs. When violations of law or policy come to the attention of university officials, students may be referred for criminal prosecution and university sanctions may be imposed. Harm to persons or damage to either private or university property arising from the actions of intoxicated individuals on the premises of the university will be the full and sole responsibility of such individuals.

- 2.1(a). The consumption or possession of alcoholic beverages or possession of empty containers is prohibited on university property or at any university-sponsored event or activity, regardless of the student's age.
- 2.1(b). On campus, it is a violation to be in the presence of alcohol, alcohol containers, controlled substances, or drug-related paraphernalia.
- 2.1(c). Off campus, it is a violation to drink underage. It is also a violation to misrepresent one's age for the purposes of purchasing or consuming alcohol. This includes the manufacture, sale, distribution, promotion, possession, or attempt to obtain false identification (on or off campus). Possessing a fake ID may result in university probation on the first offense.
- 2.1(d). Drunkenness, on or off campus, is not consistent with the moral standards of the university and may result, minimally, in university probation on the first offense and suspension on the second offense. Drunkenness is defined as offensive, disruptive, destructive, hazardous, and/or vulgar conduct during or following the consumption of alcoholic beverages.

- 2.1(e). Operating a motor vehicle, on or off campus, while under the influence of alcohol or a controlled substance is a serious threat to oneself and the community and may result in immediate suspension, expulsion, or dismissal. Anyone who injures another person as a result of driving under the influence may be permanently dismissed.
- 2.1(f). The attempt to obtain, use, possess, distribute, or sell, any potentially harmful or illegal drug (e.g., prescription drugs, marijuana, cocaine) or drug-related paraphernalia (including hookahs) is strictly prohibited. Anyone involved in the sale or distribution of drugs on or off campus may be dismissed immediately.
- 2.1(g). The possession or presence of any amount of a controlled substance is prohibited on or off campus. This includes but is not limited to the presence of marijuana smoke or odor, small "roaches," or residue found in baggies, pipes, or other paraphernalia. The possession or presence of marijuana or other controlled substances may result, minimally, in suspension.
- 2.1(h). Possession or use of any herb or drug used for hallucination or intoxication is prohibited. This includes any relatively new drugs such as K2, Salvia, and other synthetic marijuana or drug variants even if not yet banned by law yet.
- 2.1(i). Promoting the consumption of drugs or alcoholic beverages may not be undertaken within the confines of university properties or through university-sponsored or approved publications or events.
- 2.1(j). Any student (regardless of age) or student organization found supplying or in possession of alcohol at university-sponsored off-campus events will be subject to disciplinary action.
- 2.1(k). Any student leader who promotes or supplies alcohol or other controlled substances may be immediately suspended, expelled, or dismissed from the university. Examples of promoting alcohol/controlled substances include advertising parties either verbally or with flyers and inviting or driving underage students to parties where alcohol is present.
- 2.1(I). Hosting or in any way assisting or promoting a gathering (on or off campus) that includes underage drinking or drunkenness or drug use may result in suspension or dismissal. Those living at the location where the party is held may be held responsible as hosts regardless of who provides the alcohol.
- 2.1(m). Any student who encourages another to consume alcoholic beverages or any substance as a means to induce that individual to engage in behavior that would otherwise be against that person's will is subject to dismissal.
- 2.1(n). Any student who sexually assaults or attempts to sexually assault another person who is intoxicated is subject to immediate dismissal.

2.2 Parental Notification

HSU recognizes the special relationship with the parents and families of its students. Even after students leave home for college, parents often play a central role in their character development, so HSU works in partnership with parents in helping students make the transition to responsible adulthood. The university also recognizes that students have specific privacy rights. FERPA, the Family Educational Rights and Privacy Act is a federal law that controls the confidentiality of, and access to, student education records. FERPA law permits educational institutions to notify parents if a student commits a disciplinary violation involving alcohol or a controlled substance. The purpose of HSU's parental notification policy is to promote the holistic development of students and to foster an alcohol and drug-free campus community.

Notification begins with:

- 2.2(a). The first time a student is charged with violating the university policy under one of following circumstances:
 - (1) Caused harm to oneself or another while under the influence of alcohol or other drugs or was transported to a medical facility and treated because of alcohol or other drug use
 - (2) Was unruly, disruptive, or destructive while under the influence of alcohol or other drugs
 - (3) Operated a vehicle under the influence of alcohol or other drugs

- (4) Was arrested or taken into custody by law enforcement officers while under the influence of alcohol or other drugs or was charged with violating a federal, state, or local law related to alcohol or other drug use
- (5) Because of previous violations (not related to alcohol or other drugs), the current alcohol or other drug violation might result in the student being placed on suspension or a more severe sanction
- (6) Hosted or in any way assisted or promoted a gathering that included underage drinking or drunkenness
- 2.2(b). The first time a student is charged with violating the university policy regarding the attempt to obtain or the use, possession, sale, or distribution of any narcotic or other controlled substance not lawfully prescribed by a health care provider.
- 2.2(c). The second time a student is charged with violating the university policy regarding:
 - (1) The consumption, possession, sale, or distribution of alcoholic beverages
 - (2) Being in the presence of alcohol, alcohol containers, controlled substances, or drug-related paraphernalia on university property

A parent or guardian will be notified in writing by the Dean of Students after it has been determined that a violation has occurred. Before notifying the parents or guardians, every effort will be made to inform the student and attempt to have the student make the first contact. This is consistent with the general philosophy that supports students developing independence and personal accountability. However, in some situations consultation with the student or first contact by the student may not be possible or appropriate and in such cases the university is not required to alert the student when it has notified his/her parent or legal guardian. In other situations, after consulting with the student, the Dean of Students may determine that notifying the parents/guardians may be harmful to the student and in such cases the university is not obligated to make notification. This policy does not preclude the university's contacting parents or guardians for other policy violations that may endanger the health and well-being of a student or other individuals in the community.

2.3 Treatment, Re-Entry, or Rehabilitation Programs

The following agencies offer counseling and treatment in the area of substance abuse. The Dean of Students may refer students to choose from one of these agencies or the family physician or medical provider for alcohol treatment as part of disciplinary sanctions before re-entry to HSU is allowed. HSU does not inspect or certify these programs, but encourages students and family members to do their own research and find the one that best works for them.

- 2.3(a). Abilene Regional Council Center on Alcohol & Drug Abuse, 104 Pine Street, Suite 212 , Abilene, TX 79601, 325-673-2242
- 2.3(b). Family Psychology Center, Hardin-Simmons University, HSU Box 16115, Abilene, TX 79698, 325-670-1531
- 2.3(c). First Baptist Church of Abilene, Ministry of Counseling, 1333 North 2nd, Abilene TX 79601, 325-672-9999
- 2.3(d). Shades of Hope Treatment Center, Corner of Pecan and Mulberry, Buffalo Gap, TX 79508, 325-572-3843
- 2.3(e). Pastoral Care & Counseling, 751 Hickory, Abilene, TX 79601, 325-672-5683
- 2.3(f). Serenity House of Abilene, 1546 North 2nd, Abilene, TX 79601, 325-673-6489
- 2.3(g). West Texas Rehab Center, 4601 Hartford, Abilene, TX 79605, 325-793-3400

2.4 Alcohol and Student Conduct Sanctions

Students violating the HSU policies around alcohol and drug use will be required to pay for and participate in a designated alcohol education program. The fee for the program will be paid to the cashier desk at Hardin-Simmons and the information for the course and completion deadlines will be detailed in the student conduct

proceedings. Additional information may be obtained from the supervising student conduct case manager, often Residence Directors, the Director of Residence Life, or the Dean of Students. Failure to complete required payment or course completion will result in a hold being placed onto the student account, preventing registration and other university services. This hold will only be taken off pending completion of the sanction(s).

3. Animals at HSU

Since the early years, students have been riding horses to campus at HSU, and beloved pets include Dam-It the Dog from the 1930s up to 2014 when Gilbert the Goose arrived on the scene and serves as the current unofficial mascot on campus. Students, faculty, and staff may have animals on campus under the following policies:

3.1 Outside Campus Grounds

The campus community and visitors may bring dogs on campus grounds as long as they are on a leash at all times, the owner picks up after the pet, and the pet does not interfere with campus functions. The city of Abilene has additional policies that we also follow including that dogs cannot be noisy. The law restricts breeds of dogs known to be vicious, including pit bulls.

In our western tradition, horses are welcome to be ridden on campus as long as they are cleaned up after, and they may be left unattended for business less than 15 minutes if tied to the appropriate hitching posts.

No other animals other than those who roam wild or that professors are using in the classroom are allowed to be in campus buildings or be anywhere on campus property. Pets are not allowed at any campus sporting events.

3.2 Service Animals

Service animals are defined as animals that have been individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or task that the animal performs must be directly related to the individual's disability. Service animals are working animals, not pets. Examples of service animal tasks include, but are not limited to, guiding a person with blindness, alerting people who are deaf, or pulling a wheelchair. Owners/handlers of a service animal must never be questioned about the nature or extent of their disability.

Service animals are allowed anywhere on campus when accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service to them that is directly related to their disability.

In general, individuals who are accompanied by a service animal must not be asked to identify the nature or extent of their disability. In regard to a service animal, HSU faculty and staff will not inquire about the qualifications of a service animal when it is readily apparent that the animal is trained to do work or to perform a task for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to a person with an observable mobility disability.) HSU faculty and staff will not require documentation of a service animal's certification, training or license as a service animal.

If it is not readily apparent that an animal is performing work or a task on behalf of an individual with a disability, please do not approach the individual or the animal. Refer the matter to the Dean of Students who will work with the individual and the Office of Student Disabilities to determine whether an animal qualifies as a service animal.

Service animal owners/handlers are responsible for any damage or injury caused by their animals and must take appropriate precautions to prevent property damage and/or injury to others while on campus. Service animals must be under the control of the owner/ handler at all times and, to the extent possible, the service animal should be unobtrusive to other individuals and the learning, living, and working environment.

Cost of care, arrangements, and responsibility for the well-being of a service animal are the sole responsibility of the owner/handler including keeping the animal free from fleas and ticks or other pests that may cause infestation. Cleaning up after a service animal is the sole responsibility of the owner/handler. In the event that the owner/handler is not physically able to clean up after a service animal, the owner/handler must hire another individual who is capable of meeting this requirement.

3.3 Emotional Support Animals

Emotional support animals will be permitted in university housing when the emotional support animal is necessary for the resident (with a documented disability) to have equal access to housing and is approved in advance by the Student Care Team. Approved emotional support animals are not permitted on any other part of campus outside their housing unit or room. For consideration of an emotional support animal, the student must have a documented emotional disability registered with the HSU Office for Students with Disabilities in advance of the request. Students requesting accommodation with an emotional support animal in campus housing must make a request to the Office of Residence Life in writing by email at ResidenceLife@HSUTX.edu concurrent with the request for accommodation and no later than 30 days before their requested arrival on campus to process their request. The request must include the following:

- 3.3(a). Documentation stating that student is under the regular care of a licensed mental health professional (LMHP) where they can evidence they have been seeing the same LMHP regularly for a minimum of one year
- 3.3(b). Credentials of their LMHP
- 3.3(c). A properly formatted prescription letter that states the student is under the care of a LMHP which must state the link between the presence of the emotional support animal and a documented disability
- 3.3(d). Proof that the emotional support animal is properly licensed with the city of Abilene
- 3.3(e). Evidence of current vaccinations for the emotional support pet as applicable
- 3.3(f). If already living on campus, all roommates or suitemates of the owner must sign an agreement allowing the requested animal to be in residence with them. In the event that one or more roommates or suitemates do not approve, or that potential allergies may cause issues for other residents, the owner and animal may be reassigned to a different location.

A request may be denied if the emotional support animal presents an undue financial or administrative burden on the university, poses a substantial and direct threat to personal or public safety or constitutes a fundamental alteration of the nature of the service or program of the university.

The owner of an emotional support animal approved as an accommodation in university housing must:

- 3.3(g). Assure that the emotional support animal does not unduly interfere with the routine activities of the residence hall or cause difficulties with other residents.
- 3.3(h). Assume full financial responsibility for damage or injury caused by the emotional support animal, including but not limited to replacement of furniture, carpet, windows and wall covering. Expenses related to property damage will be charged at the time of repair or move-out.
- 3.3(i). Assume full financial responsibility for any expense incurred for cleaning above and beyond a standard cleaning, and for any costs related to pest control or pest mitigation.
- 3.3(j). Assume full financial responsibility for the cost of care, arrangements and responsibility for the well-being of the emotional support animal. Emotional support animals may not be left in the care of another

resident. Approved emotional support animals must be removed by the student when a student will be away from the residence hall for more than an extended time. Due to feeding and care, HSU will assume that an extended time is a maximum of 8 hours unless the student demonstrates how their pet can be without care for longer periods of time.

- 3.3(k). Assume full responsibility for cleaning up after an emotional support animal, including disposal of all animal waste in accordance with guidelines established by the Office of Residence Life.
- 3.3(I). Emotional support animals must be immunized against diseases common to the type of animal.
- 3.3(m). Emotional support animals must be contained within the privately assigned residential area (room, suite, apartment, or house) at all times, except when transported outside the private residential area in an animal carrier or controlled by leash or harness. Animals other than dogs on a leash are not allowed on campus grounds.

3.4 Removal of Service and Emotional Support Animals

Service and emotional support animals may be removed by the HSU Police or the Dean of Students. They will work with the owner/handler to determine reasonable alternative opportunities to participate in the university service, program or activity without having the service or emotional support animal on university premises. Service and emotional support animals may be removed for the following reasons:

- 3.4(a). Out of control service animal: An owner/handler may be directed to remove a service or emotional support animal that is out of control when the owner/handler does not or cannot take effective action to control the animal. If the improper animal behavior occurs repeatedly, the owner/handler may be prohibited from bringing the service animal into any university facility or emotional support animals may be excluded from university living areas until the owner/handler can demonstrate that she or he has taken significant steps to mitigate the behavior.
- 3.4(b). Non-Housebroken Service Animal: An owner/handler may be directed to remove an animal that is not house-broken.
- 3.4(c). Direct Threat: An owner/handler may be directed to remove an animal that the Dean of Students determines to be a substantial and direct threat to the health and safety of individuals. A direct threat may be based upon the poor health of the animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area such as certain laboratories or mechanical or industrial areas. Instances of abuse of a service/emotional support animal will be referred to the Dean of Students.

Any violation of the rules may result in immediate removal of the animal from the university and may be reviewed through the student judicial process. The owner will be afforded all rights of due process and appeal as outlined in that process. Should the approved animal be removed from the premises for any reason, the owner is expected to fulfill his/her housing obligations for the remainder of the housing contract.

3.5 Conflicting Disabilities

Individuals on the university campus may have allergic reactions to animals that are substantial enough to qualify as a disability. In such cases, the university will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact the HSU Office for Students with Disabilities and employees requesting accommodations should contact Human Resources.

3.6 Pets

A "pet" is an animal kept for ordinary use and companionship. A pet is not considered a service or emotional support animal.

Residential students may keep fish in aquariums of 10 gallons or less in campus housing. No other aquatic animals other than fish are allowed (such as turtles, frogs, crabs, snakes, or other aquarium bound animals). Owners are responsible for the proper care and cleaning of the aquarium and are responsible for any damage caused by the aquarium. Students will lose the ability to keep fish if there are complaints of odors or issues arising from their pets. Students are not allowed to have other pets in campus housing, in any campus buildings, or on any campus property. The first time fine for having a pet in campus housing or a campus building is \$500. Failure to remove pets immediately will result in further disciplinary action and additional damage costs. Students in campus houses with leases which began prior to the 2015 academic year and have paid a pet deposit are grandfathered and allowed to keep one animal within the house property. These pets must follow all of the rules of campus animals noted above. No new pets will be allowed in future leases for students in campus houses.

4. Bicycles and Motorized Vehicles

Residents must store bicycles on a designated bike rack and motorized vehicles (such as scooters, motor scooters, and motorcycles) in designated parking spaces. Bicycles and/or motorized vehicles may not be stored on stairs, balconies or inside university housing. Items of this nature found in any living area will be impounded. One exception exists for residents in the university-owned houses who may store bicycles, scooters, and motor scooters behind their homes in places that do not block exit paths and do not restrict access to the houses by other residents or university staff. Residence Life Staff reserve the right to restrict parking for any and all motorized vehicles in the university-owned houses. Students are encouraged to register their bicycles with the University Police.

5. Cell Phones and Electronic Devices in Class

Use of electronic devices in the classroom is permitted only with consent of instructor. Disruption of class by the sounds of cell phones and paging devices or by texting is forbidden. A student facing the possibility of receiving an emergency message by one of these means may leave the device turned on during class, but the student must inform the professor of that possibility at the beginning of class. Unless facing an emergency message, the student must turn the device off at the beginning of class and turn it back on only after the class has been dismissed. Routine work-related calls/messages are not considered emergencies nor are personal calls/messages from friends or business associates.

6. Community Disturbances

Any individual or group activity that results in the disturbance or distress of others, or that causes damage, destruction, or defacement to property, is prohibited and subject to disciplinary action. Any resulting damage fees are charged to the students involved. Additional fines may be assessed depending on the nature of the activity. Recreational activities not permitted inside campus buildings include, but are not limited to, soccer, basketball, wall climbing, skateboarding, riding scooters and/or bicycles, Frisbees, paint guns, Airsoft guns, and water fights. Due to the concern for the safety of students, community, and the preservation of facilities, the practice of extreme sports (parkour, free-running and other activities involving elevated risk of personal injury or property damage) is discouraged on the HSU campus and will be addressed if it becomes a problem.

7. Copyright

It is the policy of Hardin-Simmons University that faculty, staff, administrators, and students shall strive to obey Intellectual Property laws and licenses. The University is aware that the rights extended to our community by Fair Use are not delineated in Copyright Law. The Richardson Library's brochure "Intellectual Property and Fair Use Guidelines" provides guidelines that may be used to assist in staying within the boundaries of fair use.

Since individuals are at risk if they violate the Copyright Law and licenses of Federal law as noted in the US Code Title 17 section 504(c), each community member is responsible for evaluating his own risk. The act allows a judge to award statutory damages for copyright infringement of \$750 - \$30,000 per incident, \$150,000 for willful violations.

Ownership of Copyrights

Except as qualified below, a member of the university is entitled to ownership of copyright and royalties or other income derived from their works, including books, films, cassettes, software, works of art, or other materials.

Copyright shall be owned by the university, unless other arrangements are contracted, if production of the work:

- a. Used substantial university financial, staff, or other assistance
- b. Made extensive use of special or rare university holdings, such as rare book collections
- c. Made significant use of voice or image of students or staff in a product,
- d. Used substantial creative contribution by staff or students to the preparation of the product
- e. Used the name or insignia of the university or any of its units (other than for purposes of identification of individual faculty members) to identify or to promote the distribution of a product, or other identification or promotion that implies the approval or endorsement by the university or one of its units.

Whenever a copyrightable work is created by a member of the non-teaching staff as part of the individual's university responsibilities, the work shall be treated as a work-for-hire under the terms of the Copyright Act of 1976.

Student will own the copyrights to their theses, however, a student must, as a condition to a degree award, grant royalty-free permission to the university to reproduce and publicly distribute copies of his/her theses.

Fair Use Guidelines

There are four factors that determine Fair Use; (1) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. This document was drafted with the assumption that the nature of usage is for supporting university curriculum. The guidelines below are designed to help identify the remaining requirements. Those wishing to use copyrighted materials for uses other than for supporting university curriculum should identify the applicable restrictions and abide by them.

8. Emergency Evacuations

In the event of an emergency situation, it may be necessary to evacuate the building. Causes for evacuation may be fire, hazardous chemical incidents, explosion, severe weather, or other conditions. Some Hardin-Simmons University campus buildings are equipped with fire alarm systems. If a fire alarm is sounded, all persons should evacuate the building immediately.

Physically impaired individuals should be identified for assistance by fellow building occupants. Mobility impaired individuals on upper floors should proceed to the nearest exit stairwell for assistance by emergency response personnel of the location of mobility impaired individuals. Any questions concerning evacuation procedures should be referred to the HSU Police Department at 325-670-1461.

9. Expressions

Hardin-Simmons University values open dialogue and the exchange of ideas in a manner that is consistent with the university's mission for the purposes of education. We are blessed to live in a country that values free and open speech; however, some speech is nonetheless inconsistent with the Golden Rule found in Matthew 7:12, and students are encouraged to live by this higher standard rooted in our Christian faith and heritage.

Students are encouraged to communicate their views through individual and group discussions. Student Government, Student Life, and other offices of the administration and faculty are open channels of communication.

Any student who participates in or otherwise contributes to mob action or demonstrations that disrupt the normal operation of the university or a university function will be subject to suspension. Organizations involved in such demonstrations will forfeit their good standing on campus.

Vulgarity, obscene language, profanity, lewd or indecent acts, lewd posters and/or pictures, alcoholic beverages or empty containers, illegal drugs or any other materials that reflect negatively on the values of the university are not permitted.

Expressive behavior such as mutual combat, threats, physical abuse, or harassment directed toward a member of the HSU faculty, staff, student body, or toward a visitor to the campus, is prohibited.

While certain types of dress or apparel may be very appropriate for one occasion, they may not be appropriate for regular wear around the university.

10. Falsification of Information

Students are not to furnish false or misleading information to university officials or on university records, nor will they alter such records.

It is a violation of Texas Penal Code 42.06 to make a false alarm or report to an institution of higher education. Students accused of this crime may face charges up to a state jail felony and will be referred through the student judicial process. A full description of the code and subsequent penalty is provided below. Please help keep our campus safe and report any suspicious activities to the University Police Department, Director of Residence Life, or a Residence Director.

9.1 False Alarm or report

- 9.1(a). A person commits an offense if he knowingly initiates, communicates or circulates a report of a present, past or future bombing, fire, offense, or other emergency that he knows is false or baseless and that would ordinarily:
 - (1) Cause action by an official or volunteer agency organized to deal with emergencies.
 - (2) Place a person in fear of imminent serious bodily injury.
 - (3) Prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or aircraft, automobile, or other mode of conveyance.
- 9.2(b). An offense under this section is a Class A misdemeanor unless the false report is of an emergency involving a public or secondary school, public communications, public transportation, public water, gas, or power supply or other public service, in which event the offense is a state jail felony.

11. Freedoms

11.1 Freedom of Access to HSU

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, Hardin-Simmons does not illegally discriminate in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have been violated should contact the Dean of Students and/or the Vice President for Student Life.

It is the policy of the university that students with mental health disorders, contagious, infectious, long-term, life-threatening, or other serious diseases may continue their enrollment as long as, with reasonable accommodations, they are academically and technically qualified to participate in the educational programs and activities of the university without undue risk to their own health or that of other students or employees. After consultation with public health experts, university officials will determine the ability of the institution to

After consultation with public health experts, university officials will determine the ability of the institution to reasonably accommodate students with contagious diseases or mental health disorders. Their determination will be based on the consideration of factors. Among the factors to be considered are:

- 10.1(a). The duration of the risk
- 10.1(b). The nature and severity of the potential harm
- 10.1(c). The likelihood that the potential harm will occur
- 10.1(d). The imminence of the potential harm

11.2 Freedom within the Classroom

The student will expect the professor in the classroom and conferences to encourage free discussion, inquiry, and expression. Students will be evaluated on academic performance, not opinions or conduct in matters unrelated to academic standards.

11.3 Protection of Freedom of Expression

Students will be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; however, students are responsible for learning the content of any course of study for which they are enrolled.

11.4 Protection Against Improper Academic Evaluation

Students will have protection through orderly procedures against prejudiced or capricious academic evaluation. However, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.

11.5 Protection Against Improper Disclosure

Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisors, and counselors should be confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

11.6 Responsibility to Do Own Work

Written or other work which a student submits in a course must be a product of his/her own efforts. Cheating, plagiarism, or other forms of academic dishonesty will not be permitted.

11.7 Academic Grievance Policy

The following measures should be taken with respect to an academic grievance pertaining to a course offered by the University. A student may seek remediation for the following:

- (a) Grade Appeal: A student who feels that the grading policy for a class is unfair or has been unfairly administered and that the result is a course grade lower than deserved has the right to contest the professor's decision. This process is only for appealing the final course average; consequently, grades on individual projects may not be challenged.
- (b) Course-Related Concern: Any complaint, beyond the parameters of a grade appeal, that involves an experience occurring within the context of an academic course offered by the University also comes under the purview of the Academic Grievance Policy.

Arbitration for either (a) Grade Appeal or (b) a Course-Related Concern follows the same procedure, with exceptions noted below.

Informal Measures:

The University encourages matters to be resolved *informally* and judiciously whenever possible. If such an agreement is unable to be reached, then a student may file a *formal* complaint. Each step must be taken in order. Failure to follow the procedure may obviate the appeal.

Step 1. The student discusses the matter with the professor. If possible, the matter is reconciled at this point.

Step 2. If dissatisfied with this discussion, the student voices the concern to the department head in a conference scheduled by the student. (If no department head exists, or if the department head is a disputant, then the student consults with the dean of the college or school in which the course under consideration is offered.) The department head (or, if applicable, the dean) discusses the matter with the professor.

Step 1 and Step 2 attempt to find an amicable resolution to the academic grievance informally—be it either (a) Grade Appeal or (b) a Course-Related Concern—without a formal, written complaint. If no resolution occurs in the first two steps, then formal measures may be taken beginning with Step 3.

Formal Measures:

Step 3. If no resolution occurs at the department level (Step 2), the student then submits a written petition to the dean of the area. If the complaint is against a dean, the complaint will go to the Provost. The student's letter of petition must include a straightforward narrative (one to three pages in length) detailing (a) the circumstances surrounding the contested grade or course-related concern, (b) reasons why the student

believes the complaint is warranted, and (c) what possible outcome or resolution, from the student's perspective, will resolve the issue at hand.

 If the grievance is a grade appeal, then all graded projects in the class—tests, essays, projects, etc.—that are in the student's possession must be submitted along with the cover letter along with the student's personal record of attendance in the class.

Upon the dean's notification that a student has filed a formal grievance, the department head forwards a written summation of the matter to the dean, along with a recommendation for a resolution to the problem. (If no department head exists, or if the department head is a disputant, then a letter from the department head is not necessary.)

Step 4. In writing, the dean apprises the professor of the course under dispute regarding the student's grievance and provides a summary of the points of concern.

Step 5. The professor submits a written response to the student's grievance in a straightforward narrative (one to three pages in length) detailing his or her own account of (a) the circumstances surrounding the contested grade or course-related concern, (b) reasons why the professor believes the complaint either warranted or unwarranted, and (c) what possible outcome or resolution, from the professor's perspective, will resolve the issue at hand.

- o If the grievance is a grade appeal, then the professor appends the student's projects in the professor's possession, grades on all work done in the course, the student's attendance record in the class, and a copy of the class syllabus with the contested policy clearly marked.
- Step 6. The dean will meet with each party separately, or jointly, to seek a viable solution.
- Step 7. If no solution can be reached with Step 6, then
 - (a) a formal *Grade Appeal* goes to arbitration before the Academic Grievance Committee. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the committee.
 - Membership of the Academic Grievance Committee: The committee includes three professors from different academic areas with one specified to the chair and two senior students with grade point averages of at least 3.0. The chair of the committee will schedule meetings and preside during deliberations.
 - Neither the professor nor the student will have counsel at the meetings.
 - Duties of the Academic Grievance Committee: The committee will review materials submitted by both student and professor before coming together in session and convene at a time convenient for all involved for the purpose of hearing both parties present their cases. Committee members will then hold an executive session to reach a decision. The chair of the committee will inform the student, the faculty member, and the Provost of their decision in writing. If a grade is to be changed, the Provost will see that the proper forms are submitted to the Office of the Registrar. The ruling of this committee is final with respect to grade appeals.

(b) a formal Course-Related Concern goes directly to the Provost and Chief Academic Officer for resolution. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the Provost, who will then review materials submitted by both student and professor before scheduling a time, convenient for all involved, for the purpose of hearing both parties present their cases. The Provost, at his or her own discretion, may seek additional counsel as appropriate. The ruling of the Provost is final.

-Approved by HSU faculty on August 18, 2016

11.8 Freedom of Association

Students bring to the campus a variety of interests, and they develop many new interests as members of the university community. Students are free to join campus organizations that will promote their common interests. Limitations to the above statement include the following:

- (1) The organization, if it is a formal, ongoing structure, must be duly chartered and recognized by the appropriate university body(ies).
- (2) The organization must be duly sponsored in accordance with university policy.
- (3) The student wishing to associate with a campus organization must meet the academic, disciplinary, and other qualifications required for joining the organization.

11.9 Freedom of Inquiry and Expression

Students and student organizations are free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They will be free to support causes by orderly means which do not disrupt the regular and essential operation of the university and do not violate the values and standards of behavior articulated in the disciplinary code. The university and the larger community should understand that the public expressions of students or student organizations reflect their own personal views.

11.10 Student Participation in Institutional Government

As constituents of the academic community, students are free, individually and collectively, to express their views on issues of institutional policy and/or matters of general interest to the student body. Students are represented on most faculty committees through student members of the committees. These students are voting members of the committees. The students are directly represented in the governance of the campus by the Student Government Association. Student Government Association is an elected body that serves as the voice of the student in making recommendations to various campus officials. SGA, along with other campus constituents, has only recommending powers. The official policy making authority is the Board of Trustees and its duly appointed administrator, the president of the university.

11.11 Student Publications

Student publications and the student press are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities, and of formulating student opinion on various issues on the campus and in the world at large. The student publications of HSU are fully funded by the university and are subject to the same limitations and restrictions that apply to a newspaper's relationship with the publisher.

11.12 Guest Speakers and Entertainers

Guest speakers and entertainers are an important complement to the educational program of the university. Students are encouraged to recommend the speakers and entertainers of their choice to the appropriate sponsoring offices. All guest speakers and entertainers must be sponsored by an appropriate academic department, organization, or administrative office.

The invitation of any guest speaker or entertainer who requires remuneration must have prior approval of the appropriate administrative officer before an invitation can be extended. Prior to inviting a guest speaker or entertainer, appropriate facilities should be approved and reserved, and appropriate contracts and paperwork, filed.

11.13 Off-Campus Freedom of Students

College and university students are both citizens and members of the academic community. As citizens of the United States, students will enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy; and, as members of the academic community, they are subject to the obligations that accrue to them by virtue of this membership. Faculty members and administrative officials should ensure that institutional powers are not employed which inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

Occasionally the activities of students may result in violation of law. In such cases, institutional officials will be prepared to apprise students of sources of legal counsel, and such officials may offer other assistance. A student who violates the law may incur penalties prescribed by civil authorities and may also be subject to university action if said violation also violates university policy or involves the student in an activity that threatens the health or safety of said student or any other student or person. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, will be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

11.14 Distribution of Literature and Posters

Students are free to distribute literature or to display posters relative to organizations' activities or campus-wide activities as long as the activities adhere to university policy and as long as the literature and posters are in good taste. Posters must be approved by the person in charge of each building and must be posted only in designated areas. Posters in Moody Center should be approved by the Coordinator of Student Activities. T-shirt designs and slogans must be approved by the Dean of Students or his/her designee.

12. Harassment

Unlawful discrimination occurs when an individual is treated less favorably with respect to the administration of the university's educational programs and activities, admissions, financial aid, or on-campus housing, based upon that individual's membership in a class protected by applicable law.

Harassment is defined as conduct that is so severe and/or pervasive, and objectively offensive, that its effect, whether or not intended, impairs a person's ability to participate in the university's educational programs and activities or their living environment. Objectively offensive conduct means that it must be offensive both to the recipient of the conduct and to a "reasonable person" in the recipient's circumstances.

Examples of harassment include, but are not limited to:

- Some students hang a noose from the ceiling of an African-American student's room.
- After a student discloses that he receives an accommodation for his learning disability, another student calls him a "retard" every time he walks into the classroom.
- Someone spray paints "terrorist" on an international student's car who comes from a predominantly Muslim country.

If harassment is of a sexual nature, see page 79.

13. Hazing

Texas State law defines hazing as "any intentional, knowing or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization whose members are or include students at an educational institution." The term includes but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance
 which subjects the student to an unreasonable risk or harm or which adversely affects the mental or
 physical health or safety of the student;
- Any activity that intimidates or threatens the student with ostracism that subjects the student to extreme
 mental stress, shame, humiliation, or that adversely affects the mental health or dignity of the student or
 discourages the student from entering or remaining registered in an educational institution, or that may
 reasonably be expected to cause a student to leave the organization or the institution rather than submit
 to acts described in this subsection; and
- Any activity that induces, causes or requires the student to perform a duty or task which involves a violation of the Penal Code or Code of Student Conduct.

Hazing is any activity that humiliates, degrades, abuses or endangers a person, regardless of the person's willingness to participate. Students who are hazed often suffer physical or emotional difficulties. Such activity does not fit within the Christian mission of HSU.

The Texas Legislature enacted an anti-hazing law in 1987. The state law provides penal sanctions in the event of a conviction of hazing. According to this law, individuals or organizations engaging in hazing could be subject to fines and charged with a criminal offense.

Hazing on the part of students, faculty or staff is strictly forbidden, whether on or off campus. HSU students are expected to be partners in fulfilling the Christian mission of the university by creating and maintaining standards within student groups, teams and organizations that are conducive to personal growth and development. HSU will take disciplinary action against individuals and/or groups who are involved in hazing activities. Such disciplinary action may be taken independently of state or local prosecutorial actions.

A person commits a hazing offense if the person:

- Engages in hazing.
- Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing.
- Intentionally, knowingly or recklessly permits hazing to occur.
- Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational
 institution or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to
 report said knowledge in writing to the Dean of Students, campus police, or the Director of Student
 Activities.

13.1. University Disciplinary Rules

The law does not restrict the right of Hardin-Simmons University to enforce its own rules against hazing, and the university will take disciplinary action for conduct that constitutes hazing regardless of whether public authorities prosecute students under the state hazing law.

- 13.1(a). Hazing with or without the consent of the student is prohibited by Hardin-Simmons University. Both the individual(s) inflicting the hazing and the person submitting to the hazing are subject to disciplinary action. The fact that an individual consented to or acquiesced in a hazing activity is not a defense to prosecution of an offense under the hazing law, and neither will it be under the university's disciplinary process.
- 13.1(b). Initiations or activities by organizations may not include any feature which is dangerous, harmful or degrading to the student. A violation of this prohibition renders both the organization and participating individuals subject to discipline.

In an effort to encourage reporting of hazing incidents, the court may grant immunity from civil or criminal prosecution to any person reporting a specific hazing incident involving a student in an educational institution to the Dean of Students or other appropriate official at HSU. A person reporting in bad faith or with malice is not protected by this section.

14. Items Not Allowed on Campus

Highway markers, street signs, other official markers and empty alcoholic beverage containers are not allowed in campus housing. Possession of official markers is illegal in the Texas Penal Code as well as in many city ordinances.

The repair or storage of motorcycles and the storage of gasoline or other similar flammable substances in the residence halls is not allowed.

Lewd posters and/or pictures, alcoholic beverages, empty alcoholic beverage containers, illegal drugs, or any other materials that reflect negatively on the values of the university are prohibited.

Open flames of any kind are prohibited in the residence halls because of fire hazard.

Surveillance cameras are not allowed in student rooms.

See the entire section devoted to Weapons at the end of this Handbook.

15. Movies on Campus

It is illegal to view movies rented or purchased for private use in public areas except for academic purposes under the direction of faculty. Because residential common areas are limited to the residents of that building, watching movies in the lobby or living space is permitted. Student Activities does purchase the rights to movies for viewing on campus. Students should speak to Student Activities in the Moody Student Center if they would like to be involved in promoting or hosting a campus movie. Viewing or showing X-rated or pornographic materials is never allowed on campus.

16. Posting

All posters, fliers, and other materials to be posted on campus must be approved by Student Activities. Items for housing areas must also have the approval of the Residence Life Office. All postings are to have a stamp, signature, and removal date. Any individual or group requesting to place an advertisement is responsible for its removal by the marked date or will face restriction from posting in the future. Posting should only be done with tape that leaves no residue, and only in designated spaces (e.g., not on glass).

This policy is designed to allow any registered student organizations, departmental organizations, administrative and academic departments, individual students, and individual employees to properly post items on Hardin-Simmons University campus property in a way that is consistent with the mission of the university.

16.1 Requirements

All printed posters must include:

- 16.1(a). Name of the sponsoring organization, department, or responsible individual
- 16.1(b). Date, time and location of program
- 16.1(c). Approval from the appropriate department as required by location (see location information below) and receive the appropriate stamp, if one is required

In addition:

- 16.1(d). Removal of the posted materials will happen no more than 24 hours after the date of the event.
- 16.1(e). Materials not associated with a specific event or program may be displayed for no more than 10 business days unless specific approval is obtained from the Office of Student Activities.
- 16.1(f). Materials must not be obscene or defamatory and must not violate university policy or federal, state, or local laws.

16.2 Locations

Each building has specific procedures for posting materials within its own confines. Please note that these procedures may be more stringent than the general requirements provided below and may vary from building to building. In the event a specific posting policy by an academic or administrative facility conflicts with the requirements set forth below, that procedure takes precedence over these requirements. Building coordinators may remove materials that have not been posted according to the following:

16.2(a). General Guidelines

- (1) Only general-purpose bulletin boards in each building may be used for posting.
- (2) Posters or flyers must be affixed to bulletin boards with thumbtacks, pushpins or regular staples, not glue or tape; and magnetic boards with magnets, or a small amount of tape.
- (3) Posters or flyers must be limited to one per bulletin board per event.
- (4) Posters may not exceed 11 inches by 17 inches except with the authorization of the building coordinator or other authorized university official.
- (5) Bulletin boards that are labeled as "community only" are limited to that purpose and non-related announcements will be removed.
- (6) Posters or flyers may not be placed on interior or exterior walls, floors, doors, windows, sidewalks, statues, or public art.
- (7) General rule If there is no other posting in the area, it is probably not an approved posting area.

16.2(b). Academic Facilities

Consult the dean's office of each school or college or the building coordinator in charge of each building.

16.2(c). Residence Halls

Contact the Office of Residence Life, room 217 in Moody Center

16.2(d). Dining Halls/POD

All postings, including table tents, must be approved by Dining Services, Dustan Taylor – Dustan@aramark.com

16.2(e). Student Centers

All postings in the Moody Student Center must be approved by the Office of Students Activities, Moody Center 1st floor glass office (MC 103, 670-1947).

16.2(f). Exterior

Registered student organizations and departments may request to chalk OUTSIDE on the Hardin-Simmons University campus non-brick sidewalk areas. Only water-soluble chalk is permitted. Permission to chalk must be requested via email to the Office of Student Activities, emma.ellison@hsutx.edu

16.3 Prohibitions

- 16.3(a). Organizations must not place their posters such that they obscure the posters of others.
- 16.3(b). Using masking tape or other adhesives (including paste, glue, and spray adhesive), clear tape only.
- 16.3(c). Using nails, heavy gauge staples, or other metal fasteners.
- 16.3(d). Attaching posters to outdoor walls, trees, doors, light/telephone poles, sidewalks/walkways, stairwells, vehicles, roads, grassy areas, window/transparent surfaces, or other areas not expressly permitted through this policy.
- 16.3(e). Posting messages or symbols on grassy areas.
- 16.3(f). Hanging banners on external surfaces without first obtaining permission.
- 16.3(g). Causing damage to personal or university property.

16.4 Additional Restrictions and Requirements

Hardin-Simmons University acknowledges that a policy of this nature may not anticipate every possible issue that may arise with respect to on-campus posting. As a result, the university reserves the right to impose reasonable restrictions and/or requirements with respect to time, place, and manner of posting activities. These restrictions may be in addition to, or in lieu of, those set forth in this policy.

16.5 Enforcement

Postings displayed in violation of this policy will be removed, regardless of content.

Outdoor areas will be checked periodically by the Student Activities Department.

Materials not posted in accordance with this policy or posted past the time for the event will be removed by staff.

The University Judicial System has jurisdiction over complaints filed against any university student, or registered student organizations(s), who destroys, defaces, or removes posters on university bulletin boards, or who posts material in a manner inconsistent with this policy.

16.6 Sanctions

Sanctions for violation of this policy by students and/or registered student organizations include, but are not limited to:

- 16.6(a). Fines and/or restitution
- 16.6(b). Loss of future posting and/or facilities use privileges
- 16.6(c). Loss of recognition for registered student organizations
- 16.6(d). Other disciplinary sanctions
- 16.6(e). Other educational sanctions appropriate to the circumstances

 University employees violating this policy may be subject to disciplinary action by the university.

Hardin-Simmons University reserves the right to update and amend this posting policy at any time.

17. Pranks

As with every community environment, fun is a healthy and necessary ingredient for life together. Often students will choose to perform pranks on fellow residents, classmates, and the community. The university is concerned with the rights of those affected by pranks and urges those who choose to perform them to use good judgment and discretion.

Students should keep in mind the following things should they choose to perform a prank. Pranks:

- Take a great deal of effort to be done well.
- Should be targeted only towards audiences which are certain to enjoy them.
- Must not be defamatory.
- Must not damage property.
- Must be safe.
- Must be fun for everyone involved at all levels.
- Must not violate university policies.
- Must not involve animals/insects, whether alive or dead.
- Must not result in extra work for university employees.
- Prank instigator(s) must help to return things to their original order if their assistance is so desired by the recipient(s).

Those who choose to perform pranks must accept any consequences that may result. Even if all of the above are kept in mind when committing a prank, the university may still choose to take actions towards the individuals responsible if the prank causes a disruption or adversely affects someone. Should damages occur and the pranksters do not claim ownership to pay for the damages, the residents of the whole living area shall incur the cost of the damages.

18. Print and Digital Media Policy

Student Organizations at HSU may freely promote their organization (no approval/permission is needed from the Office of University Marketing), or related student-organized activities or events, through any of the following media without identifying HSU by using the university's name (or variations thereof), logos, images, symbols or slogans:

- Design and publish fliers, posters, or other printed materials intended for campus use only (posting of materials subject to approval by building supervisors)
- Design and print t-shirts
- Create and publish student club or organization social media accounts, hashtags, or websites

If Student Organizations want to use the phrases "HSU," "Hardin-Simmons," or "Hardin-Simmons University," logos of HSU, images that represent HSU, symbols of HSU, slogans of HSU, or any other HSU representative material, they may submit a

proof to the Office of University Marketing to request design approval. Additionally, if any organization on campus needs design files for any logo, wordmark, or branding element, the Office of University Marketing can provide any of these items in a variety of digital file formats. Feel free to send any requests, questions, or concerns via email to marketing@hsutx.edu.

19. Property

Students should respect the property of others. They should not damage or abuse the property of the university or other students, nor should they appropriate, for their own use, the property of the university or of others without the consent of the owner of that property. Students should not enter any room or building without the consent of the owner of that property. Students will be charged for willful or negligent damages done to university property.

20. Procedures for Handling Student Grievances (other than grades) With Fellow Students, Faculty, or Staff

A written grievance should be submitted to the Office of Student Life. The Dean of Students or designated official will discuss the grievance with the parties involved and bring suggested resolutions to the person lodging the grievance.

Should satisfactory resolution of the issue be impossible at this level, the dean, in conjunction with the Vice President for Student Life, will appoint a committee (which will include a student) to develop a recommendation for a solution.

21. Residential Policies

Students who reside on campus are not to maintain off-campus residences.

21.1 Candles and Open Flames

Due to fire hazards, any open flame and/or the possession or use of flammable items such as candles (with or without wicks, burned or unburned), incense, potpourri, and lanterns are not permitted in any campus buildings including residence halls, houses, apartments, or community areas. Violation of this policy will result in disciplinary action, including confiscation, fines, and other sanctions. Candle warmers are not permitted, including those that heat up small blocks of wax.

21.2 Emergency Response and Evacuation Procedures

Emergency situations can occur at any time. Members of the university community have a responsibility to notify university officials of incidents/emergencies as they are observed. The Hardin-Simmons University Police Department should be notified of all emergencies. Upon initial observation or notification, HSUPD will respond to the scene and coordinate (as needed) with university officials concerning institutional response and/or community notifications.

21.2(a). Fire Procedures

The building should always be evacuated if an alarm is sounded. All fires should be immediately reported to 911. The Residence Director on call will be notified by HSU police in the event of a fire in a residential building.

(1) No student or staff will jeopardize his/her life in order to complete evacuation of the halls.

(2) In the event of a fire in a residential building, all residents should congregate at a safe distance from the building (at least 100 feet). Anderson Hall, Ferguson Hall and Nix Hall residents will evacuate to Anderson Lawn. Lange Hall and Behrens Hall residents will evacuate to the Pine Street Parking lot. Hunter Hall residents will evacuate to the Logsdon Seminary Lawn. Residents must check-in with responding staff members and may not re-enter buildings until the all-clear has been given by fire personnel or Residence Life Professional Staff.

21.2(b). Fire Drills

Fire drills are conducted in all residence halls during the beginning of each semester to allow occupants to become familiar with and practice evacuation procedures. Drills are conducted by the Residence Life Staff in conjunction with University Police.

21.3 Furniture

For safety, students are not permitted to reconfigure beds. Students are permitted to request the reconfiguring of beds by the Facilities Department during the first three weeks of the semester. After the first three weeks, requests will only be approved for health and safety reasons. No homemade lofts are allowed on campus in any living area. If a resident disassembles any university furniture, a \$50 fine will be applied to the student's account.

21.4 Guest Policy

Residential students are permitted to invite a guest to spend the night in their living space, free of charge, a total of three nights per semester if they are registered with the Resident Assistant or Residence Director of the living area. Guests must be at least 15 years of age and of the same sex as the host. A \$10, per person, per night fee will be charged for each additional night stayed beyond three nights per semester. A guest may not stay in university housing longer than one week.

Upon their arrival, guests must check in with a member of the Residence Life Staff and provide emergency contact information using the designated form. Failure to register an overnight guest with Residence Life Staff could result in the loss of overnight guest privileges, or further disciplinary action. The resident and guest must remember that they are in a shared living environment, and roommates are affected by the presence of the guest. Therefore, it is the resident's responsibility to respect the needs of roommates and explain university regulations and community behavioral standards to guest(s). Guests are required to follow all university standards while on HSU premises, and the student host will be held responsible for any inappropriate behavior and/or damage caused by their guest(s).

Minor guests are defined as anyone under the age of 18 years old. Related minors age 15 and over are permitted to stay with their residential student family member with the proper registration. A child who is unrelated to a resident is allowed to visit a resident's room or stay overnight in university-owned housing if he/she meets all of the following conditions: the child (1) is 15 years of age or older, (2) is invited to do so by the host student, (3) is the same sex as the host student, and (4) the parent/guardian has filled out a liability release and medical permission form.

Overnight visitors must sleep in their host's room, and not in a public lounge or individual floor lounge. A child who is unrelated to a resident and is under the age of 15 years, may visit university-owned housing if he/she is invited to do so by a host resident. The child may not stay overnight or visit in any bedroom of the host or any other similar space unrelated to the host but, may visit public residential commons during the normal visitation hours.

This policy will not apply to summer conference groups, sports and other camps that have their own supervisory staff.

Overnight guests are allowed a maximum of two weeks in Family Housing each year; the Residence Life Office must approve longer visits in advance of the guests staying. All residents are required to sign a contract with Hardin-Simmons University prior to moving into a housing unit, however guests remaining longer than two weeks are considered non-contracted residents and will be charged accordingly.

Guests are the responsibility of the resident hosting the visit and are expected to abide by housing regulations, policies and the student handbook. It is the responsibility of the hosting student to convey guest expectations. Residents in violation of this policy may be removed from housing.

21.5 Quiet Hours

The minimum for quiet hours in all Hardin-Simmons University campus housing is from 10:00 p.m. to 10:00 a.m. Quiet hours are defined as times when residents' music, televisions, and conversations are to be kept at a level that does not interfere with other residents' study or sleep. Common courtesy prevails at all times. The right to study or sleep supersedes the privilege to be entertained or entertain others. Residents are expected to respect requests if asked to lower the volume level. Noise that is audible beyond the confines of a living space is prohibited and may result in referral to the Student Conduct Process.

Note that the regular workday for university employees begins at 8:00 a.m. and their activity may create sounds heard within university housing. Also, various residential facilities may be impacted to some extent by construction noise from time to time. The construction day typically lasts from 7:00 a.m. to 6:00 p.m.

Finals weeks are periods of the semester when students have heightened need for study space and healthy quiet in their living spaces. Quiet hours during finals week are 24-hours a day with the exception of designated hours between 12:00 p.m. to 5:00 p.m. each day. Violations during this time will result in immediate referral to the Student Conduct Process.

21.6 Roofs

Students are not permitted to be on any roof without prior permission. A person found on the roof of any building will be go through the student conduct process and minimally be assessed a \$100 fine.

21.7 Sex

As an institution, HSU holds the value that the act of sex should be reserved for marriage between a man and a woman. Any sexual act outside of this definition is outside the bounds of how we interpret God's word in the Bible. Education of a biblical view of sexual relations is the outcome that we seek. When a complaint or violation of the policy shows that a student acted outside of our biblical values of dignity and respect, we will address the conduct and hold students accountable.

21.8 Student Health Services

The staff of each residence hall and the HSU Police Department are supplied with first aid equipment and AED machine.

21.9 Visitation

Hardin-Simmons University desires residents to hone their capacities to relate to the opposite sex in a healthy, respectful, and Christ-like manner. The Open Visitation policy guides the opportunities in which students may visit the individual living areas of members of the opposite sex. The university recognizes the academic and interpersonal benefits of men and women interacting as well as the fact that accountability and wisdom are necessary to foster safe and positive interaction. The structure of Open Visitation also allows roommates to maintain personal space and to respect the differing sleep, study, and living patterns. The following hours are designated for visitation in the HSU living areas:

Open Visitation for Residence Halls

Tuesday & Thursday: 7 pm – 10 pm Friday & Saturday: 7 pm - Midnight

Open Visitation for University Houses & Apartments

Daily from 9 am to 1 am

In traditional student living areas in the University Place Apartments, Wolf Apartments, and houses no one of the opposite sex may be in the bedrooms at any time.

Room doors of hosts must remain at least halfway open and allow unrestricted visual access to the room. At no time may residents engage in intimate activities (e.g., lying under covers in bed together) which could make others feel uncomfortable and put themselves in a compromising situation. There should be some sort of light source on in the room. At no time should any guest of the opposite sex use the bathrooms designated for residents of the visited residence hall, however common bathrooms are available in the residential commons area of each living area.

Violations may result in the loss of Open Visitation privileges for the individuals and/or living area, community service hours, removal from the living area and/or suspension. Students are responsible for knowing the boundaries and times of Open Visitation in all living areas. Questions about this policy may be directed to a Residence Director or the Director of Residence Life.

22. Sexual Misconduct

22.1 Introduction

Hardin-Simmons University affirms that all members of our community are created in the image of God and therefore should be treated with dignity and respect. We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Further, we respect the inherent worth of each member of the community and do not tolerate conduct which fosters any form of harassment. We follow the profound truth found in the Golden Rule, "In everything do to others as you would have them do to you" (Matthew 7:12).

With a Biblical foundation of human dignity and worth, HSU approaches issues of sexual misconduct not only as acts that may be potential violations of the law, but as conduct that is antithetical to Christian scripture. Thus, sexual misconduct is harmful not only to the individuals involved, but undermines the values of the entire community.

This policy will address some of the complexities of legal requirements under Title IX, and our policy expectations in the areas of sexual misconduct, sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. We hold to the expectation that sexual misconduct does not fit within our mission of Christian education. Violations of this policy are regarded as serious offenses of trust and integrity and will result in disciplinary action. Sexual misconduct can be committed by men or women, and it can occur between people of the same or different gender. This policy will also provide resources and help for victims and their advocates.

Hardin-Simmons University expects students to abide by the Student Conduct and Regulations Statement (see Section 26).

22.2 Purpose of this policy

Pursuant to Title IX of the Education Amendments of 1972 and Violence Against Women's Reauthorization Act of 2013, HSU prohibits discrimination on the basis of sex or gender in its programs and activities. HSU has jurisdiction over complaints or reports under Title IX. Our university will respond to, and make reasonable efforts to, investigate and address complaints or reports about prohibited conduct, or possible prohibited conduct, that staff becomes aware of, with measures designed to stop the prohibited conduct, eliminate any such discrimination, prevent the recurrence of the prohibited conduct, and remediate any adverse effects of such conduct on campus or in university related programs or activities. The procedures in this policy are designed to provide for a timely and fair investigation of sexual misconduct cases, regardless of how the information was brought to HSU's attention or the extent to which the complainant (as defined below) wishes to participate or be involved, and to protect the rights and privacy of all parties involved.

Retaliation against anyone involved in filing an internal complaint under this policy, filing an external complaint, participating in the internal disciplinary process, or opposing in a reasonable manner an act believed to constitute a violation of this policy, is prohibited and will not be tolerated.

22.3 Scope of this policy

The policy includes investigation and disciplinary procedures that will be followed in response to allegations of sex or gender discrimination, including sexual misconduct such as sexual harassment and sexual assault, intimate partner violence, stalking, and related retaliation. In a case of alleged sex or gender discrimination or sexual misconduct, this policy supersedes policies and procedures for other forms of misconduct, unless otherwise provided in this policy.

This policy defines: the prohibited conduct; the options and resources available to individuals who experience sexual misconduct; and the complaint; investigation and disciplinary procedures that will be followed when the University receives a complaint of sexual misconduct. All allegations of sexual misconduct, including, but not limited to, sexual harassment, sexual assault, intimate partner violence, stalking, and retaliation will be carefully reviewed.

This policy applies to all members of the HSU community, including administrators, students, faculty and staff, whether full-time or part-time, and any third parties (i.e. non-members of the university community, such as visitors to the campus, volunteers, vendors, and contractors). This policy applies to students regardless of location, whether on or off campuses.

This policy applies to university-sponsored programs and activities occurring both on and off campuses, as well as the university's computing and network resources being used on and off campus. This includes, but is not limited to, field trips, mission trips, study-abroad programs, off-site courses, volunteer work or internships, and use of any electronic or media associated with HSU including email and/or social media. If an incident of sexual misconduct involving a member of the HSU community occurs at a non-university sponsored event, and when such conduct may have a significant, adverse impact on the individual or on the campus community, the procedures of this policy will apply.

When used in this policy, the term **Complainant** refers to the person who believes that he/she has been the subject of sexual misconduct, regardless of whether that person makes a complaint or requests an investigation. The term **Respondent** refers to the person(s) who has been accused of sexual misconduct. The term **third party** refers to an individual who is not a University student or employee. The term **witness** refers to any individual who may have information pertinent to the complaint or investigation. All Hardin-Simmons employees are designated as **Responsible Employees** which means they must report all disclosures of sexual misconduct to the Title IX Coordinator. A **Confidential Resource** refers to designated employees at Hardin-

Simmons who are not required to report disclosures of sexual misconduct to the Title IX Coordinator. The Office of Counseling Services (Moody Center 2nd floor, 325-670-2272) is a designated Confidential Resource. Students who are not ready to disclose sexual misconduct to responsible employees or the Title IX Coordinator are encouraged to talk with HSU's Office of Counseling Services.

All forms of prohibited conduct described in this policy are regarded as serious offenses. Any member of the HSU community found in violation of this policy will be subject to disciplinary action, up to and including expulsion or termination of employment.

22.4 Additional Definitions Regarding Consent and Incapacitation

Consent is knowing, voluntary, and permission by word or action to engage in mutually agreed upon sexual activity or contact. Consent is active and not passive. Silence, in and of itself, should not be interpreted as consent.

- Consent to one act does not constitute consent to another act.
- Consent on a previous occasion does not constitute consent on a later occasion.
- Consent to an act with one person does not constitute consent to an act with any other person.
- The existence of a prior or current relationship does not, in itself, constitute consent; even in the context of a relationship, there must be mutual consent.
- Consent can be withdrawn or modified at any time, and sexual contact must stop immediately once consent is withdrawn.
- Consent cannot be inferred from silence, passivity, or lack of resistance, and relying on nonverbal communication alone may result in a violation of this policy.

In evaluating consent, the University will consider the presence of any force, threat of force, or coercion; whether the complainant had the capacity to give consent; and, whether the communication (through words and/or actions) between the parties would be interpreted by a reasonable person (under similar circumstances and with similar identities) as a willingness to engage in a particular sexual act.

An individual is unable to provide consent to engage in sexual activity when the individual 1) is under age 17 and the sexual contact involves an adult (someone 18 years of age or older) who is 3 or more years older; 2) has a mental disorder or developmental or physical disability that renders her or him incapable of giving knowing consent; 3) is unconscious or physically unable to resist; or 4) is incapacitated from alcohol or other drugs, and this condition was known, or reasonably should have been known by the Respondent.

Incapacitation is the inability, temporarily or permanently, to give consent because the individual is mentally and/or physically helpless, either voluntarily or involuntarily, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if they demonstrate that they are unaware at the time of the incident where they are, how they got there, what is happening, or with whom they are with. Incapacitation also includes intoxication to the point that the person is incapable of exercising the judgment required to decide whether to consent.

22.5 Prohibited Sexual Misconduct

22.5.1 Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that interferes with or limits a student's ability to participate in or benefit from the university's educational programs and activities or their living environment. Sexual harassment also includes gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or gender-stereotyping, even

if those acts do not involve conduct of a sexual nature. This definition will be interpreted and applied in a manner consistent with the accepted standards of mature behavior, academic freedom, and the mission of the university. Harassment includes the following definitions:

- Harassment can occur in person, by phone, text message, email or any other electronic medium
- Harassment includes unwanted staring or leering at a person
- Harassment includes verbal comments of a sexual nature, including comments about an individual's body, sexual activity, or sexual attractiveness; the use of sexually degrading language or innuendo; sexually suggestive gestures, sounds, or jokes
- Harassment includes displays of sexually suggestive objects, pictures, cartoons, or written materials

Examples of sexual harassment include, but are not limited to:

- A. A student repeatedly contacts another student to go out on a date after the student has made it clear that such contact is unwelcome.
- B. A male staff assistant in a biology lab repeatedly makes disparaging comments about women such as, "Science is a man's field" and "Women don't have the capacity to understand."
- C. A student worker tells her supervisor that she is not comfortable with him massaging her shoulders, but he continues to do so on numerous occasions and also makes comments about her attractiveness.

22.5.2 Sexual Assault

Sexual assault is a general term that covers a broad range of inappropriate and/or unlawful conduct, including rape, sexual battery, and sexual coercion. Sexual assault includes, but is not limited to: nonconsensual sexual intercourse or acts that involve the use or threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Examples of sexual assault include the following nonconsensual acts: oral copulation, anal intercourse, and penetration of the anal or vaginal area with a foreign object, including a finger. Sexual battery includes the nonconsensual touching of a person's intimate parts, or the clothing covering the immediate area of those parts, or forcing a person to touch another's intimate parts.

22.5.3 Sexual Coercion

Sexual coercion is defined as the act of using pressure to gain consent for sexual activity, using alcohol and drugs to lower another's inhibitions, or the use of force to have sexual contact with someone against his or her will or with someone who has already refused. Such behavior includes but is not limited to verbal pressure, emotional pressure, threats, lying, blackmailing, use of alcohol or drugs to take advantage of another, use of guilt, or use of his/her position of authority over another.

22.5.4 Sexual Exploitation

Sexual Exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own personal advantage or benefit, (and that behavior does not otherwise constitute one of the other sexual misconduct offenses). Examples include, but are not limited to: invasion of sexual privacy; streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties; voyeurism; inducing incapacitation for the purpose of making another person vulnerable to nonconsensual sexual activity.

22.5.5 Domestic Violence

Acts of domestic violence are felony or misdemeanor crimes of violence committed by a current or former spouse of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the jurisdiction...or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

22.5.6 Dating Violence

Dating violence is committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship
- The type of relationship
- The frequency of interaction between the persons involved in the relationship

22.5.7 Stalking

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to: 1) fear for his or her safety or the safety of others; or 2) suffer substantial emotional distress. Acts can include, but are not limited to, threats to harm self, others, and property; following; non-consensual communication; unwanted gifts; and trespassing. Stalking can also include cyber-stalking such as via internet, social media, texts, and phone calls.

22.6 Procedures and Reporting

If a student experiences sexual misconduct that person should:

- If there is any immediate danger, call campus police at 325-670-1461 if on campus or 911 if off campus.
- Go to a safe place and speak with someone you trust. Tell this person what happened.
- Strongly consider securing immediate support to assist in this crisis. The following options are available:
 - ✓ Interim Deputy Title IX Coordinator, Holly Edwards (325-670-1691)
 - Receives and processes inquiries and complaints from the campus community and third parties in a timely manner, provides a fair and neutral process for both the complainant and respondent
 - Develops and implements avenues for communicating resources and processes with students
 - Using the American Council on Education guidelines, develops and implements sexual assault procedures and keeps apprised of new developments and best practices in Title IX procedures
 - Works with University Police to provide Clery reporting
 - ✓ Office of Counseling Services (325-671-2272)
 - o On-campus confidential resource. The Office of Counseling Services will not disclose what is discussed in session.
 - ✓ Abilene Regional Victim Crisis Center (325-677-7895 -- 24 Hour Crisis Hotline)
 - The Abilene Regional Victim Crisis Center (RVCC) will arrange for a specific medical examination (SANE) at no charge.
 - ✓ SANE (Sexual Assault Nurse Examiner) Program (325-670-2151)
 - o Go to the Hendrick Medical Center Emergency Room (1900 Pine St.) and ask to see a nurse
 - In cases of sexual assault, and for the sake of your safety and well-being, immediate medical attention is encouraged to evaluate for physical injury, sexually transmitted diseases, and pregnancy. Further, being examined as soon as possible, ideally within 72 hours, is important for evidence collection, which may be used to support prosecution should the complainant decide to pursue criminal charges. To preserve evidence, it is best that a victim does not bathe shower, douche, or change clothes before the exam. Even if you have already bathed, you are still encouraged to have prompt medical care. Additionally, gather any bedding, linens, or unlaundered clothing and any other pertinent articles that may be used for evidence.

- ✓ Hardin-Simmons University Police (325-670-1461)
 Provides the option to file a criminal complaint and report.
- ✓ After hours, if the complainant lives on campus, an RA, RD, or campus police can typically help reach a confidential HSU counselor.
- Even after the immediate crisis has passed, consider seeking a trusted friend, or support from Regional Victims Crisis Center (regionalvictimcrisiscenter.org/services.html) or parent and pregnancy help from Abilene Regional Council on Alcohol and Drug Abuse with more information at: http://www.arcadatx.org/programs/ppi.html.
- Contact the Associate Dean of Students at 325-670-1691 if assistance is needed with university-related concerns, including academic issues (e.g., missed classes or exams, requesting extensions regarding coursework) or on-campus housing issues (e.g., requesting that the student who is believed to have committed the assault be moved or that the complainant be moved to a different residence hall).
- Report to campus police or the Title IX Coordinator any concerns about retaliation against the complainant or their friends. Retaliation by any party is a serious offense and appropriate disciplinary action will be taken.

22.7 Amnesty for Complainants

Hardin-Simmons encourages the reporting of sexual misconduct. Sometimes, complainants are hesitant to report to college officials because they fear being charged with policy violations themselves (such as a campus housing visitation rule infraction, underage drinking, or sexual activity which violates the Student Code of Conduct) at or near the time of the incident. To encourage reporting, HSU offers complainants amnesty for Student Code of Conduct violations related to reporting sexual misconduct.

22.8 Amnesty for Good Samaritans

HSU encourages students to offer assistance to other students in need, both on and off campus. When a student seeks medical assistance for a student in need, both parties will receive amnesty from disciplinary action for any related Student Code of Conduct violation. This policy exists for students who are hesitant to offer assistance to other students for fear of being disciplined for policy violations themselves.

An example of a Good Samaritan situation may include a student at an off-campus party who is drinking alcohol in violation of the law or the Student Code of Conduct. If this person learns of a sexual assault at this party and comes forward or otherwise requests assistance for a victim while at the party, the person reporting the incident, along with the victim/complainant or others who report the situation, will not be held responsible by HSU for an alcohol policy violation. HSU policy is that it is more important to seek help right away for the individual(s) in danger, than worry about the effect of potential disciplinary or Student Code of Conduct violations.

22.9 Retaliation

The university prohibits retaliation against any individual who, in good faith, files a complaint of discrimination, harassment, sexual misconduct, or assists in providing information about a complaint of discrimination, harassment, or sexual misconduct. Retaliation can come in a variety of forms including, but not limited to, threats, hostile actions, and intimidation based on someone's complaint or participation in the process. Any individual who engages in retaliatory conduct is in violation of this policy and is subject to disciplinary action up to, and including, dismissal from the university.

22.10 Reporting Discrimination, Harassment, Sexual Misconduct and Retaliation

Students who feel that they have been subjected to discrimination, harassment, retaliation, or sexual misconduct should contact the Interim Deputy Title IX Coordinator, Holly Edwards (325-670-1691), for assistance in making a report.

Anyone can make an anonymous report by submitting information through STOPit. You can access STOPit via the web at: https://appweb.stopitsolutions.com/login or by downloading the STOPit app from either the App store or Google Play. When reporting an incident, you will be prompted for a school code.

- For students, your code is HSUCOWBOYS
- For HSU faculty/staff, your code is HSUEMPLOYEES

22.11 Additional Reporting Information for Sexual Misconduct

Making the decision whether or not to report a sexual misconduct incident is the beginning of the process by which complainants walk through the Sexual Misconduct process with their advisor and Title IX Coordinator.

Some students may choose to pursue criminal charges (i.e., through the police and criminal courts). Others may choose to pursue university judicial options if the respondent is a HSU student. Some may choose both. Civil litigation is a third option that some complainants choose. It is important that complainants understand their options as they make these decisions. Speaking confidentially with a counselor from HSU or RVCC may be helpful in making a decision as to how to proceed.

For help in reporting an offense to local law enforcement, contact HSU campus police (325-670-1461). It is important to understand that reporting the incident does not obligate the complainant to press criminal charges. To pursue disciplinary action through the university, the complainant must to file a report with the Title IX Coordinator at 325-670-1077.

If the complainant or another source identifies a potential respondent, the campus police and Title IX Coordinator will collaborate with local law enforcement in conducting an investigation. Although the complainant's wishes will be taken into consideration, there are also community safety issues which must be considered. Thus, if the respondent could reasonably be a potential threat to the complainant or other members of the university community, the university may implement interim measures or remedies relating to a respondent regardless of whether the complainant agrees or wishes to pursue a complaint. The university will make every effort to safeguard the identities of students who seek help and/or report sexual misconduct. While steps are taken to protect the privacy of complainants, the university may investigate an incident and take action once an allegation is known, whether or not the student chooses to pursue a complaint.

The Title IX Coordinator has the ability to consolidate multiple cases into one investigation if evidence relevant to one incident might be relevant to others. For example, consolidation might involve multiple complainants and one respondent, multiple respondents, and/or conduct that is temporally or logically connected.

The University may place an administrative hold on the respondent's University transcript, make a transcript notification, or defer or withhold the award of the respondent's degree. Although a respondent may withdraw from the University while the investigation is pending, this withdrawal may be considered permanent and the respondent's transcript will be noted "withdrawal pending disciplinary investigation." Even if a respondent withdraws from the University, the Title IX Coordinator may decide to proceed with the investigation and resolution process.

22.12 Interim Measures

If the Dean of Students or Title IX Coordinator determines that continued close proximity or potential for unwanted interaction with the respondent might pose a threat to the complainant, interim measures may be imposed pending a final determination of responsibility. Interim measures may include alternative living arrangements, arrangements which avoid contact between the complainant and the respondent while using university property, classrooms, or related privileges, interim suspension of the accused pending an investigation when serious safety concerns dictate, or other appropriate interim measures.

22.13 Procedure in Sexual Misconduct Cases

Complainants and respondents involved in sexual misconduct cases are subject to the following procedure. Mediation is not an option in resolving sexual misconduct cases.

- B. Students who experience sexual misconduct report the incident(s) to the Title IX Coordinator and opt to file a complaint.
- C. The Title IX Coordinator determines if any interim measures are warranted, such as suspension, relocation of housing, assess duty to warn campus, etc.
- D. Title IX Coordinator notifies respondent of complaint.
- E. Title IX Coordinator gathers statements from complainant(s), respondent, and witness(es).
- F. Title IX Coordinator determines if there was a possible Student Handbook policy violation based on the evidence provided in the statements.
- G. If there is a possible policy violation, the Title IX Coordinator assigns the case to Title IX Investigators to gather information pertinent to the case. Complainants or respondents may address potential conflicts of interest related to investigators to the Title IX Coordinator. The conflict of interest must be addressed within 48 hours of meeting with the investigators. The Title IX Coordinator will work to remedy the conflict of interest if deemed necessary.
- H. Both parties may have an advisor present. The advisor may be a current faculty or staff member of the university or a parent or legal guardian who was not involved in the incident. The advisor may not address the committee. The role of the advisor is to accompany the student and advise him or her privately during the investigation.
- After the preliminary investigation, Investigators develop a report and provide it to the complainant and respondent for review. The complainant and respondent then have the opportunity to provide written feedback on the report within three business days. The written feedback will be included in the final report written by the Investigators.
- J. Title IX Investigators provide the final investigative report to the Title IX Coordinator.
- K. Title IX Coordinator submits the Investigators final investigative report to the adjudication board composed of University administrators, faculty, and/or external professionals to determine sanctions.
- L. Parties receive the written notification of outcome as well as any necessary sanctions via the Title IX Coordinator.
- M. Each party may appeal the decision of the adjudication board to the Vice President of Student Life, when the Respondent is a student, based on the appeal criteria set forth under the Appeals Process below:
 - a. Insufficient information to support the decision
 - b. New information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original hearing
 - c. Procedural irregularity that undermined the student's ability to present a defense
 - d. Inappropriateness of the sanction for the violation of the Code of Conduct.
- N. When the Respondent is a staff or faculty member in a complaint brought by a student, the parties may appeal the decision of the adjudication board to the Provost. Specifically when the Respondent is a faculty member, the appeals process will follow the HSU Personnel Handbook. After a decision is rendered regarding the appeal, both parties will be sent simultaneous notification of the outcome with consideration of employee privacy rights.
- O. The adjudication board will endeavor to render a decision within 60 days of the complaint being filed in most cases. However, there may be extenuating circumstances that render this time-frame impractical. In such cases, decisions will be rendered as promptly as possible. For questions regarding the investigation or adjudication processes, please contact the Title IX Coordinator, Tera Gibson (tera.gibson@hsutx.edu) in writing.

Individuals involved in Title IX investigations are encouraged to exercise discretion in divulging information in order to protect the integrity of the process and to avoid the appearance of retaliation. While discretion regarding the process is important, complainants and respondents are not restricted from discussing and sharing information with others who may support or assist them during the process.

The university's actions are not dependent on the initiation or outcome of criminal charges. Disciplinary proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings. If a respondent is found responsible for sexual misconduct, the university will take steps to prevent its recurrence and correct its discriminatory effect on the complainant and others within the community, as appropriate.

22.14 Sanctions

Violation of university policies for sexual misconduct may result in the imposition of one or more of the sanctions listed below. Sanctions that may be imposed are not limited to those listed. In certain limited situations, the Title IX Coordinator may impose a sanction but suspend or postpone its actual implementation. Failure to comply with the sanction(s) imposed by a judicial body may result in further disciplinary action, including but not limited to, a registration hold, placement on or extension of university probation, or suspension.

Sanctions affecting the conduct of students are based on general principles of fair treatment. While attempting to be consistent in its disciplinary decisions, the university also seeks to be fair and sensitive to the facts and circumstances of each individual case. Possible disciplinary sanctions include:

- K. **Warning:** Oral or written notice to the student that the student is violating or has violated the Code of Conduct and that continuation or repetition of misconduct may result in a more severe sanction.
- L. **University Probation:** A status which indicates that a student's relationship with HSU is tenuous. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found in violation of any university regulations. Probation may also result in the loss of privileges, depending on the policies of various university departments and organizations. For example, a student becomes ineligible to hold some leadership positions when placed on probation (see "Expectations for Student Leaders" below for more information).
- M. **Loss of Privileges:** Such loss may include, but is not limited to, financial assistance, eligibility to represent the university officially on athletic teams or performing groups, participation in the housing lottery, or use of specific university facilities, computer systems, equipment, or services.
- N. **Educational Sanctions:** Mandatory work hours, reading/writing assignment, drug or alcohol assessment/treatment (at the expense of the student), seminar attendance, or other discretionary sanctions as deemed appropriate.
- O. **Dismissal from University Housing:** Loss of privilege to live in university housing *Students in a contract* or required to live on campus who are dismissed from university housing will be responsible for any remaining monetary charges for the term of their contract.
- P. **Suspension:** Temporary separation of the student from HSU for a definite period of time, after which the student is eligible to return without re-applying.
- Q. **Expulsion:** Temporary separation of the student from HSU for a definite period of time, but not less than two years, after which the student must re-apply for admission.
- R. **Dismissal:** Permanent separation of the student from HSU The student is dismissed from the university and is permanently ineligible to re-enroll at the university at any time in the future.

When students are dismissed, expelled, or suspended for disciplinary reasons, there will be no refund of tuition or room and board charges for the semester and all financial assistance for subsequent semesters will be reviewed and is subject to cancellation.

When students are dismissed, expelled, or suspended for disciplinary reasons, they are not allowed to continue any academic work and will receive all F's for the term. The student's academic transcript will also be noted that they have been temporarily or permanently dismissed and it is up to the student to notify any other institutions to the nature of their dismissal.

Violations of the Sexual Misconduct policy involving student Complainants and staff or faculty Respondents may result in sanctions or disciplinary actions contained in HSU's Personnel Handbook, including the Employee Disciplinary Procedures listed therein. Sexual misconduct complaints involving only employees (staff and/or faculty) will be administered pursuant to the *Complaint Procedure for Harassment and Discrimination* contained in the HSU Personnel Handbook's Sexual/Discriminatory Harassment section.

23. Skateboards, Rollerblades, and Wheels

The university designates limited areas and times for the use of skateboards, scooters, roller skates, rollerblades, or other similar wheeled devices. Use is not allowed in university buildings or on sidewalks and the city of Abilene prevents using them on streets. Use is allowed and encouraged as part of programs and events. Examples may be that we shut down alumni circle parking lot to have a skate night, or we turn a parking lot into a skate park. Any student wishing to host a program should speak to the Associate Dean of Students or the Student Activities Team.

24. Solicitation

To protect the integrity of the HSU Campus Community, no salespeople, even if they are students, are permitted to sell or solicit on campus. Commercial advertisements of any kind are also prohibited on campus. Permission for functions, organizations, and businesses that fit with the mission of Student Life may be approved in advance by Student Activities.

25. Sports

Students are encouraged to participate in the many athletic opportunities offered on campus. Many students also have pick-up games or play sports on campus lawns. Students should consider the surroundings when playing including the following policies:

- 25.1 No balls or Frisbees should be thrown near windows or pedestrian pathways.
- 25.2 Due to damage of the grass and the potential for broken windows and sprinkler heads, hitting of golf balls is not permitted anywhere on campus.
- 25.3 After 10:00 p.m. noise levels should be kept to a minimum in consideration of those living in the residence halls and the surrounding neighborhood.

"Campus golf" which uses tennis or whiffle balls has been an HSU favorite alternative, and more information on the sport can be obtained through Outdoor Recreation. They also have mobile disc golf stations that can be set up for students to use at programs or for general recreation.

26. Student Conduct and Regulations

All regulations and policies in the Student Handbook apply to any student enrolled in HSU, regardless of the number of hours enrolled, academic classification, or age. It is the responsibility of the student to be aware of and follow these regulations, as well as those in the Undergraduate Catalog.

Hardin-Simmons employees and students should strive to conduct themselves in accordance with Christian principles both on and off campus. Recognizing the developmental stage of most university students, the university policy sets boundaries and establishes disciplinary procedures that allow administrators to work with students as they mature and learn. The guiding principle recognizes the sinfulness and weakness of man and the redemptive, forgiving nature of God.

The mission of the Student Life staff is to work with students in a redemptive stance for as long as a student shows a willingness to grow and learn.

As an institution, HSU holds the value that the act of sex should be reserved for marriage between a man and a woman. Any sexual act outside of this definition is outside the bounds of how we interpret God's word in the Bible. Education of a biblical view of sexual relations is the outcome that we seek. When a complaint or violation of the policy shows that a student acted outside of our biblical values of dignity and respect, we will address the conduct and hold students accountable.

Misconduct is a matter of serious concern, and the university attempts to provide fair and reasonable treatment in all disciplinary matters. However, in all cases of violation of university rules and regulations, or of actions in violation of local, state, or federal laws that affect the university, HSU reserves the right to proceed with its own disciplinary action independently of any criminal or civil charges which may have resulted.

Conduct considered injurious or threatening to the student or others may result in automatic suspension pending a hearing.

For the Sexual Misconduct and Title IX Policy, please see Section 22.

If a third party complains of sexual misconduct occurring off campus and not connected with an HSU-sponsored event, and after initial investigation a determination is made that Title IX of the Educational Amendment of 1972 does not apply to such complaint, the university may proceed with disciplinary action against any HSU student or employee involved. In such cases, the Sexual Misconduct Policy applies; however, the Complainant will be considered a third party in these circumstances, to assure applicable FERPA rights of HSU students and potential privacy rights of employees remain protected.

27. Student Organizations

For a complete, current list of HSU's Student Organizations, please visit our website - http://www.hsutx.edu/student-life/student-involvement/campus-organizations/

27.1 Classifications of Campus Organizations

Campus organizations are divided into two classifications based on funding: Departmental Organizations and Student Organizations. Student Life only presides over Student Organizations. Within Student Organizations, there are two sub-categories: Tier 1 and Tier 2.

Each category, defined below, details the funding, training, and privileges that an organization receives from Student Life and Student Government Association (SGA). For a brief overview, see the chart below.

Tier 1

Student Organizations that choose to be Tier 1 receive more and consistent funding as well as vote on important issues regarding students and the university. Therefore, more is required of them like having representatives at SGA meetings and attending trainings for their organization and advisor.

Tier 2

Student Organizations that choose to be Tier 2 receive less and inconsistent funding and do not vote. Therefore, less is required of them.

Student Organization Tiers

		Tier 1	Tier 2
	Funding	Semesterly	Special Request
SGA Benefits	Voting	✓	Х
	Representatives	2	0
Student Life	Risk Mgmt Training	✓	Х
Accountability	Advisor Training	✓	Х
Maintaining Status as	End of Year Form	✓	✓
University Recognized	Advisor Form	✓	✓

27.2 Advantages of University Recognition

Recognized campus organizations receive the following benefits:

- Requesting funds through the Student Government Association per their requirements
- Reserving and using various rooms and facilities on campus for meetings
- Being listed in various University publications
- Using "Hardin-Simmons University" as part of the organization's identity
- Participating in organization fairs and Campus Connection
- Publicizing approved announcements and events through all avenues and media that HSU offers to student organizations (e.g. bulletin boards, University calendar, etc.)
- Decorating a bulletin board in the Moody Center Basement (if available)
- Acting as a student organization on and off the HSU campus

Advisors

- Be aware of the history, purpose, and activities of the organization by communicating with leadership on a regular basis.
- Advisors may be included in the judicial process regarding unacceptable behavior or activities by the organization. The Dean of Students determines the level of involvement.
- Attend at least one meeting per semester.
- Be available as a mentor for organization members in making decisions regarding the organization.
- Provide continuity for the organization from year to year.
- Be acquainted with the handbook and organization's constitution, enforcing policies when needed.

- Follow any guideline set forth in an organization's constitution regarding the advisor role.
- Submit an advisor form each year, stating their involvement.
- Advisors who are unable or unwilling to accept these responsibilities may be removed from their position.

27.3 Student Government Funding Requests

The Student Government Association will accept funding requests from University Recognized organizations at the beginning of each semester that would be applied to that semester's operational budget for the requesting group upon approval.

To receive operational funds from the Student Government Association, the requesting group must be university recognized and must provide a detailed budget request including the benefit of the funds to campus as a whole. If the request is approved, the Student Government Association executive team will decide what amount to provide to the requesting group.

Once a group has received the requested amount, they must later prove with receipts or invoices that they spent the funds on what it was requested for. If the group fails to prove their spending appropriately, they will then be stripped of the funding benefit for the following fall and spring semesters.

The Student Government Association will make the funding request process available to university recognized student groups.

27.4 Spiritual Clubs

Student clubs sponsored by non-Baptist Christian denominations or church college groups are eligible for formal recognition as a university sponsored club under the following conditions:

- 26.4(a). The basic purposes and activities of the group must be compatible with the HSU Mission and be consistent with university policies. Student Life will review the doctrine and beliefs of the sponsoring organization before recognition is granted.
- 26.4(b). The advisor must be HSU faculty or staff.
- 26.4(c). The use of space on campus <u>cannot</u> be used for church or college group services. Adequate space is not available for the many requests received each semester from churches, therefore this function is restricted from all. Spiritual clubs are encouraged to be part of student fairs, move in days, and events where students are encouraged to get involved in local churches.
- 26.4(d). Recognized student clubs are welcome to reserve space for events for HSU students or meet informally in student common spaces for Bible studies.
- 26.4(e). Clubs may fund-raise for their student club and deposit the funds into their HSU Club account for HSU events, but churches may not fund-raise or collect money on campus for church activities. Fundraising must be cleared with the Advancement office in order not to interfere with university fundraising efforts.
- 26.4(f). HSU loves to partner for events and would love to consider partnering with churches to sponsor events together. Examples of this may be partnering with several churches to have a Christian band play on campus, co-sponsoring a spring break trip, or promoting places for HSU students to be involved such as mission trips or serving as a camp counselor with a church.

27.5 Social Clubs

At HSU, there is a healthy social club life that is made up of several local social clubs (which were created by HSU students on our campus) and some national service and academic clubs. These clubs give social club students a place to fit into our campus while also contributing to the overall reach of our programs and activities.

27.6 National Clubs

National student groups must meet their national charter's expectations and follow their rules and guidelines. These groups should also meet the standards for any HSU student group on top of their group's national expectations.

27.7 Student Organization Finance Policies

All student clubs and organizations on campus are given a budget number. Budget numbers are issued once the Coordinator of Student Activities sends an approval form to accounting recognizing the organization's official status.

Accounts directly funded by an academic department or an endowment need a separate budget number controlled by the terms of the department or the endowment. Student Life is uninvolved in these accounts.

Student organizations cannot place their funds into an academic department or endowment fund.

At the start of academic years, the Coordinator of Student Activities reports officially recognized advisors to the Controller over budgeting.

The Vice President for Student Life, Dean of Students, Assistant Dean for Student Engagement and Coordinator of Student Activities have access to <u>all</u> student club and organization accounts. All student clubs' and organizations' budgets are accessible and controllable by Student Life.

Student Life reserves the right to place a hold on any club or organization account for disciplinary reasons. When this happens, the Dean of Students issues a formal hold in writing to all parties. Only the Dean of Students and Vice President of Student Life reserve the right to remove holds on accounts.

All account checks or requests for payment need an approval. The advisor or Student Life Coordinators can approve funds up to \$500.

Prior to submission, all funding requests over \$500 require the signature of the Director of Student Activities, those over \$1000 require signatures from both the Director of Student Activities and the Dean of Students, and requests for over \$5000 must have signatures from the Director of Student Activities, the Dean of Students and the Vice President for Student Life.

After a full academic year of inactivity, club and organization accounts are emptied and placed in the Student Life/ Student Government Association account.

Student Life requires 15% of all profits (event income after all expenditures) be put aside for a Student Life damage fund controlled by committee members from the Student Government Association and Student Life.

If any student groups are using HSU credit cards for events out of town (formals, field trips, etc.), the cardholder must approve a written description of every aspect of the trip being taken by that student group before the credit card can be handed over for the event or trip.

27.8 Costs for Organization Memberships

Every student organization is responsible for informing all prospective members of the approximate cost of club membership as part of the recruitment process or membership drives.

27.9 Off-Campus Accounts

Organizations are allowed to hold off-campus bank accounts, but must abide by the following criteria concerning these off-campus accounts:

- 26.9(a). These accounts cannot be linked to HSU in any way (i.e. name, tax ID number, software, policy, etc.).
- 26.9(b). Groups cannot collect funds through fundraising on campus and deposit these funds into off-campus accounts.
- 26.9(c). Any funds collected from the Student Government Association must also remain on-campus. Money given by SGA cannot be transferred to an off-campus account.

27.10 Credit Cards

The Student Life Office holds three credit cards that any club or organization can reserve for a pre-approved amount of time.

To check out these cards, the student group must send one of their approved members to claim the card from the Coordinator of Student Activities during normal business hours (M-F, 8:00 a.m.-5:00 p.m.).

The card must be returned to the Coordinator of Student Activities with all receipts from the credit card purchases within a pre-approved amount of time.

For abuse of this process, the following fines may be incurred upon the group's campus account each month:

- 27.10(a) Failure to return a credit card within pre-approved amount of time:
 - (1) First occurrence = \$25
 - (2) Second occurrence or any occurrence after = \$50
- 27.10(b). Failure to return a receipt with the credit card will result in those charges being applied to the HSU student account of the student that checked out the credit card.
- 27.10(c). Use of a credit card without sufficient funds in a group's account will result in the amount being charged to the student account of the student who checked out the credit card. The organization will be given 3 business days to deposit enough money into their account to cover the charge before the student account is charged.
- 27.10(d). Loss of a credit card:
 - (1) \$500 fine

Credit cards will have a limit of \$500 for any purchases. If a student group needs to make a purchase that is larger than \$500, it must be done via check or cash.

27.11 Checks

HSU check requests can be written at any time through either a group's faculty/staff advisor or the Coordinator of Student Activities. Either of these individuals can use the Hardin-Simmons check request form to submit the request, but a copy of the request must be given to the Coordinator of Student Activities if not filled out by that individual.

- 27.11(a). Requests should be submitted at a minimum of two weeks prior to due date in order to ensure an on-time payment.
- 27.11(b). A formal invoice or statement must be attached to the check request before turning it in to the Hardin-Simmons Accounting Office.
- 27.11(c). For abuse of this process, fines may be incurred upon the group each month:

27.11(d). Requesting a check without sufficient funds in group account will result in the amount being charged to the student account of the student who turned in the form.

27.12 Money Transfers

Money can be transferred between on-campus accounts with the use of an interdepartmental form that can be filled out by either a faculty/staff advisor or the Coordinator of Student Activities. A copy of the transfer must be given to the Coordinator of Student Activities if not filled out by that individual.

27.13 Deposits

Anyone (students, faculty, and staff) can deposit money into an account by giving money (cash or check) to the HSU cashier with the budget number for the group's account. The appropriate budget number can be received from the Coordinator of Student Activities. A receipt for the deposit must be sent to the Coordinator of Student Activities.

27.14 Withdrawals

A faculty/staff advisor or the Coordinator of Student Activities can withdraw cash from a group's on-campus account at any time by using the appropriate budget number. The cashier must be notified 24 hours in advance for a withdrawal over \$100. The appropriate budget number can be received from the Coordinator of Student Activities. A receipt for the withdrawal must be sent to the Coordinator of Student Activities.

27.15 Balance Inquiries

The Coordinator of Student Activities can access the current balances for any registered club or organization. Any Club/Organization Advisor can also see balances for the groups they oversee. Any approved member of a group can ask the Coordinator of Student Activities for their current balance within regular business hours.

27.16 Off-Campus Organization Activities

Unless an event has administrative approval, the listing of a function on the University Calendar or any other university involvement with the club or organization or event, will not be construed in any way to cause the event to be a university event. Nor will it be construed to be an event which the university, its agents, servants, or employees are responsible for supervising or controlling.

All service, social clubs or other student organizations should understand that the university, its employees, agents, and trustees will be held harmless from any claim for damages and any and all other liabilities that may arise from such events.

No service, social club, or other student organization is permitted to present itself as an agent of the university, use the university name, or use their approved club name without prior approval from the Student Life Office. This will include the rental, lease, borrowing, or reservation of facilities, equipment, or any other supplies secured for the purpose of holding any activity on or off campus.

In order for an off-campus event to be considered an approved event, a request should be submitted to the Student Life Office for final approval by the Dean of Students at least 48 hours in advance. Approval will not be granted unless the request is signed by the advisor. Off-campus events that are approved by the Student Life Office must meet the same requirements and regulations as all on-campus events.

28. Student Rights, Freedoms and Responsibilities

The philosophy of Hardin-Simmons University recognizes the interrelationship of faith and reason, the obligation to search for truth in all areas and relationships, and the concern for human values. The institution accentuates the Christian concept of the dignity of the individual and seeks to promote this ideal. The university strives constantly to achieve academic excellence and to develop Christian maturity, believing that the two are complementary.

With this concept of learning, each student should act in a mature manner and exercise good judgment in conducting his/her personal life both on and off campus. The student who enrolls at HSU should expect to become a part of the total campus environment. He/she should realize the uniqueness of the university in terms of its traditions, goals, policies and regulations. In becoming a part of the university, the student agrees to uphold these characteristics. While at Hardin-Simmons, the student will obey the policies and regulations of the university and the laws of Abilene, the State of Texas, and the United States or, if studying abroad, the laws of other countries.

29. Threats of Harm to Self or Others

HSU is concerned about the well-being of all students. The university takes seriously any behavior, including a non-privileged verbal statement that tends to demonstrate a student may harm himself/herself or another. Such behavior demonstrates that the student may be in danger, or may be intending harm to another student and interferes with the educational efforts of those involved and with HSU's intent to educate all students.

29.1 Policy Statement

Concern for the safety of each member of the HSU community has compelled HSU to adopt the following policy. Any student who (a) states an intent or desire to harm himself/herself or another, or (b) attempts to harm himself/herself or another, or (c) harms himself/herself or another, may not live in university residential facilities, participate in university academic programs, or participate in other university activities the university may deem to be harmful to the student until cleared to do so by the Dean of Students in accordance with the clearance procedure set forth below. The university reserves the right to determine what actions might be deemed as harmful to the student or another. The prohibition against living in university residential facilities, participation in university academic programs, or participation in other university activities deemed to be harmful to the student is not disciplinary in nature, and the fact that such a prohibition has been imposed will not be entered in the student's disciplinary records. However, if the student engages in disruptive behavior (which may include, but is not limited to, the behavior that caused processing under this policy), fails to comply with the terms of the clearance procedure, or violates a university policy such as harming another or stating the intent to harm another, the student may be subject to disciplinary action in accordance with the Student Disciplinary Procedure; in which case, documents relevant to both processes may be placed in the student's disciplinary record.

29.2 Incident Reporting

If a student is in need of immediate medical treatment, the HSU Police Department (campus phone extension: 325-670-1461) or 911 should be notified immediately. If a student or a faculty or staff member observes a student (a) stating an intent or desire to harm himself/herself or another, or (b) attempting to harm himself/herself or another, or (c) in the process of harming himself/herself or another, the person observing such behavior should report what was observed to the HSU Police Department (campus phone extension: 325-670-1461) or 911 immediately and to the Dean of Students as soon as possible. The dean may consider the need to advise parents or the next of kin.

29.3 Clearance Procedure

- 29.3(a) The Dean of Students, or any HSU official, may notify any student who has been observed (1) stating an intent or desire to harm himself/herself or another, (2) attempting to harm himself/herself or another, or (3) in the process of harming himself/herself or another that he/she will not be permitted to continue to live in the university residential facilities, participate in academic programs, or participate in other university activities deemed to be harmful to the student until the student receives approval of the dean in accordance with this clearance procedure. If, after a student has been notified that he/she cannot live in the university residential facilities, participate in the university academic programs, or participate in other university activities the university deems to be harmful to the student, he/she violates the prohibition by entering a residence hall, attending class, or participating in an activity that has been prohibited, such violation may result in disciplinary action in accordance with the Student Disciplinary Procedure.
- 29.3(b) Before the Dean of Students may clear a student to live in the university residential facilities, participate in the university's academic programs, or participate in other university activities the university had previously deemed to be harmful to the student, the student must have an assessment conducted by a licensed mental health professional, either a psychologist, psychiatrist, or one of the licensed mental health professionals in the HSU Counseling Center. The student may choose the mental health professional, including those in the HSU Counseling Center. Cost, if any, for evaluation and treatment will be the responsibility of the student. It is possible that the assessment may include the requirement that the student have an additional assessment by a physician before the final assessment can be completed.
- 29.3(c) The student must arrange for the mental health professional who evaluated the student to contact the Dean of Students. Because the student's contact with the professional is confidential, the student will be requested to sign a release form permitting the mental health professional to disclose the evaluation to the Dean of Students.

The mental health professional will be asked to provide his/her opinion about:

- The student's readiness to resume living in the university residential facilities, participation in the university's academic programs, or participation in other university activities the university had previously deemed to be harmful to the student
- Recommendations about conditions the university should impose on the student's participation that are in the student's best interest
- The opinions of the mental health professional may be communicated orally at first for expedience but must be followed in writing
- 29.3(d) After the student has been evaluated by a mental health professional, the student must schedule an interview with the Dean of Students. Interviews may be scheduled between the hours of 8 a.m. and 5 p.m. Monday through Friday. The purpose of the interview is to determine if the student will be allowed to resume living in the university residential facilities and participate in the university's academic programs.
- 29.3(e) Based upon the interview with the student and the results of the evaluation by the mental health professional that may include a physician's assessment and/or recommendation, the Dean of Students will make a decision about the student's fitness to resume living in the university residential facilities, participation in the university's academic programs, or participation in other university activities the university had previously deemed to be harmful to the student.

If the dean determines that the student is able to resume living in the university residential facilities, participate in the university's academic programs, or participate in other university activities the university had previously deemed to be harmful to the student, the dean will provide a letter to the student stating the student has been cleared to return to residential facilities, classes, or other university activities. The student must present the letter to any faculty or staff member who requests the letter as proof that the clearance process has been completed.

If the dean determines that the student is not fit to return to the university residential facilities or academic programs, the Dean of Students will assist the student, upon request of the student, in making arrangements to meet the residential and academic needs of the student until approval is obtained. Costs, if any, for arrangements to meet the residential and academic needs of the student will be the responsibility of the student.

If the Dean of Students determines that the student is not fit to return to university services or programs other than residential facilities or academic programs, the dean will provide the student with written instructions regarding which activities or programs are prohibited, the length of the prohibition, and the conditions (if any) for re-admittance to those activities or programs.

29.3(f) In the event that the Dean of Students is unavailable to perform any task pursuant to this policy, the Vice President for Student Life shall act on behalf of the Dean. In the event that the Vice President for Student Life is also unavailable, the Director of Residence Life shall act in the role.

30. Tobacco

HSU is a completely tobacco-free campus. This regulation creates a healthier campus environment for students, staff, faculty and visitors. It is intended to foster greater respect for one another and improve the health of the HSU family. The policy also aligns with HSU's growing commitment to environmental sustainability.

30.1 Provisions

- 30.1(a). The ban extends to all property including parking lots, fields, apartments, and houses and extends to all related with HSU and its visitors.
- 30.1(b). The ban extends to any campus programs, events, or sports that HSU students are participating in off campus, even if the off-campus location allows tobacco as we hope to be leaders in this initiative.
- 30.1(c). Tobacco free includes smokeless tobacco, chew, snuff, vaporized, or other forms of tobacco use.
- 30.1(d). Smoking in vehicles that are on HSU-owned properties is prohibited.
- 30.1(e). All visitors, including vendors, contract workers, etc., will be required to refrain from using tobacco products on HSU campuses.

Violations of tobacco policy are subject to community service with a theme of tobacco education. This may include volunteering with survivors of tobacco-related cancer or helping beautify areas of campus or Abilene where the environment has been affected by the chemicals found within tobacco products.

30.2 First offense

First-time offenders will receive a warning. The Notice of Violation will provide the offender with information on resources available to help manage tobacco use and/or resources if they are ready to quit.

30.3 Second offense

If the regulation is violated a second time, they will be required to attend two smoking/tobacco management/dependence consultations with the Family Psychology Center, in either group or individual

settings. These sessions are intended to help manage tobacco use. The offender may sign up for these consultations with the Family Psychology Center by calling their office at 325-670-1531. Registration for these classes must take place within 14 days of receiving this notice and completion of all consultations done within 45 calendar days of the notice. Failure to comply will result in this automatically becoming a third violation.

30.4 Third offense

On third time violations, employees will be referred to the appropriate area to begin the progressive disciplinary process. Students will be referred to the Dean of Students for appropriate discipline.

Should a student encounter someone who is using tobacco, they should approach the user and share that HSU is proud to be a tobacco-free, smoke-free campus and that they should please put out the tobacco product. If the problem continues with the tobacco user on campus, the matter should be reported to the Campus Police in the Moody Student Center.

31. Travel

Travel with HSU is a privilege. We have a long-standing tradition of exploring beyond Abilene. Academic classes and groups like Cowboy Band and Six White Horses have traveled the globe to represent the university. We want to prepare students to be citizens who share their knowledge and Christ's love in a global society.

- <u>31.1</u> Travel involves risks that may result in damage to property, injury to persons, or death. HSU and its affiliates assume no liability for damage, injury, or death occurring during travel. Students agree to travel at their own risk.
- <u>31.2</u> Students agree to release and hold harmless Hardin-Simmons University and each and every officer, employee, authorized volunteer, and agent of each of them, from any and all claims and causes of action that they may have against any of the institutions or persons, by reason of any accident, illness, injury, death, or other consequences resulting directly or indirectly from or in any manner arising out of, or in connection with, being a participant with this HSU affiliated program.
- **31.3** Students' behavior reflects upon them, their family, and HSU. Students are expected to act according to the laws of the land as well as the socially acceptable and polite norms of where they are visiting.
- <u>31.4</u> When there is a law, or rule difference, of a lesser standard in the location to which a student group travels, students are expected to follow the campus rules and policies as the higher expectation. An example may be that a person is allowed to drink in Ireland at age 18, or smoke marijuana in Colorado at age 21, but because HSU standards do not allow these activities on school outings, students are not allowed to do either even though it may be permissible under local laws.
- **31.5** Students are personally responsible for all insurance and personal expenses on trips outside of campus.
- <u>31.6</u> HSU has a right to cancel part of a trip or an entire trip. Should HSU not be successful in making the necessary arrangements for a travel program, the leader will immediately notify students and issue applicable refunds.
- <u>31.7</u> HSU reserves the right to terminate travel at any part of the program if the health or safety of the participants is deemed to be at risk. Reasons for such termination include, but are not limited to, U.S.

Department of State travel warnings for the program location, outbreaks of contagious diseases at the program location, severe weather, and acts of war or terrorism that could affect students.

- **31.8** If a student cancels a travel program, a refund can only be issued for the expenses of the trip that have not already been booked. Airfare, if already booked, cannot be refunded. The airline tickets will be issued to the student, and they can seek arrangements with the airline to have a credit issued to them under the terms of the airlines.
- <u>31.9</u> HSU reserves the right to alter or change the schedule, itinerary, or the accommodations for room and board when acts, occurrences or events make it necessary or desirable, in the discretion of the leader, to make the modification.
- **31.10** No alcohol, non-prescription drugs, or other substances including tobacco are allowed at any point during travel off campus. Students are considered to be on the trip at all times until returning to campus. If a student is in violation of campus or trip policies on behavior, the student will be immediately dismissed and will be personally responsible for bus or air transportation home.
- **31.11** Students must obey all applicable laws of the state or host countries and shall not hold HSU responsible for any liability or consequences caused by student's violation of law.
- **31.12** Conduct that will subject students to disciplinary action will be dealt with by the trip leader and referred to the Dean of Students for possible further university sanctions. In the event the trip leader determines, after informing student of an alleged violation and discussing it with him or her, that student has violated a student conduct regulation, the leader may terminate the student from the travel program. Such termination will not affect the obligation under the agreement to pay HSU an amount due pursuant to the terms of the Student Handbook, nor will HSU be required to refund any payment that has been made.
- <u>31.13</u> All personnel attending any part of the trip including but not limited to faculty, staff, families, or visiting staff are under the conditions of these travel expectations and expected to abide by all the student standards of this handbook as they represent HSU.
- 31.14 Students are required to fall under the full authority of the trip leaders to take whatever actions they may consider to be warranted under the circumstances regarding student's health and safety, and fully release them from any liability for such decisions or actions as may be taken in connection therewith. HSU and its agents, at their discretion, will place the student at their expense in a hospital within or outside the United States for medical services and treatment, or, if no hospital is readily available, to place the student in the hands of local medical doctor for treatment. If deemed necessary or desirable by HSU or its agents, the student will be transported back to their home by commercial airline or otherwise, at his/her (or parents') expense for medical treatment. These costs will be billed to the student's financial account.
- **31.15** HSU is not responsible for student's welfare during periods of independent travel or during absences from the program or during free time.
- <u>31.16</u> In the event HSU or its agents advance or loan any monies to a student or incur special expenses on a student's behalf while abroad or in relation to the program abroad, the student agrees that charges will be placed on their student account and will make repayment within student account standards.
- **31.17** Students cannot receive the same services and conditions on travel trips that are normally enjoyed while at the university campus.

32. Vehicle Operation and Parking

All students, faculty, and staff must comply with the procedures and regulations governing motor vehicles set forth by the university. Such agreement is implied by the actual operation of a vehicle on HSU property.

32.1 Registration

All motor vehicles operated or parked on HSU property, including the University Apartments and Wolfe Apartments, must be registered with the HSU Police Department. This includes vehicles operated by evening and weekend students. Registration decals from McMurry University, Abilene Christian University, or HSU are honored at all three schools.

Motor vehicles should be registered during the academic registration process. Late registrants should report to the HSU Police Department.

Students from McM, ACU, and Patty Hanks Shelton School of Nursing who plan to operate their vehicles on the HSU campus should report to the Campus Police Department for information and obtain a copy of the vehicle handbook. Vehicles with McM and ACU auto permits are considered commuter students and may not be parked in certain areas restricted for residential students.

The university also reserves the right to inspect vehicles located on university property. Vehicles may be searched only by university personnel given authorization by the Vice President for Student Life or the Chief of Police.

Traffic and parking regulations are enforced 24 hours a day, seven days a week. Ownership of a registration decal does not guarantee a parking space, nor does the absence of a parking space justify violating any regulation.

Each university police officer has the authority to issue citations for violations, to direct traffic as necessary, and to place special regulatory signs and barriers in required locations for emergency situations or special events. Other university personnel may also be designated to enforce traffic and parking regulations.

Washing or repairing privately owned motor vehicles on university property is prohibited.

32.2 Responsibility

The student in whose name a vehicle is registered will be responsible for any liability or damage claims (including violation penalties) arising from the operation of the vehicle.

While the university will make every effort to protect vehicles on its property, the university cannot assume any responsibility for the care or protection of any vehicle or its contents.

32.3 Vehicle Operation

The speed limit on all university property is 15 MPH. All traffic control signs and devices must be obeyed. All state laws governing traffic, registration, licensing and inspection must be observed while on HSU property. HSU may have additional regulations.

32.4 Parking

The university enforces all city and state statutes. General parking is not allowed in areas designated as no parking (red) zones, handicap parking, or areas painted yellow. Color coded decals designate parking areas. Decals are available at the HSU Police Department.

Disabled, fire-lane, and special area parking is enforced 24 hours a day, seven days a week. Designated parking spots for individuals such as the University President, vice-presidents, dean, or Residence Directors are designed for an individual regardless of time of day, throughout the year. These specific spaces will be enforced 24/7. The individuals parking in those spots have permission and ticket books to issue tickets anytime that anyone other than that individual parks in those spots.

Areas generically marked as Faculty, Staff, Visitors, Commuter/Visitor, and Residence Hall Parking, may be used by anyone with a valid decal during non-business hours of 5 p.m. and 7:30 a.m. Monday through Friday and anytime over the weekend.

Vehicles parked in angled, lined, or parallel parking spaces must be parked within the lines. Backing into angled or lined spaces, or pulling through such spaces from the wrong direction is not permitted.

Spaces marked Handicap may only be used by vehicles displaying license plates or dash cards issued by authorized county, state, or federal authorities. Temporary dash cards will be issued upon request by the university police chief in cases of leg injuries or other circumstances considered appropriate by university officials. These dash cards are only recognized as official while on university property and are not intended for city and/or state-wide use.

In accordance with city fire regulations and the Americans with Disabilities Act, all handicap spaces and fire lanes will be enforced 24 hours per day. A City of Abilene citation for violation of these spaces could result in a fine of up to \$200. HSU levies a \$50 fine for a handicap violation. All HSU students who operate a vehicle with regular handicap issued license plates or who display a state or county issued handicap hang-tag must report to campus police to validate the handicap plate or hang-tag. This procedure is required to ensure that students do not abuse decals issued to other family members.

32.5 Penalties

Students from HSU, McM, ACU, Abilene High School, Cooper High School, or Patty Hanks Shelton School of Nursing receiving citations must satisfy those citations on the campus where the citation was issued. In addition to the citation and fine system for traffic and parking violations, the following conditions could result in a vehicle having a wheel lock placed on the vehicle or having the vehicle towed off campus at the owner's expense:

- 32.5(a). Four or more citations within a semester or summer period
- 32.5(b). Blocking a fire lane, roadway, alley, building exit or entrance
- 32.5(c). Parking in an area designated as a tow-away zone
- 32.5(d). Vehicles banned from the campus by appropriate authority as a result of disciplinary action

Any vehicle that is issued three or more citations for No Permit or Invalid Permit will be immobilized by a tire boot. The tire device will also be used on vehicles that ignore warnings regarding handicap spaces, fire lanes, and vehicles that block roadways and driveways. A \$25 service charge will be required prior to release of a vehicle impounded with the tire device.

Any vehicle that is issued five or more warning tags for parking in areas marked as reserved (e.g., faculty/staff, commuter/visitor, or specific other holders) will be subject to immobilization by a tire boot or to being towed.

Charges for fines is on the back side of the issued citation. Citations must be satisfied within five days of issue date. Fines are to be paid at the Business Office.

32.6 Appeals

Persons receiving a citation that they believe is unjust may:

- 32.6(a). Report to campus police within five days and complete a traffic citation appeal form. This appeal will be considered by the Chief of Police or his appointed agent, who will reply to the appeal within 10 working days.
- 32.6(b). If refused, complete a traffic appeal form that will be submitted to the Vice President for Student Life, who may call a meeting of the Student Traffic Committee to consider the case.

32.7 Student Traffic Committee

The Student Traffic Committee is composed of five members. The chairman and two members are chosen by the Dean of Students and two members are chosen by the SGA president. The committee serves as an advisory board for parking policies and functions as the traffic court for student appeals.

33. Weapons

HSU prohibits any person from possessing any weapons on any part of campus property. This includes residence halls, buildings, grounds, or vehicles on campus. Weapons include, but are not limited to, the following: hand guns, rifles, shot guns, knives, bows, stun guns, taser guns, BB guns, paintball or airsoft guns, air guns, slingshots, pepperball or salt guns, pellet guns, anything that resembles a weapon, or anything that the HSU Police Department determines as a threat.

Nerf and water guns are the only projectiles that we do allow on campus, and we encourage students to be involved in our zombie games. If a student modifies a nerf gun, keep it a brightly colored toy so that it can't ever be confused with a real gun.

HSU prohibits weapons under Texas Govt. Code § 411.2031 (added by SB 11 § 1) that states that we may prohibit guns from campus after consulting with students, staff, and faculty. We will regularly consult with these bodies. Any comments or concerns in this area should be directed to the Dean of Students.

HSU does allow for students to keep weapons on campus with the HSU Police Department. All firearms and ammunition must be checked into storage at the HSU Police Department and checked out when needed for sporting events, hunting, etc. Checking items in and out of the Police Department requires contacting the Police in order to have them walk firearms and ammunition to and from the vehicle. They can be checked out when needed for sporting events, hunting, etc. Any weapon confiscated from residence hall rooms, vehicles, etc., will be released upon the discretion of the Vice President for Student Life, Dean of Students, Chief of Police, Director of Residence Life, or Residence Directors.

Explosives of any kind are not allowed on campus. This includes all types of fireworks.

Hardin-Simmons University Personnel Handbook

PERSONNEL HANDBOOK

OF

HARDIN-SIMMONS UNIVERSITY

Abilene, Texas

The HSU Personnel Handbook has been developed and published for the primary purpose of providing all University personnel with a statement of policies and procedures. Each person is urged to become familiar with the contents of the manual, particularly that portion which pertains to his/her actual responsibilities. Suggestions for revisions to the manual should be made in writing and sent to the office of the Vice President for Finance. Revisions to the manual will be submitted to the Administrative Council and other appropriate committees for review and action. The policies, procedures and benefits described in this handbook are subject to change by the University at any time. All revisions to the handbook are subject to the final approval of the President.

The personnel policies of the University are management guides and are provided to employees for information and do not constitute a contract. The University is free to alter or modify its policies without any necessity of prior communication to employees upon the decision of the appropriate University authority.

For ease of distribution, employees will be notified via email when there is a new version of the handbook uploaded to HSU Central.

Short changes are indicated by underlined text.

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January 1, 2016 – HSU Retirement Eligibility, Page 63, Full Time & Part Time Employee Definitions, Page 8 Delivery of Wages, Page 48 (III, IV, V), Staff Holidays, Vacation and Sick Leave, Pages 52 – 54, Compensation from Outside Sources, Page 21

January 1, 2017 – HSU Faculty/Staff Revised Sick Leave Policy, Pages 52 – 56, Institutional Family Grant Program/Exchange Program, Page 58-60

January 18, 2018 - Employee Policies, Page 7 (G & I), Vice President of Student Life, Page 15, HR Discriminatory Harassment and Sexual Misconduct Policy, Page 32 – 41, Corporate Purchase Cards and Credit Card Policy, Page 43 - 45, Printed Materials and Printed Purchases, Page 46, Travel and Vehicle Policy, Page 49, Wage and Salary Payments, Page 54, Staff Holidays, Page 59, Vacation Policy, Page 60, Fringe Benefits, Page 64, IFG and Tuition Exchange, Page 66-67, Retirement, Page 70, Service Awards, Page 72, Recreational Units, Page 72, Organization of Faculty, Page 75, Faculty Teaching Loads, Page 91.

January – August 2019 – Org Chart, Page 10, University Administration, Page 12 – 15, HR Discrimination and Harassment Policy, Page 32 – 34, Mandatory Reporting Requirements for Certain Incidents of Sexual Misconduct, Page 34 - 36, Drug Free Workplace, Page 37 - 38, Purchasing and Procurement Policy 38-39 (See Policy Section, Page 168-189), Printed Materials and Printing Purchases, Page 39-40 (See Policy Section, Page 154), Drone and Model Aircraft Policy (See Policy Section Page 152), Travel for University Sponsored Trips Policy, Page 42 – 43, Inclement Weather, page 45 - 46, Grievances, Page 46 - 47, (Staff) Vacation Accruals, Page 54 - 55, Retirement Policy, Page 64 - 65, Service Awards, Page 66, (Faculty) Rank and Tenure Policy, Page 76, Recruitment and Employment of Faculty and Staff, Page 96, (Staff) Performance Evaluation, Page 98, Disciplinary Policy, Page 100, Terminations, Page 101.

<u>February 7, 2020</u> – Revised Faculty Information, page 67 – 93, Revised Addenda, pages 102 – 150. Updated Addenda (Lettering Only), pages 151-189.

CONTENTS

MISSION STATEMENT	
STATEMENT OF PURPOSE	5
EMPLOYMENT POLICIES	
PERSONNEL CLASSIFICATION	
GENERAL OFFICERS	
UNIVERSITY ADMINISTRATION	11
PRESIDENT	11
PROVOST/CHIEF ACADEMIC OFFICER	
SENIOR VICE PRESIDENT FOR FINANCE AND MANAGEMENT	
SENIOR VICE PRESIDENT FOR ADVANCEMENT	13
VICE PRESIDENT FOR STUDENT DEVELOPMENT	
EVALUATION OF UNIVERSITY OFFICERS	
STAFF	
Executive, Administrative, Management	
Professional	
Office/Clerical	
Paraprofessional/Technical	
Skilled Crafts/Technical	
Service/Maintenance	16
STUDENT WORKERS	
GENERAL	
STANDARDS OF PERSONAL CONDUCT	
OUTSIDE EMPLOYMENT	
COMPUTER USE	
CONFIDENTIALITY OF STUDENT RECORDS	
HANDLING OF CONFIDENTIAL INFORMATION	
SEXUAL/DISCRIMINATORY HARASSMENT	
Harassment (Policy)	
USE OF FACILITIES	
DRUG-FREE WORKPLACE	
Policy	
CHECK CASHING/ATM MACHINE	
PURCHASE REQUISITION	
INTERDEPARTMENTAL TRANSFERS	
SAFETY REMINDERS	
First Aid	
Safety Rules	
SALES TAX EXEMPTIONS	
TRAVEL	
VEHICLE POLICY	
FUND RAISING	
EXTERNALLY FUNDED GRANTS AND CONTRACTS	
STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT	
POLICY REGARDING SMOKING ON CAMPUS	
PERSONAL PROPERTY LOSS COVERAGE	
SOLICITATIONS & DISTRIBUTIONS	
FLOWER FUND POLICY	
NOTARY PUBLIC SERVICES	
INCLEMENT WEATHER	44

RESPONSE TO THREAT OF LEGAL ACTION	
PLACEMENT OF POSTERS AND PRINTED ANNOUNCEMENTS	
GRIEVANCES	45
WAGE AND SALARY ADMINISTRATION	
FEDERAL/STATE LAWS AND REGULATIONS	
WAGE AND SALARY PAYMENTS	
Monthly Payroll	
Bi-Weekly	
Time Cards	48
WAGE AND SALARY DEDUCTIONS	
OVERTIME PAY	
CHANGES AFFECTING WAGE/SALARY STATUS	
PERSONNEL BENEFITS	
GENERAL	
HOLIDAYS	
Entitlement	
LEAVES AND ABSENCES	
Sick Leave	
Bereavement Leave	
Family and Medical Leave	
Unauthorized Absence	
Election Day	
Other Leave and Absences Policies	
Insurance Premium Payment During Leaves Of Absence	
Court Leave	
Military LeaveFRINGE BENEFITS	
WORKERS COMPENSATION INSURANCE	
Return to Work Policy	
Other Factors to Remember	
UNEMPLOYMENT COMPENSATION INSURANCE	
FLEXIBLE BENEFITS (CAFETERIA PLAN)	
INSTITUTIONAL FAMILY GRANT PROGRAM	
Policy	
Eligibility	
TUITION EXCHANGE PROGRAM	
What is Tuition Exchange	
How to Apply	
RETIREMENT INCOME PLANS AND BENEFITS	
Eligibility	
Early Retirement	
Retirement Privileges	
ADMISSION TO CAMPUS EVENTS/FACILITIES	
CAMPUS PARKING	
PAYROLL DEDUCTION SERVICES	65
PERSONNEL ADMINISTRATION	
CREDIT UNION MEMBERSHIP	
RECREATIONAL UNITS	
FACULTY INFORMATION	
ORGANIZATION OF THE FACULTY	
Statement of Organization	
Faculty Meetings	
FACULTY ASSEMBLY	
GRADUATE FACULTY	71

COMMITTEE STRUCTURE	72
PROMOTION POLICY	
CRITERIA FOR EXCELLENCE IN COLLEGE TEACHING	
Teaching	
Interest in the Students	
Professional Development	
Research and Writing	
The Life of the Mind	
Service to the University	
Christian Faith and Professional Life	
FACULTY RANK	
Special Classifications of Faculty Rank	
Emeritus Faculty	
TERMINATION	
NON-REAPPOINTMENT OF VISITING FACULTY	
FACULTY POLICIES AND PROCEDURES	
FACULTY SALARIES	
TEACHING LOADS	
OFFICE HOURS	
COURSE SYLLABI	
PARTICIPATION IN OFFICIAL CONVOCATIONS	
GRADUATION EXERCISES	
CHAPEL ATTENDANCE	
FACULTY RECRUITMENT PROCEDURES	
REQUEST FOR LEAVE OF ABSENCE	
COMPUTER SOFTWARE POLICY	
FACULTY COMPLIANCE WITH COPYRIGHT LAW	
TEXTBOOK PURCHASING PROCEDURE	
DISMISSAL OF CLASSES FOR SPECIAL EVENTS	
DEAD WEEK	
FINAL EXAMINATION SCHEDULE	
STUDENT LIFE	
STAFF INFORMATION	
RECRUITMENT AND EMPLOYMENT - STAFF	
HOURS OF WORK	
OVERTIME	
PERFORMANCE EVALUATION	
ANNOUNCEMENT OF AVAILABLE POSITIONS	
PROMOTIONS/TRANSFERS	
EMPLOYEE DISCIPLINARY PROCEDURE	
TERMINATIONS	
ADDENDUMS	
HSU Comprehensive Faculty Evaluation	
Academic Foundation Project Funding Application	151
Academic Foundation	
Funding Application Worksheet	153
Intellectual Property	154
Hardin-Simmons University Copyright Policy	154
PUBLIC DOMAIN	
Information Technology User Policy	
DRONE AND MODEL AIRCRAFT POLICY	
NEW UNIVERSITY MARKETING PROJECT PROCESS	
PROCUREMENT AND PURCHASING POLICY MANUEL	168

MISSION STATEMENT

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

STATEMENT OF PURPOSE Hardin-Simmons University, a church-related institution affiliated with the Baptist General Convention of Texas:

Fosters the intellectual development of students by providing an academically challenging undergraduate education based upon a liberal arts foundation, and advances scholarly growth by offering specialized graduate and professional degree programs.

Academic excellence continues as a priority at Hardin-Simmons University as it has for more than a century. The foundational curriculum involves students in a broad range of inquiry relating general studies with requirements of the chosen major. Graduate programs broaden the scope of learning in scientific and professional disciplines and encourage students to regard learning as a lifelong process. Small classes taught by experienced scholars give the opportunity for interactive learning. The institution's commitment to excellence is best illustrated through the lives of graduates who traditionally have excelled in a wide variety of fields.

Affirms the relevance and importance of the Christian faith for life in the contemporary world by maintaining a clear identification with the loyalty to the Christian faith and functioning within the context of historic Baptist values and principles.

Founded in 1891 by a determined group of ministers, ranchers and merchants, Hardin-Simmons University established dual goals of developing the mind and nurturing the spiritual life of its students. That commitment to encourage growth in faith and knowledge has remained central. Believing academic excellence and Christian faith to be complementary, the University emphasizes the need for interaction between faith and reason.

Encourages individuals to lead lives of service through active involvement in intellectual, cultural and religious life, both on the campus and in the larger communities of Abilene and the world.

Although Western in tradition, the University takes pride in the cosmopolitan nature of its students, faculty and staff, and encourages the development of an international perspective. Through its leadership in providing intellectual, spiritual, cultural and social opportunities, the University serves as catalyst for the advancement and enrichment of its students and the community.

EMPLOYMENT POLICIES

I. General

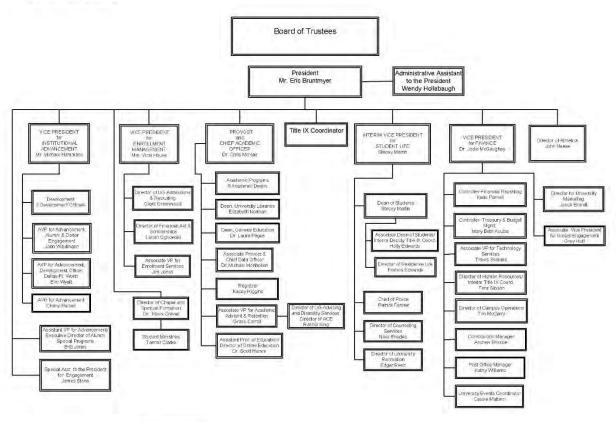
- A. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Hardin-Simmons University does not illegally discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, genetic information, or military service in employment. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purpose. Minorities and women are encouraged to apply.
- B. It is the intent of the University to comply with all applicable state and federal laws pertaining to employer-employee relations.
- C. The University reserves the right to change at any time and without prior notice, its policies and procedures.
- D. Only the President and the Provost may issue employment contracts.
- E. The University will seek to fill each vacancy with the best available qualified candidate. Current employees may be considered for existing vacancies along with outside applicants. Current staff employees may not apply for another position on campus unless they have been in their current position 180 calendar days. Also, current staff employees are required to notify their supervisor when applying for another position on campus.
- F. Starting salaries for new employees will be appropriate for the position classification and as agreed upon by the department head, appropriate dean, if applicable, Area Vice President and President when required.
- G. Hardin-Simmons University employees are asked to dress in a professional manner appropriate for their positions
- H. In order to promote the health and wellness of the students, faculty, and staff, HSU is a tobacco-free and smoke-free campus.
- I. Faculty and staff members are permitted to engage in partisan politics on an individual basis. In all correspondence, public statements and other communications faculty and staff members should use home addresses, personal stationery and make no reference to their University affiliation, including on social media. No member of the University community speaks for any other member in partisan political matters, and the University as an entity must avoid partisan politics to maintain its tax exempt status.
- II. Employment of Relatives in Academic and Non-Academic Departments
 - A. Hardin-Simmons University will not employ anyone who will directly supervise or be supervised by any relative (by blood or marriage) in group C.1. below. The employment of a relative described in category C.2.b., when a supervisory relationship exists, is discouraged but not prohibited. In such cases, written approval must be obtained from the appropriate Area Vice President and Vice President for Finance.
 - B. Close relatives shall be allowed to work in the same department if no supervisory relationship is involved. Where close relatives are employed in the same department, the promotion of one to a supervisory role would require that the other be transferred to another department or resign from University employment.

Degree of Relationship

- 1. Blood
 - a. Father, mother, brother, sister, son, daughter.
 - b. Grandfather, grandmother, uncle, aunt, nephew, niece, cousin, grandson, granddaughter.
- 2. Marriage
 - a. Spouse, spouse's father, spouse's mother, spouse's brother, spouse's sister, son's/daughter's spouse.
 - b. Spouse's grandfather, grandmother, uncle, aunt, nephew, niece, cousin, grandson, granddaughter.
- III. Policy Definitions: When hired, employees are classified as either full-time, part-time, or temporary. Unless otherwise specified, the benefits described in this handbook apply only to full-time employees. All other policies described in this handbook and communicated by Hardin-Simmons University apply to all employees, with the exception of certain wage, salary and time off limitations applying only to "non-exempt" (see the definition that follows) employees. Supervisors are available to assist with determining job classifications.
 - A. Regular employee: an employee of the University who is not a student worker and who may be classified in one of the following two classifications:
 - 1. Contract employee an employee who receives a written contract and may expect to be employed for a minimum of one academic year;
 - 2. Non-Contract employee an at-will employee with no definite term of employment. An at-will employee does not receive a written contract.
 - 3. Each employee of the University who does not hold a written contract executed by the President of the University for a term of time is an employee-at-will. This employee may be terminated at any time with or without cause.
 - B. Temporary employee Employee of the University (not a student worker) who is anticipated to be employed less than one year (staff employee) or is scheduled to be employed one academic semester (faculty). From time to time, Hardin-Simmons University may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered temporary. The job assignment, work schedule and duration of the position will be determined on an individual basis. Temporary employees are not eligible for benefits described in this handbook, except as granted on occasion, or to the extent required by provisions of state and federal laws
 - C. Full-time employee Employee of the University (not a student worker) who is scheduled to work **30** or more hours per week (a teaching load of over 50% normal faculty schedule).
 - D. Part-time employee Employee of the University (not a student worker) who is scheduled to work less than **30** hours per week (a teaching load of 50% normal faculty schedule or less). Part-time employees are not eligible for benefits described in this handbook, except as granted on occasion, or to the extent required by law.
 - E. Student Worker Employee of the University who is primarily a student. Students are normally employed on a semester by semester basis and are not eligible for University benefits.
 - F. "Nonexempt" and "Exempt" Employees An employee's classification may change from nonexempt to exempt when he/she is transferred or promoted. When this occurs, the employee would not be eligible for overtime pay. At the time they are hired, all employees are classified as either "exempt" or "nonexempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty hours (40) per work week. These employees are referred

to as "nonexempt" in this handbook. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees are supervisors, executives, professional staff, technical staff, directors, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

- G. Exit Interviews. Prior to an employee's departure from Hardin-Simmons, he/she will be scheduled for an exit interview with the Human Resources Director. At the interview, exit benefits will be explained to ensure employees are aware of what benefits might be available upon retirement, resignation, etc.
- H. Flex Time (staff). The regular HSU work week is one minute past midnight each Sunday until midnight the following Saturday. There are 168 available hours in a regular work week. Most employees will work a standard 40-hour week during this period, 8:00 A.M. until 5:00 P.M. with one hour for lunch. With approval of supervisors and area Vice Presidents, employees may adjust their work week so that some of the 40 hours are worked outside the standard work week. Example: An employee may work 36 hours Monday through Thursday and four hours on Friday.



Updated by institutional Research 09/24/2019 PERSONNEL CLASSIFICATION

GENERAL OFFICERS

The President, as the chief executive officer of the University, is directly responsible in all matters to the Board of Trustees and serves as principal spokesman for the University to alumni, the Baptist denomination, governmental agencies, all constituencies and the general public. The following general officers share in formulating policy and in managing the various areas of the University:

President/Chief Executive Officer (President/CEO)

Provost/Chief Academic Officer (P/CAO)

Vice President for Finance (VPF)

Vice President for Student Life (VPSL)

Vice President for Institutional Advancement (VPA)

Vice President for Enrollment Management (VPEM)

When the office exists, the Chancellor will advise and confer with the President on University policy and programs, as requested, particularly in the areas of fund-raising, denominational relations, alumni affairs and legislative affairs.

UNIVERSITY ADMINISTRATION

As the chief executive officer, the President, leads the Institution in carrying out the purposes of the University. The President is assisted by the University officers who serve on the Administrative Council.

I. PRESIDENT

Elected by the Board of Trustees, the President's duties include the following:

- A. Serves as the chief executive officer of the Institution and as the principal liaison to the Board of Trustees and its Executive Committee;
- B. Is responsible to the Board of Trustees for all the affairs of the University and shall direct and supervise the work of the administrative officers, the faculty, the staff, and all other employees of the University;
- C. Shall insure that accurate reports of the fiscal condition of the University and all other affairs that affect the institution are prepared and submitted to the Board of Trustees on a regular basis;
- D. Shall promptly bring to the attention of the Board of Trustees all matters affecting the interest of the University that require the attention of the Board;
- E. Signs all contracts of employment with the members of the faculty and with all others employed to the University and shall execute such other papers, contracts, or documents as the President may be authorized by the Board of Trustees to sign;

The president serves as Chairman of the University Administrative Council and carries out other duties as assigned by the Board of Trustees.

II. PROVOST/CHIEF ACADEMIC OFFICER

The Provost reports to the President and is responsible for the academic life of Hardin-Simmons University as it relates to the faculty, the students, and its various constituencies. While many tasks are involved in the normal operation of these functions, they may be generally grouped into the following aims:

A. Academic Affairs

- 1. Upholds the general academic aims and ideals of the university;
- 2. Coordinates the efforts of the constituent schools within the university;
- 3. Supports the recruitment and development of a quality faculty with appropriate credentials;
- 4. Represents the faculty within the university administration;
- 5. Represents the students in academic matters within the university administration;
- 6. Coordinates the work of academic support in the Registrar's Office, the Library, and the Office of Institutional Research;
- 7. Maintains and administers fairly and consistently academic regulations that reflect the standard and purposes of the university;
- 8. Leads, through exhortation and example, in maintaining high academic standards throughout the University;
- 9. Leads in the development and implementation of new academic programs where appropriate.
- 10. The Provost serves as a member of the University Administrative Council and perform other duties as directed by the President of the University.
- 11. Supervises the Registrar's Office, Advising and Disability Services, Libraries, Institutional Research, and Online Education.
- B. The guiding principle in the Office of Provost is to make constant progress toward the goal of excellence in all academic matters at Hardin-Simmons University.

III. VICE PRESIDENT FOR FINANCE

The Vice President for Finance reports to the President and serves as chief financial officer and treasurer of the Institution. In carrying out board duties, the Vice President for Finance

- A. Provides leadership in the development and implementation of board policies relating to all business and financial matters;
- B. Serves as financial advisor to the President and the Board of Trustees;
- C. Directly supervises various University Directors and personnel in the following areas: Accounting/Finance, Technology Services, Human Resources, Campus Operations and Maintenance, Construction Services, HSU Post Office, University Events, Global Engagement and University Marketing.
- D. Is responsible for creating the operating systems needed for the orderly operation of the institution.
- E. Serves as a member of the University Administrative Council and performs duties as directed by the President of the University.

IV. VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

The Vice President for INSTITUTIONAL Advancement reports to the President and is responsible for the following:

- A. Serves as chief administrative officer for University Advancement;
- B. Directly supervises various University Advancement personnel including all Assistant Vice Presidents for Development and the Assistant Vice President of Alumni Relations.
- C. Serves as staff liaison for the Advancement Committee of the Board of Trustees, the Board of Development, and the Academic Foundation;
- D. Plans and implements a University Advancement plan assuring that the plan is directly related to the purposes of Hardin-Simmons University;
- E. Provides leadership and encouragement to the Advancement team in fulfilling the University Advancement plan and in supporting all phases of University life;
- F. Provides leadership and coordination for the Board of Development including enlistment of members, communication with members, involving members in the support of the University, working with the executive committee, and assuring that the Board of Development plays a vital role in the life of the University;
- G. Personally contacts current and prospective donors in order to secure financial support for the University;
- H. Participates in local, state, and national organizations relating to University Advancement in order to more effectively fulfill responsibilities as Vice President for Advancement.
- I. Serves as a member of the University Administrative Council and performs duties as directed by the President of the University.

V. VICE PRESIDENT FOR STUDENT LIFE

The Vice President for Student Life reports to the President and his responsibilities include:

- A. Overseeing the administration of discipline for students;
- B. Overseeing the administration of student organizations, including student government and student social clubs;
- C. Overseeing student activities;
- D. Arranging for and overseeing personal counseling for students;
- E. Overseeing the administration of residential life for students and developing plans for future residential needs;
- F. Overseeing campus security and other police issues;
- G. Overseeing the provision of student health services;
- H. Overseeing student religious activities, student-led groups, and related activities;

- I. Overseeing the administration of career services for students;
- J. Serves as a member of the University Administrative Council and performs other duties as directed by the President of Hardin-Simmons University.

To accomplish these responsibilities, the Vice President for Student Life has a staff which includes a Dean of Students, an Associate Dean of Students, an Assistant Dean of Student Engagement, a Career Services Director, a Director of Residence Life, a Director of Counseling Services, a Director of Student Activities a Director of Baptist Student Ministries, and a Police Chief. The Vice President is responsible for directing and overseeing the work of each of these staff members. The Vice President is also responsible for developing and communicating the overall vision for Student Life and for developing a budget to accomplish that vision.

VI. VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The Vice President for Enrollment Management is responsible for undergraduate admissions and recruitment efforts, student financial aid and scholarships. The VPEM supervises the Associate VP for Enrollment Services, Director of Financial Aid and Scholarships, Director of Admissions and Recruiting. The VPEM reports to the President and responsibilities include:

- A .Recruiting, financial aid management, enrollment forecasting, student search initiatives, and strategic planning.
- B. Oversee the organization, planning, strategy, and direction of undergraduate and graduate admissions, recruiting, and financial aid to meet the enrollment needs and budget goals of the university.
- C. Develop and strategically manage the marketing and communication flows for all prospective undergraduate students.
- D. Uphold the mission of the university by pursuing and recruiting students of the appropriate quantity, quality, and diversity.
- E. Maintain working knowledge of NCAA and American Southwest Conference Division III rules and regulations as it relates to student athletes.
- F. Prepare annual goals and enrollment projections.
- G. Maintain a working knowledge of current enrollment trends and financial aid policies.
- H. Coordinate the preparation, distribution, and execution of the university enrollment plan.
- I. Monitor and distribute weekly enrollment statistics and well as monthly and annual reports.
- J. Serve as a regular member of the Academic Suspension Appeals Committee, Admissions Committee.
- K. Plan, coordinate, implement and manage campus visitation programs and other special events.
- L. Ensure admissions and financial aid compliance to institutional, federal, and state policies and principles.
- M. Counsel with prospective students and families regarding admissions and financial aid procedures and criteria.

- N. Review applications and make admission decisions.
- O. Engage staff in practicing highly effective customer service.
- P. Serves as a member of the University Administrative Council and performs other duties as directed by the President of Hardin-Simmons University.

EVALUATION OF UNIVERSITY OFFICERS

All University officers are evaluated annually. The President is evaluated by the Executive Committee of the Board of Trustees. All Vice Presidents are evaluated by the President.

FACULTY

- I. Faculty personnel are divided into the following basic groups.
- A. Teaching Faculty
- 1. Contract Faculty Administrator: Deans of academic units who receive annual contracts.
- 2. Contract Faculty Teaching: Chairmen of academic departments and full-time teaching personnel who receive contracts annually.
- 3. Special Classification of Faculty: Graduate Assistant, Lecturer, Visiting Lecturer, Visiting Professor, Artist-in-Residence, Adjunct Professor, Distinguished Professor, and Senior Professor.
- B. Librarians: Professional librarians who hold a faculty contract.
- C. Administrative Faculty: Administrators who have direct or supportive responsibility for academic programs and who hold a faculty contract.
- D. Retired Faculty and Emeritus Faculty: Personnel classified in accordance with separate policies by the same name.
- II. Chair holders and Distinguished Professors Appointments are limited to or are primarily for those individuals engaged in teaching and research or other scholarly activities and must be approved by the president and/or the P/CAO. The responsibilities of chair holders and distinguished professors are individually negotiated with the appropriate department head and dean.

STAFF

Staff personnel are divided into seven basic groups.

- I. Executive, Administrative, Management: Personnel whose positions require primary and major responsibility for decision making and/or management of the University. These persons exercise discretion and independent judgment and usually direct the work of others.
- II. Professional: Personnel whose positions normally require either a college degree or experience of such kind and amount as to provide a comparable background and entail high-level and diverse responsibilities.

- III. Office/Clerical: Personnel whose positions require clerical or secretarial duties. This category includes personnel who are responsible for internal and external communications, recording and retrieval of data or information, and other clerical work.
- IV. Paraprofessional/Technical: Personnel whose positions require a combination of basic scientific knowledge and manual skill that can be obtained with a high school diploma plus additional technical education of the type offered in many technical institutes and junior colleges, or through equivalent on-the-job training.
- V. Skilled Crafts/Technical: Personnel whose positions require specialized knowledge and skills acquired through on-the-job training, apprenticeship, or formal training/schooling.
- VI. Service/Maintenance: Personnel whose positions contribute to the safety and maintenance of campus life.

STUDENT WORKERS

The University encourages department supervisors to utilize student workers where necessary and applicable to a particular job. A department's student wage budget category is the determining factor regarding student labor available for that particular area. Budget heads are to notify the Financial Aid Office of student job openings so that they may be posted. This should be done before the beginning of each semester and as openings become available.

The Financial Aid Office is the on-campus student employment clearing house. Students wishing to work on campus must complete the HSU Employment Application.

The Financial Aid Office will endeavor to make available more than one student for each student position approved in order that the budget head may have a choice. The Student Financial Aid Office will recommend those students who qualify for Federal College Work-Study as a priority for all jobs. All student workers must have the proper paperwork on file in the Student Financial Aid Office prior to beginning work.

The budget head approves the student worker by completing the Student Worker Agreement. The agreement form must be signed by the budget head, the supervisor and the student. Bi-weekly electronic time sheets are to be submitted to the Student Financial Aid Office. These steps are important in order to ensure the correct and timely payment to the student. Students are paid every other Friday in the same manner as bi-weekly paid HSU staff employees.

GENERAL

STANDARDS OF PERSONAL CONDUCT

Hardin-Simmons University is an institution of higher education governed by an all-Baptist Board of Trustees and is operated within the Christian-oriented aims and ideals of Baptists. It is affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. Therefore, members of the faculty and staff are expected to be in sympathy with the University's statement of purpose. The personal conduct of each faculty and staff member is expected to be supportive of and consistent with this purpose, and at all times should conform to Christian ethics and morality.

Contract employees must pay particular attention to the Criteria for Excellence in College Teaching policy listed in the Faculty Information section, with special emphasis given to the section titled "Christian Faith and Professional Life." All employees must pay particular attention to the Employee Disciplinary Procedure listed in the Staff Information section, with an understanding that the University has the right to terminate or otherwise sanction an employee for a violation of its policies.

All employees are expected to abide by local, state, and federal laws.

OUTSIDE EMPLOYMENT

I. Background: Hardin-Simmons University attempts to provide a healthy, safe, and secure environment for all members of the University community engaged in the pursuit of the University's mission. In order to advance this goal, the University reserves for itself the right to prohibit, restrict, or otherwise regulate the outside business activities of the faculty/staff. For the purpose of this policy, "outside business activity" is defined to include activities which are for the benefit of a person other than the University and for which faculty/staff members receive remuneration other than their University salary.

II. Policy:

- A. It is the policy of Hardin-Simmons University to respect the right of its faculty and staff members to engage in outside activities which do not reflect unfavorably upon the University or conflict with the interest of the University. The University expects each faculty or staff member to be honest and ethical in all business dealings. Contrary practices reflect unfavorably upon the University. Employees should not use University space, telephones, or other equipment as part of a private business venture, nor should personal business cards indicate in any way that a private business is part of the University. A conflict of interest exists when a faculty or other staff member has an outside personal economic interest which may potentially oppose the best interests of the University. It is not possible to describe all the circumstances and conditions that might arise regarding potential conflicts of interest, but the University expects its faculty and staff members to take the most conservative position in such matters. Should a question arise in a given case regarding potential conflict of interest, the faculty or staff member should consult with the appropriate Vice President or President, respectively.
- B. Of particular concern to the University is a faculty or staff member engaging in outside employment that permits encroachment upon the University's call for the full-time service of its faculty and staff members, even though there may be no conflict with a specific economic interest, activity or objective of the University. Regular outside job employment, even on a part-time basis, by a full-time member of the faculty or staff is not recommended. A University faculty member or administrator is expected to demonstrate the dedication of a full-time professional educator, which leaves little time for outside work. Teaching loads are limited so that faculty members may have necessary time for study, reflection and creative activity essential to their intellectual life and professional growth. The University sanctions faculty consulting on a project basis on the professional or policy level as long as it does not interfere with the duties and responsibilities to the University.
- C. The University's vice presidents shall take all necessary steps to insure that there is no conflict between the mission and purpose of the University, the outside business activities of the University's faculty and staff and

the faculty/staff member's regular duties. In addition, vice presidents shall insure that a clear distinction between the work of the University and any allowable outside business activity is established, maintained and evident to all who have contact with the faculty/staff engaged in such activities. In enforcing this policy, the University's vice presidents shall be guided by the following rules and regulations which shall apply to University faculty/staff.

- D. Guidelines: Faculty/staff shall inform their area vice presidents of the type and extent of their outside activities undertaken for compensation so that the University may judge the appropriateness of the activity in relation to the performance of the faculty/staff member's regular duties. Vice presidents shall require each employee engaged in such activity to submit a written description of their outside activities for compensation in which they are involved. The following standards will guide the University in determining the appropriateness of the activity and in regulating any outside business activity allowed to continue.
 - 1. No faculty/staff member shall use the University's property, facilities, or equipment in such a way as to cause or threaten to cause harm or damage to any person or to the University property.
 - 2. No faculty/staff member shall accept or retain employment which would bring him/her into conflict or competition with the interests and purposes of the University.
 - 3. No faculty/staff member shall engage in any activity that would lead others to believe that the services rendered are actually being performed on behalf of the University. The name of the University shall not be in any way connected with the services rendered or the results obtained from outside employment. For example, in his/her personal business activity, no person shall be allowed to use the University's name to promote his/her outside business interest. The use of stationery, business cards, invoices or other documents which have the University's name on them is prohibited. Faculty/staff members shall be prohibited from giving his or her school office number as a telephone number for the personal business enterprise.
 - 4. No faculty/staff member shall use any of the University's equipment, supplies, materials, or clerical services in furtherance of their outside business activity.
 - 5. Faculty/staff who receive permission to engage in outside business activities on University property shall distribute to all clients or customers who come onto University property for the purpose of doing business with the faculty/staff member a statement that the faculty/staff member functions without the sponsorship of the University and the University assumes no responsibility for the activity.
 - 6. Faculty/staff members shall sign a written agreement stating their commitment to defend, indemnify and hold harmless the University, its agents and employees from and against all claims for damages, compensation, injury or expenses (including attorney fees) made against the University or any of the University's agents or employees, by any person for any activity—arising out of or related to the conduct of the faculty/staff member's outside business activity on University property. In the alternative, faculty/staff members shall secure a certificate naming the University as an additional insured under all liability insurance policies carried by the faculty/staff member providing coverage for outside business activities.
 - 7. A request for a faculty or staff member to enter into off-campus consulting or other employment must be submitted in writing to the appropriate vice president.

COMPENSATION FROM OUTSIDE SOURCES

The university, as opposed to any outside source, shall remain in control of determining who is to be its employee and the amount of salary its employees shall receive. No employee within the university shall receive from any other source a supplement to his or her university-provided compensation.

Any employee in violation of this policy is subject to disciplinary action which may include, among other sanctions, returning any supplement to the outside source and termination of employment.

CONFLICT OF INTEREST

- **I. Scope.** The following statement of policy applies to all trustees and officers of the University. Further, it is intended to serve as a guide to all persons employed by the University, regardless of position.
- **II. Fiduciary Responsibility** Trustees, officers, and staff serve a public-interest role and thus have a clear obligation to conduct the business of the University in a manner consistent with that concept. All decisions of the Board and administration of the University shall be made solely on the basis of a desire to promote the best interests of the University.
- III. Disclosure It is the policy of the Board of Trustees of the University that, in the event that the Board and/or officers of the University are considering a transaction on behalf of the University which will also involve (1) a member of the Board, an officer of the University, or a member of their families (spouse, parents, brothers, sisters, or lineal descendants), or (2) an organization with which any such person is affiliated (as described below), then such trustee or officer, at first knowledge of any such transaction, shall disclose fully the precise nature of his or her interest or involvement.
 - A. Disclosure is also required concerning all relationships and business affiliations which reasonably could give rise to a conflict of interest involving the University. Such disclosure shall be continuously reported and kept current, as set forth below. For the purpose of this policy statement, affiliation exists if a trustee, officer, or a member of their families—
 - 1. is an officer, director, trustee, partner, employee, or agent of such organization; or
 - 2. is the record or beneficial owner of more than 5 percent of the voting stock or otherwise has a controlling interest in such organization; or
 - 3. has any other direct or indirect dealings with such organization from which he or she knowingly is materially benefited (e.g., through receipt directly or indirectly of cash or other property in excess of \$1,000 per year, exclusive of dividends and interest).
 - B. The disclosures required under this policy statement shall be reported initially to the Finance Committee consisting of trustees who are not officers of the University nor involved in any conflict of interest. The information disclosed shall be held in confidence except when, in the judgment of the Finance Committee, the best interests of the University would be served by disclosing the information to the Board of Trustees. Any conflict of interest related to a matter on which the Board or a committee is voting shall be disclosed to the Board or Committee.
 - C. The Finance Committee, on its own initiative or at the request of anyone with a potential conflict of interest, shall determine whether a conflict of interest exists and, if unacceptable, recommend a course of action to resolve the matter.
- **IV. Restraint on Participation** Trustees and officers who are deemed to be in a conflict of interest situation with respect to any matter before the administration or the Board shall refrain from participating in the consideration of the proposed transaction, unless specifically requested to provide information regarding the transaction in question. Such person shall not vote on or take any position for or against the proposed transaction. When deemed

appropriate, a notation may be made in the minutes of the meeting that the person involved neither participated in the consideration of the proposed transaction nor voted on the matter.

Added November 5, 2009

WHISTLEBLOWER POLICY

Hardin-Simmons University expects its trustees, officers, and employees to observe high standards of ethics in the conduct of their duties and responsibilities. This policy is intended to encourage and enable employees and others to raise within the organization their concerns about conduct which does not meet those standards.

<u>Reporting Responsibility.</u> If any trustee, officer or employee has reason to believe or reasonably suspects that the University or any of its trustees, officers, or employees is acting contrary to any applicable federal, state or local laws or regulations, or contrary to any policy of the University, that person is encouraged to report his belief or suspicion in accordance with this policy.

<u>No Retaliation.</u> No person who in good faith makes such a report shall suffer harassment, retaliation, or adverse employment consequence. Any employee who retaliates or encourages others to retaliate against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. Reports of retaliation should be promptly reported to the Compliance Officer. Any employee who files a fraudulent or bad faith complaint pursuant to this policy will be subject to disciplinary and/or legal action.

<u>Violations of Federal Law.</u> No officer, director, or employee of the University shall knowingly and with the intent to retaliate take any adverse employment action against an employee for providing to a law enforcement officer any truthful information relating to the commission or possible commission of any violation of federal law.

<u>Reporting.</u> An employee with reasonable suspicion of any matter reportable under this policy should make a report to his or her supervisor or to the Compliance Officer. A trustee, officer, student, vendor, guest, alumnus, or any other interested person should make a report to the Compliance Officer. If the improper activity concerns the Compliance Officer, or if the person making the report believes that an insufficient response to the report has been made, the report should be made with the Vice President having authority over the area relating to the report.

<u>Compliance Officer</u>. The University's Compliance Officer for this policy shall be appointed by the President. The Compliance Officer is responsible for investigating any reports and making a report and recommendations to the President. All such compliants submitted under this policy shall be logged and kept confidentially in the office of the Compliance Officer.

COMPUTER USE

- I. General. The computing facilities (including computers, printers, networks and software) at Hardin-Simmons are provided for the use of HSU students, faculty and staff in support of the programs of the University. All students, faculty and staff are responsible for seeing that these computing facilities are used in an effective, efficient, ethical and lawful manner. The following policies relate to their use:
 - A. The computing facilities and accounts are owned by the University and are to be used for university-related activities only. All access to central computing facilities, including the issuing of accounts, must be approved through Technology Services. All access to school and departmental computing facilities must be approved by an authorized person.
 - B. Computing facilities and accounts are to be used only for the purpose for which they are assigned and are not to be used for commercial purposes or non-university related activities.
 - C. A computer account assigned to an individual must not be used by others. The individual is responsible for the proper use of the account, including proper password protection.
 - D. Special support software may be installed on University computing facilities in order to support resource usage accounting, security, network management, hardware and software inventory, and updating functions and to provide better support to personnel. Technology Services staff may access files of other employees when necessary for the maintenance and security of computing facilities.
 - E. Electronic communications facilities (such as electronic mail) are for University related activities only. Fraudulent, harassing or obscene messages and/or materials are not to be sent, requested or stored. All electronic files, including electronic mail or University-owned systems, are the property of Hardin-Simmons University.
 - F. No one should deliberately attempt to degrade the performance of a computer system (including microcomputers and networks) or to deprive authorized personnel of resources or access to any University computing facility.
 - G. Loopholes in computer and network security systems or knowledge of a special password should not be used to damage computer systems or networks, obtain extra resources, take resources from another user, gain access to systems or use systems for which proper authorization has not been given.
 - H. Computer software protected by copyright is not to be copied from, into, or by using campus computing facilities, except as permitted by law or by the contract with the owner of the copyright. This means that such computer software may only be copied in order to make back-up copies, if permitted by the copyright owner. The number of copies and distribution of the copies may not be done in such a way that violates the license agreement.
 - I. An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Such suspected violations will be confidentially reported to the appropriate faculty, supervisors, department chairmen, Technology Services staff, and Vice Presidents.
 - J. Violations of these policies will be dealt with in the same manner as violations of other university policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of computing privileges, dismissal from the University, and legal action.
- II. Computer Software (Unauthorized Copying): Hardin-Simmons University does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies

of copyrighted material without authorization" (Section 106). The only exception is the users' right to make a backup copy for archival purposes (Section 117). The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless a backup copy is not provided by the manufacturer. Unauthorized duplication of software is a Federal crime. Penalties include fines of as much as \$100,000, and jail terms of up to five years.

- A. Hardin-Simmons University licenses the use of computer software from a variety of outside companies. Hardin-Simmons University does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.
- B. With regard to use on local area networks or on multiple machines, Hardin-Simmons University employees shall use the software only in accordance with the license agreement.
- C. Hardin-Simmons University employees learning of any misuse of software or related documentation within the University shall notify the department supervisor.
- D. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. Hardin-Simmons University employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal.

CONFIDENTIALITY OF STUDENT RECORDS

- I. General. Hardin-Simmons University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students' rights of access to education records and imposes regulations on the University in the release and disclosure of education records to third parties. All official student academic records are maintained in the Registrar's Office, which is responsible for the security of academic files. Student personnel files are maintained electronically by Student Life. Matters relating to disciplinary action are also the responsibility of that office. All records are held in strict confidentiality.
 - A. In order to comply with FERPA, HSU has formulated and adopted institutional policies and procedures to be followed by the University and by those interested in gaining access to education records. These policies and procedures allow students: the right to inspect substantially all of his or her education records; the right to prevent disclosures of education records to third parties; and the right to request amendment or correction of education records believed to be inaccurate or misleading. Additional information about FERPA is available on the HSU web site(http://www.hsutx.edu/offices/registrar/ferpa/
 - B. Under no circumstances shall a member of the faculty or staff disclose an education record or financial record which is in his/her possession or control to any person other than the student to whom they pertain. All requests to inspect and review records not within the faculty or staff member's possession or control and all requests by third parties (including the student's parents) to inspect and review records shall be referred to the Registrar. (The Registrar will research the student's files to determine if a third party is authorized to review the student's records.)
 - C. It is the policy of the University to allow students to inspect and review their education records unless those records contain any of the following: information on more than one student; financial information on his/her parents; or confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the college, application for employment or receipt of honorary recognition.
 - D. Student Information: Directory information is information which is customarily made public without the written consent of the student. A student may request that the University not disclose directory information by making written notice to the Registrar's Office on or before the last

official day to register for the fall semester. A request for nondisclosure will be honored for only one academic year or until the University receives written notification that information should no longer be withheld, whichever occurs first. Directory information may include: name, address, telephone number, dates of attendance, classification, class schedule for the current semester, previous institution (s) attended, major field of study, awards, honors, degree(s) conferred and date(s), past and present participation in officially recognized sports and activities, physical factors of athletes (age, height, weight).

HANDLING OF CONFIDENTIAL INFORMATION

- I. General. During the course of their employment, employees may encounter confidential information, particularly through the use of University computing facilities. Such confidential information may include, for example, academic records, compensation and other financial information. Employees shall not access, acquire, use, copy, or transfer confidential information except to the extent necessary to fulfill their employment duties. Improper access to or unauthorized disclosure of confidential information may be a violation of federal law and could result in, among other things, loss of all federal financial assistance to the University.
 - A. No persons are permitted to remove or make copies of any Hardin-Simmons University records, reports or documents without prior approval from their Vice-President.
 - B. Access to and disclosure of student educational records is governed by regulations promulgated under the Family Educational Rights and Privacy Act. Generally, any information concerning the educational records of a student cannot be disclosed to any other party without the prior written consent of the student. Specific questions concerning under what conditions information about a student may be obtained or disclosed should be directed to the Office of the Registrar.
 - C. Access to, disclosure and/or distribution of donor files, records, and/or donor databases are considered confidential and shall not be released to outside sources, including alumni, without specific authorization of the President of the University or the Vice President of Institutional Advancement.
 - D. Employees shall take all appropriate action, whether by instruction, agreement or otherwise, to ensure the protection, confidentiality and security of confidential information. The obligations of an employee to maintain the confidentiality and security of confidential information survives the termination of the employee's employment with the University.
 - E. Requests for confidential information should be referred to supervisors, department heads, or to the HSU Advancement Administration (for questions concerning donor information). Questions regarding access to and disclosure of employee records should be directed to the Human Resources Office.
- II. Persons who exceed their authority in using confidential information or who gain access to such information through unauthorized means, including the use of University computing facilities, should realize that their conduct is in violation of University policy and will be dealt with accordingly. Such conduct may also be in violation of state and federal law and may subject such persons to penalties or fines or imprisonment or both. Because of its seriousness, disclosure of confidential information could lead to dismissal.
- III. It is the policy of the University to allow students to inspect and review their education records unless those records contain any of the following: information on more than one student; financial information on his/her parents; or confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the college, application for employment or receipt of honorary recognition.

DOCUMENT RETENTION/DESTRUCTION POLICY

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

DOCUMENT RETENTION SCHEDULE. The following types if documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Corporate Records

Corporate records	
Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (In the USA) to file for tax-exempt and/or charitable status	Permanent
Letter of Determination (for example from the IRS in the USA) granting tax-exempt	Permanent
and/or charitable status	
By Laws	Permanent
Board policies	Permanent
Resolutions	Permanent
Board meeting minutes	Permanent
Sales tax exemption documents	Permanent
Tax or employee identification number designations	Permanent
Annual corporate filings	Permanent

Financial Records

1	
Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check registers/books	7 years
Business expenses documents	7 years
Bank deposit slips	7 years
Cancelled checks	7 years
Invoices	7 years
Investment records(deposits, earnings, withdrawals	7 years
Property/asset inventories	7 years
Petty cash receipts/documents	3 years
Credit card receipts	3 years

Tax Records

Tax Records	
Annual tax filing for the organization (IRS Form 990 in the USA)	Permanent
Payroll registers	Permanent
Filings of fees paid to professionals (IRS Form 1090 in the USA)	7 years
Payroll tax withholdings	7 years
Earning records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Employee offer letters	Permanent
Conformation of employee letters	Permanent
Benefits descriptions per employee	Permanent
Pension records	Permanent

Employee applications and resumes	7 years after
	termination
Promotions, demotions, letter of reprimand, termination	7 years after
	termination
Job descriptions, performance goals	7 years after
	termination
Workers' Compensation records	5 years
Salary ranges per job description	5 years
I-9 Forms	5 years after
	termination
Time reports	3 years after
	termination

Insurance Records

Property Insurance policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance claims applications	Permanent
Insurance disbursements/denials	Permanent

Contracts

All insurance contracts	Permanent
Employee contracts	Permanent
Construction contracts	Permanent
Legal correspondence	Permanent
Loan/mortgage contracts	Permanent
Leases/deeds	Permanent
Vendor contracts	7 years
Warranties	7 years

Donation Records

Grant dispersal contract	Permanent
Donor lists	7 years
Grant applications	7 years
Donor acknowledgements	7 years

Management Plans and Procedures

Strategic Plans	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor contracts	7 years
Disaster Recovery Plan	7 years

Document Protection Documents (hardcopy, online or other media) will be stored in a protected environment for the duration of the Document Retention Schedule. Computer backup media will be included.

Document Destruction Hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by fire or other proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Provision of Documentation for Investigations or Litigation Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation. Added November 5, 2009

IDENTITY THEFT PREVENTION PROGRAM "RED FLAG" RULES

General. This Policy supersedes all previous policies regarding identity theft prevention. The Board of Trustees recognizes that some activities of the University are subject to the provisions of the Fair and Accurate Credit Transactions Act ("FACTA") and its "Red Flag" rules. Therefore, the Board of Trustees adopts the following initial program: Identity Theft Prevention program for Hardin-Simmons University.

- **I. Program Adoption.** Hardin-Simmons University (hereafter referred to as the "University") has adopted this initial Identity Theft Prevention Program ("Program") in compliance with the "Red Flag" rules issued by the Federal Trade Commission pursuant to the Fair and Accurate Credit Transactions ACT (FACTA). The University is engaging in activities which are covered by the FACTA Red Flag rules. After consideration of the size and complexity of the University's operations and account systems, and the nature and scope of the University's activities, the Board has determined that this Program is appropriate for the University.
- **II. Program Purpose.** Under the Red Flag rules, the University is required to establish an "Identity Theft Program" with reasonable policies and procedures to detect, identify, and mitigate identity theft in its covered accounts. The University must incorporate relevant Red Flags into a Program to enable the University to detect and respond to potential identity theft. The University shall ensure that the Program is updated periodically to reflect changes in risks to customers or creditors or the University from identity theft.
- **III. Responsible University Official.** The President shall designate a senior University official to serve as Program Administrator. The Program Administrator shall exercise appropriate and effective oversight over the Program and shall report regularly to the President on the Program.
- **IV. Program Administration and Maintenance.** The Program Administrator is responsible for developing, implementing and updating the Program. The Program Administrator will be responsible for ensuring appropriate training of University staff on the Program, for reviewing any staff reports regarding the detection of Red Flags and the steps for identifying, preventing and mitigating identity theft, determining which steps of prevention and mitigation should be taken in particular circumstances and considering periodic changes to the Program.

The Program will be periodically reviewed and updated to reflect changes in identity theft risks and technological changes. The Program Administrator will consider the University's experiences with identity theft, changes in identity theft methods; changes in identity theft detection, mitigation and prevention methods; changes in types of accounts the University maintains; changes in the University's business arrangements with other entities, and any changes in legal requirements in the area of identity theft. After considering these factors, the Program Administrator will determine whether changes to the Program, including the listing of Red Flags, are warranted.

The Program Administrator shall confer with all appropriate University personnel as necessary to ensure compliance with the Program. The Program Administrator shall annually report to the President on the effectiveness of the Program. The Program Administrator shall present any recommended changes to the President for approval. The President will be responsible for approving any subsequent changes to the policy.

- V. Annual Report to Board. The Program Administrator shall report to the Board of Trustees at least annually on compliance with this policy. The report should address material matters related to the Program and evaluate issues such as: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening of covered accounts and with respect to existing covered accounts; service provider arrangements; significant incidents involving identity theft and Program response; and updates on material changes to the Program.
- **VI. Definitions.** Pursuant to the Red Flag regulations at 16 C. F. R. § 681.2, the following definitions shall apply to this Program:

"Covered accounts":

1. Any account the University offers or maintains primarily for personal, family or household purposes, that

involves multiple payments or transactions.

2. Any other account the University offers or maintains for which there is a reasonably foreseeable risk to customers or to the safety and soundness of the University from Identity Theft.

"Credit": The right granted by a creditor to a debtor to defer payment of debt or to incur debt and defer its payment or to purchase property or services and defer payment thereof.

"Creditor": An entity that regularly extends, renews, or continues credit.

"Customer": Any person with a covered account with a creditor.

"Identifying information": Any name or number that may be used, alone or in conjunction with any other information, to identify a specific person," including:

- name
- address
- telephone number
- social security number
- date of birth
- government issued driver's license or identification number
- alien registration number
- government passport number
- employer or taxpayer identification number
- student identification number
- computer's Internet Protocol address or routing code

"Identity Theft": A fraud committed using the identifying information of another person.

"Red Flag": A pattern, practice, or specific activity that indicates the possible existence of Identity Theft.

VII. Identification of Red Flags. In order to identify relevant Red Flags, the University considers the types of accounts that it offers and maintains, the methods it provides to open its accounts, the methods it provides to access its accounts, and its previous experiences with Identity Theft. The following are relevant Red Flags, in each of the listed categories, which employees should be aware of and diligent in monitoring for:

A. Notifications and Warnings from Credit Reporting Agencies

- Report of fraud accompanying a credit report;
- Notice or report from a credit agency of a credit freeze on a customer or applicant;
- Notice or report from a credit agency of an active duty alert for an applicant; and
- Indication from a credit report of activity that is inconsistent with a customer's usual pattern or activity.

B. Suspicious Documents

- Identification document or card that appears to be forged, altered or inauthentic;
- Identification document or card on which a person's photograph or physical description is not consistent with the person presenting the document;
- Other document with information that is not consistent with existing customer information (such as if a person's signature on a check appears forged); and
- Application for service that appears to have been altered or forged.

C. Suspicious Personal Identifying Information

- Identifying information presented that is inconsistent with other information the customer provides (example: inconsistent birth dates);
- Identifying information presented that is inconsistent with other sources of information (for instance, an address not matching an address on a credit report);
- Identifying information presented that is the same as information shown on other applications that were found to be fraudulent;
- Identifying information presented that is consistent with fraudulent activity (such as an invalid phone number or fictitious billing address);
- Social security number presented that is the same as one given by another customer;
- An address or phone number presented that is the same as that of another person;
- A person fails to provide complete personal identifying information on an application when reminded to do so (however, by law social security numbers must not be required); and
- A person's identifying information is not consistent with the information that is on file for the customer.

D. Suspicious Account Activity or Unusual Use of Account

- Change of address for an account followed by a request to change the account holder's name;
- Payments stop on an otherwise consistently up-to-date account;
- Account used in a way that is not consistent with prior use (example: very high activity);
- Mail sent to the account holder is repeatedly returned as undeliverable;
- Notice to the University that a customer is not receiving mail sent by the University;
- Notice to the University that an account has unauthorized activity;
- Breach in the University's computer system security; and
- Unauthorized access to or use of customer account information.

E. Alerts from Others

• Notice to the University from a customer, identity theft victim, law enforcement or other person that it has opened or is maintaining a fraudulent account for a person engaged in Identity Theft.

VIII. Detecting Red Flags. The Program's general Red Flag detection practices are described in this document. The Program Administrator will develop and implement specific methods and protocols appropriate to meet the requirements of this Program.

A. New Accounts

In order to detect any of the Red Flags identified above associated with the opening of a new account, University personnel will take the following steps to obtain and verify the identity of the person opening the account:

- Require certain identifying information such as name, date of birth, residential or business address, driver's license or other identification;
- Verify the customer's identity (for instance, review a driver's license or other identification card);
- Independently contact the customer.

B. Existing Accounts

In order to detect any of the Red Flags identified above for an existing account, University personnel will take the following steps to monitor transactions with an account:

• Verify the identification of customers if they request information or refund checks (in person, via telephone, via facsimile, via email);

- Verify the validity of requests to change addresses; and
- Verify changes in banking information given for billing and payment purposes.
- **IX.** Responding to Red Flags and Mitigating Identity Theft. In the event University personnel detect any identified Red Flags, such personnel shall take appropriate steps to respond and mitigate identity theft depending on the nature and degree of risk posed by the Red Flag, including but not limited to the following examples:
 - Continue to monitor an account for evidence of Identity Theft;
 - Contact the customer;
 - Change any passwords or other security devices that permit access to accounts;
 - Notify law enforcement; or
 - Determine that no response is warranted under the particular circumstances.
- **X. Staff Training and Reporting.** University employees responsible for implementing the Program shall be trained under the direction of the Program Administrator in the detection of Red Flags, and the responsive steps to be taken when a Red Flag is detected. Appropriate staff shall provide reports to the Program Administrator on incidents of identity theft, the effectiveness of the Program and the University's compliance with the Program.
- **XI. Service Provider Arrangements.** In the event the University engages a service provider to perform an activity in connection with one or more accounts, the University will take the following steps to ensure the service provider performs its activity in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft:
 - 1. Require, by contract, that service providers have such policies and procedures in place; and
 - 2. Require, by contract, that service providers review the University's Program and report any Red Flags to the Program Administrator.

REFERENCES:

Fair and Accurate Credit Transactions Act (FACTA) Federal Trade Commission, 16 CFR Part 681

Revised 08/27/2019 (pending BOT approval)

DISCRIMINATION AND HARASSMENT POLICY

I. Policy Statement

Hardin-Simmons University will provide an environment that is pleasant, healthful, comfortable, and free from intimidation, hostility or other offenses. Unlawful discrimination and harassment of any sort will not be tolerated.

II. What is Discrimination?

Discrimination is any action that is based on a person's protected status and adversely affects the terms and conditions of the person's employment.

III. What Is Harassment?

Harassment can take many forms. It may be, but is not limited to: words, signs, jokes, pranks, intimidation, physical contact, or violence. Harassment is not necessarily sexual in nature. Although harassment can be a violation of state or federal law, the University may consider inappropriate conduct to be contrary to University policy whether or not it rises to the level of illegal conduct.

III. Prohibited Conduct

Hardin-Simmons University is committed to providing an environment in which every person is safe from discrimination, harassment and intimidation based on his or her race, color, religion, gender, national origin, age, disability, genetic information, military service, or any other legally protected status. Unlawful discrimination, harassment and intimidation are contrary to the Christian standards of conduct expected of all members of the University community.

A. Discrimination

Examples of prohibited discrimination include actions that are based on a person's protected status and adversely affect that person's hiring, placement, training, compensation, work assignments, promotion, employee benefits, disciplinary action or termination.

B. Harassment

Harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates, and that: (a) has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment; (b) has the purpose or effect of unreasonably interfering with an individual's academic or work performance or employment opportunities.

Harassing conduct includes, but is not limited to, the following: (a) epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that relate to race, color, religion, gender, national origin, age, disability, genetic information, military service, or any other legally protected status; and (b) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of a legally protected status and that is placed on walls, or bulletin boards, or otherwise displayed or circulated on the University's premises.

IV. Complaint Procedure

A. Responsibility

Each employee of the University is encouraged to report any incident of harassment or discrimination directed toward, observed, or known by the employee to the Human Resources Director or the Human Resources Assistant or to any Vice President. Upon receipt of a complaint which alleges a violation of this policy, the person(s) authorized to receive the complaint or others whom he/she designates shall begin an investigation of the charge(s).

B. **No Retaliation**

Retaliation against anyone involved in filing an internal complaint under this policy, filing an external complaint, participating in the internal disciplinary process, or opposing in a reasonable manner an act believed to constitute a violation of this policy, is prohibited and will not be tolerated.

C. Hearing

Unless the complaint is otherwise resolved, an informal investigation and/or hearing will be conducted by the Human Resources Department to consider the complaint and, if appropriate, to recommend disciplinary sanctions or other remedial action. Both the complainant and the accused party will be informed of the process for the investigation or hearing. In order to preserve the informal, non-judicial nature of the proceedings, legal counsel for the parties and the University's legal counsel normally will not be allowed to participate in this process except to advise their clients in private. University employees involved in the process shall not discuss information of a private or confidential nature obtained in the course of the investigation or hearing. Any such disclosure, except where required by law, shall be grounds for disciplinary action. The Human Resources Department will recommend appropriate remedial action, if any, and notify the parties within thirty (30) days after the complaint is received.

D. Appeal

Either party may appeal the decision reached as a result of the investigation or hearing by making a written appeal to the President within five (5) business days. The decision of the President shall be final.

E. Disciplinary Sanctions

Disciplinary sanctions affecting the conduct of employees are based on general principles of fair treatment. While attempting to be consistent in its disciplinary decisions, the University also seeks to be fair and sensitive to the facts and circumstances of each individual case. Supervisors of the involved parties will be kept informed as appropriate. Possible disciplinary sanctions include (see Employee Disciplinary Procedure in the *HSU Personnel Handbook*):

- Oral Warning/Counseling
- Written Warning
- Probationary Actions
- Suspension Without Pay

Termination

V. Title IX / VAWA Issues

Pursuant to Title IX of the Education Amendments of 1972 ("Title IX") and Violence Against Women Reauthorization Act of 2013 ("VAWA"), HSU prohibits discrimination on the basis of sex or gender in its programs and activities, including admission and employment. In accordance with these laws and their regulations, the University maintains a Sexual Misconduct policy that is contained in the Student Handbook and is published on the University's web site.

If a complaint appears to raise issues of sexual misconduct, or involves a student, it will be reported to the University's Title IX Coordinator. The Title IX Coordinator will determine, with the assistance of counsel, whether the complaint will be handled in accordance with the Sexual Misconduct policy. Complaints that involve faculty, staff and non-student third parties generally will not be treated as sexual misconduct complaints unless they involve allegations of sexual assault, stalking, dating violence or domestic violence.

Title IX Coordinator: Inquiries concerning the application of Title IX and its implementing regulations may be referred to HSU's Title IX Coordinator or Deputy Title IX Coordinator (see contact information below), or to the Office of Civil Rights (OCR) of the U.S. Department of Education.

Tera Gibson, Director of Human Resources and Interim Title IX Coordinator Sandefer Memorial Building, Office 307 HSU Box 16030, Abilene, TX 79698 (325) 670-1077 or tera.gibson@hsutx.edu

Holly Edwards, Associate Dean of Students and Interim Deputy Title IX Coordinator Moody Center, Office 210 HSU Box 16150, Abilene, TX 79698 (325) 670-1691 or holly.edwards@hsutx.edu

Mandatory Reporting Requirements for Certain Incidents of Sexual Misconduct.

In addition to the duty of Responsible Employees to report all forms of Prohibited Conduct in the Sexual Misconduct/Title IX Policy, Texas law also requires employees to "promptly" report certain incidents of Prohibited Conduct to the Title IX Coordinator or deputy Title IX coordinator. Reporting to other persons does not meet the express requirements of Texas law. Failure to promptly report required incidents can result in criminal charges being brought against you, administrative penalties against HSU, and mandatory termination of your employment.

- 1. Pursuant to the requirements of Texas Education Code Section 51.252 (bolded terms are included in the Definitions section below, or the Sexual Misconduct/Title IX Policy:
 - (a) **Duty to report.** An HSU employee who, in the **course and scope of employment**, either witnesses *or* receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment**, **sexual assault**, **dating violence**, **or stalking** alleged to have been committed by or against a person who was:
 - a student enrolled at or
 - an employee of the institution

at the time of the incident, must *promptly* report the incident to the institution's Title IX coordinator or deputy Title IX coordinator. These persons are referred to as Mandatory Reporters, and should not delay in making any report required.

- (b) **Content of report**. Except as provided by subsection (c) below, the report must include all information concerning the incident known to the reporting person that is relevant to the investigation and, if applicable, redress of the incident, including whether an alleged victim has expressed a desire for confidentiality in reporting the incident.
- (c) Confidential Resource. Employees of HSU designated as a Confidential Resource as defined in the Sexual Misconduct/Title IX Policy as a person with whom students may speak confidentially concerning sexual harassment, sexual assault, dating violence, or stalking, or a person who receives information regarding such an incident under circumstances that render the employee's communications confidential or privileged under other law, shall in making the required report state only the type of incident reported (by general category, i.e., sexual harassment, sexual assault, dating violence, or stalking) and may not include any information that would violate a student's expectation of privacy. An employee reporting under subsection (c) should consider these additional issues when reporting:
 - Include information about the approximate location of the alleged incident so that the university can determine its Clery Act and other reporting obligations. For instance, state that the incident occurred in "a residence hall," "a building on campus," "outdoors but on campus," or "not on or near any university owned property," etc.
 - Subsection (c) does not affect the employee's duty to report incidents of sexual misconduct under any other applicable laws.
- (d) **Exceptions from duty to report.** Notwithstanding Subsection (a), employees are not required to make a report relating to an incident:
 - (1) in which the person reporting was a victim of sexual harassment, sexual assault, dating violence, or stalking; or
 - (2) of which the person received information due to a disclosure made at a sexual harassment, sexual assault, dating violence, or stalking public awareness event sponsored by the university or by a student organization affiliated with HSU.

(e) Reporting methods.

- 1. **Writing required.** Reporting by email to the Title IX coordinator is the preferred method of communicating incidents *promptly*, so that a record is made of the time and all factual details disclosed in the initial report. A written memo is also acceptable if it can be delivered to a coordinator *promptly* after the employee's duty to report arises.
- 2. **Exigent circumstances.** If the urgency of the situation or other circumstances necessitate an initial oral report (whether in person or by phone), at the conclusion of the oral report the employee must immediately send the coordinator to whom the oral report was made an email detailing all relevant information known to the reporting person, receipt confirmation requested. The coordinator will also confirm receipt by return email. If the employee does not promptly receive a written confirmation from a coordinator, the employee should continue to follow up with emails or phone calls to the coordinator until a confirmation is received.
- 3. **Anonymous reports**. Employees are discouraged from reporting anonymously pursuant to this policy, except in circumstances where the employee would not otherwise report at all. Anonymous reports present difficulties in proving the identity of the reporter and to shield that person from the potential legal consequence of a criminal prosecution and/or mandatory termination of employment.

(f) **Definitions.**

 a. Sexual harassment as used in this section means unwelcome, sex-based verbal or physical conduct that:

- in the employment context, unreasonably interferes with a person's work performance or creates an intimidating, hostile, or offensive work environment; or,
- in the education context, is sufficiently severe, persistent, or pervasive that the conduct interferes with a student's ability to participate in or benefit from educational programs or activities at a postsecondary educational institution.
- b. **Course and scope of employment** means that an employee has a duty to report when he or she witnesses or receives reportable information while performing duties in the furtherance of the university's business and for the accomplishment of tasks for which the employee was hired.

2. Criminal Offense.

- a. An employee commits a criminal offense under Texas law if the employee:
 - (1) is required to make a report as described in Section 1 above and knowingly fails to make the report; or
 - (2) with the intent to harm or deceive, knowingly makes a report as described above that is false.
- b. Criminal penalties imposed become more severe if employees intend to conceal incidents that must be reported, described in Section 1 above.
- 3. **Termination of Employment.** HSU will initiate the applicable employee disciplinary process to terminate the employment of any employee determined to have committed a criminal offense described in Subsection (a) of Section 2 above.
- 4. **Immunity**. An employee who in good faith reports or assists in the investigation of a report of an incident described in Section 1(a) above, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident, will not be subject to disciplinary action for Personnel Handbook or employee code of conduct violations which are reasonably related to the incident, and for which suspension or expulsion from the institution is not a possible punishment. This immunity does not apply to a person who perpetrates or assists in the perpetration of the incident reported under Section 1 of this policy.

BOTTOM LINE:

Do not risk your job or criminal penalties. Unless you are a Confidential Resource or your communications are privileged or confidential under other laws, promptly report all incidents of sexual misconduct!

USE OF FACILITIES

Most non-academic use of University facilities should be scheduled with the HSU Facilities Office. Scheduling the use of Moody Center, the Anderson Residential Learning Center, and Intramurals is via the Vice President of Student Life's Administrative Assistant.

DRUG-FREE WORKPLACE

- I. Policy: Substance Abuse: In order to attempt to provide a safe and secure working environment, Hardin-Simmons expects all of its employees to observe the following rules regarding the use, possession, and distribution of alcohol and illicit drugs.
 - A. Hardin-Simmons University prohibits the unlawful manufacture, possession, use, sale, distribution, transfer, or purchase of a controlled substance on or off the campus. It is also a violation of University policy for anyone to possess, use, or be under the influence of an alcoholic beverage on the campus or at a University-related activity off campus.
 - B. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on the campus of Hardin-Simmons University. A violation of this prohibition by an employee will result in immediate termination of employment (or will result in disciplinary action which may include termination of employment). Further, an employee who is convicted of a violation in his workplace of any criminal drug statute must notify the Human Resources Office no later than five days after such conviction. Failure to report shall be grounds for immediate termination. If reported and depending upon the facts as they appear to the appropriate University officials, the convicted employee will be subject to personnel action up to and including termination, or be required, at the University's discretion, to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.
- II. University Sanctions Applicable to Drug/Alcohol Use
 - A. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or other mind-altering substance is prohibited at Hardin-Simmons University. A Hardin-Simmons employee who violates this prohibition is subject to discipline by the University. Such discipline may include required participation in a drug rehabilitation or counseling (probation) program, or termination from employment.
 - B. Employees referred through the Human Resources Director by their supervisors may be required by the University to secure adequate medical care, rehabilitative counseling, or other services as may be necessary to resolve their problems.
 - C. It will be the responsibility of the employees to comply with a referral for diagnosis of problems and to cooperate and follow the recommendation of the diagnostician or counseling agent. Refusal to accept diagnosis and treatment will be handled in the same way that similar refusals or treatment failures are handled for other employee problems when results of such refusals and failures continue to affect job performance or attendance. Consequences for such refusal or failure range from probation, suspension to termination. In instances where it is necessary, sick or personal leave may be granted for time spent to obtain help or treatment on the same basis as it is for ordinary personal business or health problems.
 - D. It is the purpose of Hardin-Simmons University to help provide a safe and drug-free work environment for our students and our employees. With this goal in mind and because of the serious drug abuse problem in today's workplace, we are establishing the following policy for existing and future employees of Hardin-Simmons University.

E. The University explicitly prohibits:

- 1. The use, possession, solicitation for, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription on University premises or while performing a University assignment.
- 2. Being impaired or under the influence of legal or illegal drugs or alcohol away from the University premises, if such impairment or influence adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk the University's reputation.
- 3. Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University premises, if such activity or involvement adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk the University's reputation.
- 4. The presence of any detectable amount of prohibited substances in the employee's system while at work, while on the premises of the University or while with students, or while on University business. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription given to the employee.

III. The University will conduct drug testing under any of the following circumstances:

- A. For cause testing: The University may ask an employee to submit to a drug test at any time it feels that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the employee's person or in the employee's vicinity, unusual conduct on the employee's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.
- B. Post-accident testing: Any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was injured, but also any employee who potentially contributed to the accident or injury event in any way.
- IV. If an employee is tested for drugs or alcohol outside of the employment context and the results indicate a violation of this policy, the employee may be subject to appropriate disciplinary action, up to and possibly including discharge from employment. In such a case, the employee will be given an opportunity to explain the circumstances prior to any final employment action becoming effective.
- V. The Human Resources office maintains information regarding the dangers of drug abuse in the workplace, the University's drug-free awareness programs, and available drug counseling, rehabilitation and employee assistance programs.

ATM MACHINE

The University also has access to an ATM Machine located in the foyer of Moody Center. The machine may be used by University employees and students for cash transactions.

PURCHASE REQUISITION

I. Purchasing of goods and services requires a Purchase Order number which must be obtained from the Purchasing Department prior to initiating the transaction. Invoices received from vendors which do not have a duly authorized purchase order number are subject to refusal of payment by University, thereby requiring the individual who initiated the purchase to be personally responsible for payment of the invoice. Please see Procurement policy in Policy Addendum section for allowable expenses and detailed directions for online Procurement instructions.

(SEE POLICY MANUAL)

NEW PROCUREMENT POLICY AND PROCEDURES (Pages, 153 - 174)

CREDIT CARDS IN ACCOUNTS PAYABLE

Corporate Purchase Cards

Hardin-Simmons will issue credit cards for approved positions on a case-by-case basis.

In order to obtain an HSU credit card the employee must pass a credit check conducted by Human Resources. HSU will perform annual credit checks on all corporate cardholders during the issue month of the card. Denied applicants or current cardholders that have their card revoked must use their personal card and apply for reimbursement for approved university expenses. All administrators and employees working in the finance department are required to consent to a credit check upon date of hire. The VP of Finance determines credit card limits.

Steps to apply for an HSU credit card:

- o P. Card application sent to Accounts Payable located on HSU Central in the forms section under Accounting. Submit to accountspayable@hsutx.edu
- o Accounts Payable routes to HR for credit check. HR gathers consent from applicant, if needed
- o Credit check results are forwarded to VP of Finance for review and approval
- o Credit App is returned to Accounts Payable for issuing card, if approved

ALL corporate credit cardholders are responsible for reconciling their statements online by entering the appropriate budget number and providing the business purpose of each transaction. The deadline to reconcile the card is the 7th day of the month. ALL cardholders must submit a copy of their statement and itemized receipts to accounts payable.

Please see detailed procurement policy Part 12 "Hardin-Simmons Purchasing Card Policy" in the Policy Addendum Section.

INTERDEPARTMENTAL TRANSFERS

All departments may obtain certain goods and services from within the University; e.g., HSU Bookstore, University Press, and services from the Maintenance Department. The Interdepartmental Order Forms can be obtained from HSU Central and the Accounting Office. The Interdepartmental Order Form must be initiated and signed by the budget head, indicating department and budget number to be charged.

PRINTED MATERIALS AND PRINTING PURCHASES

I. On-Campus Information. Announcements to the general faculty and staff are normally made through memoranda from the administrative officers and are distributed through inter-office mail or email. Additionally, campus announcements may be posted to HSU Central. Campus users may utilize the "Internal or External Communications Request Form" online via the University Marketing webpage on the university website to request that an announcement or graphic be posted to HSU Central.

- II. Off-Campus Information. All external University publications (brochures, flyers, etc.) and University web pages should be coordinated through the Office of University Marketing. This office will work with all segments of the University in producing top quality publications which will assure that communications are accurate, consistent, and appropriate with the HSU style guide. The University Marketing team are available to assist with the design of printed and web material.
- III. Printing Purchases. On-campus services will be limited to "quick copy" printing and photocopy work in the individual department. Larger printing jobs will be done by off-campus printers. The Office of University Marketing will be available to assist in placing printing orders with local printers, securing prices, and providing general information.

(SEE POLICY MANUAL)

DRONE POLICY, (PAGE 158)

NEW UNIVERSITY MARKETING PROJECT PROCESS, (PAGES 149 – 150)

SAFETY REMINDERS

- I. General. Hardin-Simmons attempts to provide a clean, safe and healthy environment. Employees are expected to work safely, to observe all safety rules and to keep the premises clean and neat. Employees who carelessly endangering themselves or others may face disciplinary action, including possible dismissal.
- II. First Aid. Federal law ("OSHA") requires that we keep records of all illnesses and accidents which occur during the workday. The Texas Workers' Compensation Act also requires that employees report any illness or injury on the job, no matter how slight. Employees who are injured or become ill on the job, should contact their supervisor for assistance. Employees who fail to report an injury may jeopardize their right to collect workers' compensation payments as well as health benefits. OSHA also provides for the employee's right to know about any health hazards which might be present on the job. Questions concerning this policy should be referred to supervisors or the Human Resources Office. Arrangements have been made with Hendrick Medical Center to provide first aid in medical emergencies.
- III. Safety Rules. Please report all injuries (no matter how slight) to the area supervisor immediately, as well as anything that needs repair or is a safety hazard. Below are some general safety rules. Supervisors or department heads may post other safety procedures in department or work area.
 - A. Safety considerations include but are not limited to:
 - * If there is a spill of any body fluids, contact American Building Maintenance at 670-1509.
 - * Avoid overloading electrical outlets with too many appliances or machines.
 - * Use flammable items, such as cleaning fluids, with caution.
 - * Walk don't run.
 - * Use stairs one at a time.
 - * Employees should inform their supervisor if they or a co-worker is injured or becomes ill.
 - * Ask for assistance when lifting heavy objects or moving heavy furniture.
 - * No smoking, tobacco, or non-authorized drugs are allowed on campus.
 - * Keep cabinet doors and file and desk drawers closed when not in use.
 - * Sit firmly and squarely in chairs that roll or tilt.

- * Employees are expected to wear or use appropriate safety equipment as required.
- * Avoid "horseplay" or practical jokes.
- * Start work on any machine only after safety procedures and requirements have been explained and understood.
- * Use air hoses only for the use intended. Avoid blowing air at anyone (including yourself).
- * Wear appropriate personal protective equipment, like shoes, hats, gloves, goggles, spats, hearing protectors, etc., in designated areas or when working on an operation which requires their use.
- * Keep work areas clean and orderly, and the aisles clear.
- * Stack materials only to safe heights.
- * Watch out for the safety of fellow employees.
- * Use the right tool for the job, and use it correctly.
- * Wear gloves whenever handling castings, scrap, barrels, etc.
- * Operate motorized equipment only if authorized by immediate supervisors. All operators must be licensed by Hardin-Simmons University.
- * Report job related injuries to the HSU Human Resources/Safety Office.
- * Employees are expected to become familiar with the HSU Safety Handbook.
- B. Safety Rules When Operating Machines and Equipment
- * Machine guards must be in place while machines are in operation.
- * Loose clothing, jewelry or rings must be removed before operating machinery.
- * Employees must have steel toe shoes and (if necessary) prescription eye protection to start the job.
- * Required personal protective equipment, except for prescription glasses and steel toe shoes, will be issued by supervisors.

EMERGENCY PROCEDURES

General: In the event of an emergency, please consult the HSU Emergency Desk Reference. For additional information, contact the Human Resources Office and/or the Campus Police Department

- I. If the emergency is life-threatening, DIAL 911 emergency medical system immediately. In some cases, dial 9 to get an outside line. Life-threatening situations are defined as the absence of or severe difficulty in breathing; extreme or uncontrolled blood loss; absence of heartbeat or possible heart attack; or unconsciousness
- II. Only employees properly trained and certified in first aid should render first aid.
- III. If the emergency is not life threatening, the following persons could provide assistance:
 - A. On-campus: University Police: 325-670-1461 (24 hours/7 days a week)

University Athletic Trainer: 325-670-1188 (8-5, M-F)

Human Resources: 325-670-1259 (8-5, M-F)

B. Off-campus: Personal Physician and/or Urgent Care Facility

Hendrick Medical Center Emergency Room: 325-670-2151

SALES TAX EXEMPTIONS

- I. The University, a non-profit organization incorporated in the State of Texas, is exempt from sales tax on the cost of merchandise when the merchandise is purchased for the use of the University and is paid for by the University. Tax exempt certificates may be obtained from the Controller's office. The University must collect the sales tax on taxable sales such as the cafeteria and remit the tax collected in accordance with state law.
- II. The University is exempt from the state's Hotel Occupancy Tax for Texas and New York. Exemption certificates may be obtained from the Controller's office.

TRAVEL

- I. Employees required to travel as a representative of the University will be reimbursed for the cost of travel directly related to the authorized trip.
- II. To receive reimbursement for travel expense a check request must be submitted. Receipts for lodging, transportation, registration fees, etc., must be attached to the check request form. An employee may only have one travel advance out at any time. If a travel advance was received, any funds from the advance in excess of the actual expenses must be returned to the cashier. University preference is that University provided transportation options (University owned or leased vehicles) be used on out of town trips due to insurance responsibility and liability. Requests to use a personal vehicle instead of a University provided vehicle must be submitted in writing to the Assistant to the Vice President for Finance for approval by the Vice President for Finance. In the event that a personal vehicle is approved and two or more authorized travelers ride together, only one of them will be reimbursed for the mileage allowances. The University reimburses employees for the cost of using their personal vehicles at the approved Internal Revenue Service (IRS) rate which is usually updated on January 1 of each year. This reimbursement covers the cost of fuel, insurance, and wear and tear on employee vehicles. If a request for personal mileage for out of town trips is submitted without an approved written request to use a personal vehicle, the mileage reimbursement will not be paid.
- III. University employees will occasionally receive fees, honoraria, or expense reimbursement from others relating to travel sponsored by the University. When this occurs, the employee should record total expenses on the Requisition for Payment of Travel Expenses form and deduct the amount received from others in arriving at the amount claimed for reimbursement.
- IV. The University negotiates discounted rates for vehicle rentals. When renting a vehicle in Abilene, the rental should be made through the Assistant to Vice President for Finance. Employees renting vehicles will need to provide the following information: date/time vehicle required; date/time of vehicle return; location for delivery and return; budget number for billing purposes; size of vehicle; the license number of the drivers. These rentals are direct billed to the University. Some HSU offices are authorized to rent vehicles direct from rental agencies. The procedures described above are not totally applicable to these offices.
- V. When traveling in rental vehicles, proof of insurance documents are required. These forms may be obtained from the Assistant to Vice President for Finance.
- VI. The University has several gas credit cards which must be used when employees are traveling on University business in rental vehicles. When obtaining gas credit cards, budget numbers will need to be provided.

Due to tax exemption, employees traveling on University business in rental vehicles are required to check out a University gas credit card. The gas credit card is for business travel only. It is prohibited to use the gas card for personal vehicle use. Gas cards can be obtained from the office of the Accounts Payable Coordinator. Budget numbers are required to check out a gas card. Promptly following the completion of travel, receipts for gas purchases and the card must be returned to the Accounts Payable Coordinator.

TRAVEL FOR UNIVERSITY SPONSORED TRIPS

From time to time there may be a need for HSU employees to act as sponsor(s) on university sponsored trips. To manage these situations consistently, the university has established the following guidelines. Contact HR if you have any questions about this policy and/or the approval process.

(1) Advance approval by the appropriate Vice President is needed <u>prior</u> to an employee agreeing to travel as a sponsor anytime the university is open for business. At times, a supervisor may deny the request if the

- absence will create a hardship on the department due to not being able to cover classes and/or provide adequate staffing in the office during the timeframe requested.
- (2) If approved, employees acting as a sponsor for an <u>undergraduate</u> trip will be paid the same as if they are working on campus. Non-Exempt employees will be required to clock in & out for all hours worked while on the student sponsored trip. Downtime, as determined in advance, i.e. sleeping, breaks, leisure time, etc. is not considered working time if relieved of all job duties.
- (3) If an employee is asked to travel as a sponsor for graduate trips or non-course credit trips employees must use vacation as this will not be approved work time, per this policy. Vacation requests for this purpose must be approved in advance, per the vacation policy.
- (4) Employees may use their holidays as they wish, however will not be allowed to reschedule holidays if they volunteer act as a sponsor for a trip while the university is closed.

Time off approved for university sponsored trips is limited to one week (per year) for undergraduate trips, vacation must be used for any additional time. (Vacation must be used for all graduate level trips.)

VEHICLE POLICY

General. HSU vehicles are valuable assets and must be correctly used for University business. Vehicle assignments will be based upon need and availability. HSU students who drive University vehicles will be under the supervision of the faculty sponsor on University trips. Sponsors should ensure that drivers are properly licensed to drive and have good driving records by following the University's driver clearance process. The University rents vehicles to meet the vehicle requirements. Drivers of rented vehicles must be at least 21 years of age.

FUND RAISING

- I. All significant fund raising efforts by University personnel or involving University resources must be approved by the President and the Administrative Council, and coordinated through the University Advancement Office. Individual requests for funding needs should be sent to the appropriate department head, dean and Vice President for action. All fund raising is to be coordinated through the University Advancement Office.
- II. All gifts to the University will be receipted in the University Advancement Office. Checks representing gifts should be sent to the Advancement Office immediately upon receipt along with any accompanying information relating to the gift. Other gifts (i.e., stock certificates, jewelry, insurance certificates, real estate, etc.) should be sent to the Advancement Office or, if impractical to send the gift, complete and appropriate information and documentation for the gift should be sent. Gift receipting and acknowledgement will be handled expeditiously by the Advancement Office.

EXTERNALLY FUNDED GRANTS AND CONTRACTS

General. All externally funded grants and contracts received by Hardin-Simmons University must be received and controlled consistent with the following principles.

- 1. All grants and contracts must be consistent with Hardin-Simmons University's Statement of Purpose and Mission Statement.
- 2. It is the policy of Hardin-Simmons University not to accept government funds which will be used either for capital improvements or for operations.
- 3. All grants and contracts must be received from private or Internal Revenue Code Section 501(c) organizations which are known to have a high moral and ethical character and whose products and services do not violate the letter or spirit of Hardin-Simmons University's Christian life-style expectations.
- 4. All grants and contracts must be approved, in writing, by the appropriate vice president and the President. Approval may also be required by the Board of Trustees.

- 5. All funds received must be controlled under the supervision of the Office of the Vice President for Financial Affairs.
- 6. Faculty who receive such funds must be allowed to use these funds (privileges) and must use these funds (responsibilities) consistent with Hardin-Simmons University's policies on Academic Freedom.
- 7. Faculty who receive such funds may be granted release time to carry out the purpose(s) of the grant or contract. All release time must be approved consistent with Hardin-Simmons University's policies on Faculty Workload.
- 8. Terms of compensation for faculty whose workload is affected by the grant or contract must be given to the faculty member in writing. This compensation must be approved by the appropriate vice president and President and, if required, by the Board of Trustees.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT

In compliance with its duties under federal law, Hardin-Simmons University makes annual disclosure of student-athlete graduation rates and campus crime statistics. These disclosures are made to current students and employees and prospective students and employees. https://www.hsutx.edu/about/campsafety/

CALENDAR PLANNING

- I. Planning for each succeeding academic year will begin in January. Each administrative area is requested to have dates set and a representative selected for a meeting the second week of February. The Administrative Council is responsible for overseeing the publication of this calendar.
- II. Student clubs and organizations are requested to have calendar dates and representatives selected for a meeting in early March. Copies of the proposed calendar ideally will be sent to administrative and/or department heads in early April for final changes and approval.
- III. Should conflicts arise involving facilities needed for various events, functions, or dates, the matter shall be referred to the Administrative Council for a final decision. Calendar should be completed by the second week in May.

POLICY REGARDING TOBACCO USE ON CAMPUS

In order to promote the health and wellness of students, faculty, and staff, HSU is a tobacco-free and smoke-free campus.

PERSONAL PROPERTY LOSS COVERAGE

- I. Faculty or staff who use personal property on campus in their work should receive prior approval from the appropriate vice president. In the event of a University premises theft, vandalism, or fire, the University will reimburse the faculty or staff member up to \$250 per occurrence for documented loss of personal property equipment which has been so approved. This payment will be coordinated with employee insurance in order to reimburse for no more than the loss.
- II. University employees should, therefore, consider reviewing this policy with their insurance agent and insuring their personal property with a commercial policy. A Texas Homeowner's policy will cover many personal items, but either a change to the standard deductible or a personal articles floater may be necessary for more complete coverage. For those who rent or lease, a Tenant Homeowner's policy may be applicable. A smaller deductible can usually be purchased for an additional premium. A personal articles floater normally requires that each item be scheduled (identified separately).

III. All losses paid as a result of this policy are to be approved by the Vice President for Finance. All losses must be reported within two days and, if approved for payment, paid within one month of the loss. Personal property and belongings not necessary to the job are the staff or faculty member's responsibility.

SOLICITATIONS & DISTRIBUTIONS

- I. General. Solicitation for any cause during working time and in working areas is not permitted. Personnel are not permitted to distribute non-University literature in work areas at any time during working time. Working time is defined as the time assigned for the performance of the job and does not apply to break periods and meal times. Working areas do not include the lunch room or the parking areas. Solicitation during authorized meal and break periods is permitted so long as it is not conducted in working areas. Persons not employed by Hardin-Simmons University are prohibited from soliciting or distributing literature on University property.
- II. Procedures. All employee solicitations should be for goods, services or charitable causes which are consistent with the University's values as expressed in its Statement of Purpose. The University reserves the right to prohibit solicitations that are contrary to the University's values. Questions concerning solicitations should be referred to the Human Resources Director or the Vice President for Finance.

FLOWER FUND POLICY

- I. General. Flowers will be sent from Hardin-Simmons University in the following situations and all requests for flowers and all calls concerning this policy should go to the Advancement Office, extension number 1489: Flowers are generally sent under the circumstances described below:
- II. Death of employee or members of the employee's immediate family (spouse, children, father, mother, brother, sister, grandparents, and in-laws), retired employee or spouse, current student, trustee, member of Board of Development, or a major donor; serious illness or surgery of: employee, spouse or children, retired employee or spouse, current student, trustee, Board of Development member, or a major donor.

NOTARY PUBLIC SERVICES

HSU has Notaries in the Accounting Office, Human Resources/Payroll Office, and Advancement Office. Our policy is to provide the bond and fee for the notaries, and they are encouraged to support the faculty, staff, and students of the University. No charge is made for these services.

INCLEMENT WEATHER

In the event inclement weather, such as excessive ice, snow, or rain, which makes travel extremely hazardous, the University may shut down its operation. The decision to officially close the University due to inclement weather is made by the President or his designated representative. University Marketing will notify local news media. Employees are paid for non-worked hours due to inclement weather only when the University is officially closed.

RESPONSE TO THREAT OF LEGAL ACTION

Should someone indicate an intention to bring suit against the University or against anyone acting as an agent of the University, an adversary relationship has been created, and the individual should be advised that, in accordance with Board of Trustees policy, there will be no further discussion of the matter at issue by any employee of the University but that all subsequent communication will be through the University's attorney. Accordingly, any faculty member receiving such an indication should immediately notify his/her dean and the Provost, who will take appropriate action.

A staff member should notify his/her department head and the Vice President for Finance. Under no circumstances is the faculty or staff member to discuss the matter with any other person or to make any public statement unless requested to do so by the Provost, the Vice President for Finance, or the University's attorney.

PLACEMENT OF POSTERS AND PRINTED ANNOUNCEMENTS

Printed materials posted campus wide are required to be approved in advance by the Student Life. Student Life will help in the distribution to residence halls and student areas, or will give directions about where and how many materials are to be placed. Faculty and staff may hang announcements that are in good taste in their general area without any permissions.

Posters and printed materials are only to be hung in approved areas, and should not be attached to walls, glass, wood, bricks, or other materials. Any posting in non-approved areas is subject to immediate removal and charges for any damages and time to remove will be billed to the accounts of the sponsoring department or organization.

GRIEVANCES

I. Policy:

- A. A grievance is a claim that an employee has not been allowed or afforded his/her rights under the employment policies of the University.
- B. Fair and prompt consideration shall be given to all employee grievances. The misunderstandings or differences of opinion which may develop from time to time in any work situation can usually be resolved through open-minded discussion. Such discussion may, in fact, lead to better colleague and personal relationships than had existed previously.
- C. The intention of the University is to give every employee the privilege of serving in an environment in which the rights of both employer and employee are respected. Employees should at all times feel free to use grievance procedures without fear of prejudice to themselves and with the assurance that their confidences will be respected.

II. Procedures:

- A. The employee shall discuss his/her grievance with his/her immediate supervisor within five (5) working days after the notification of the discipline or termination. The supervisor should make a sincere effort to find a satisfactory solution. If the employee is not satisfied with the disposition of his/her grievance, he/she shall present it to the department or division head. If the grievance is not resolved to his/her satisfaction, he/she may appeal the decision of the department or division head to the Vice President over the employee's department by submitting a written appeal to the Human Resources Director within five (5) working days after the initial meeting and/or decision regarding the grievance. The appeal shall detail the grievance and state whatever relief the employee is requesting.
- B. The Human Resources Director shall forward the appeal to the appropriate Vice President, who shall make such investigation as he or she considers necessary. The Vice President has the discretion to hear such presentations and arguments from the grievant and others as may assist in the resolution of the grievance. The Vice President shall decide the dispute according to the facts of the case and official University policy. The decision of the Vice President shall be final.

C. If the Vice President over the grievant's department is unavailable to process a grievance promptly or is disqualified from ruling on the grievance for personal reasons, the grievant and the Human Resources Director may agree to submit the grievant's appeal to another Vice President or to the President.

WAGE AND SALARY ADMINISTRATION

FEDERAL/STATE LAWS AND REGULATIONS

The University attempts to comply with all federal and state laws and regulations including the following:

- I. Fair Labor Standards Act (FLSA)
 - A. Personnel covered by FLSA are paid the minimum wage specified by law plus overtime pay for hours worked in excess of forty (40) hours in a workweek. Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, professional and outside sales employees. Section 13(a)(1) and Section 13(a)(17) also exempt certain computer employees.
 - B. It is the policy of the University to pay non-exempt employees overtime pay for any hours worked in excess of forty (40) per workweek. Overtime pay of one and one-half times an employee's normal hourly rate is paid for hours worked in excess of forty (40) hours in a workweek. Only time actually worked in excess of forty (40) hours per workweek is used in computing overtime pay.
- II. Internal Revenue Service (IRS). The University withholds federal income taxes, remits the taxes to the proper IRS depository, and reports earnings and taxes withheld to the appropriate federal agencies. Also as required, an annual Wage and Tax Statement (Form W-2) is mailed by January 31st to each employee at the most recent address on file in the Human Resources/Payroll Office.

WAGE AND SALARY PAYMENTS

I. Monthly Payroll

- A. Contract faculty and lecturers will be paid the amount for the nine month academic year contract/agreement in nine or twelve equal payments as determined by the faculty member. Payments will be made on the last working day of each month beginning in September (normally the first month of the faculty contract. The amount paid each month is that shown on the current agreement or approved payroll authorization on file in the Human Resources/Payroll Office.
- B. Staff personnel on the Monthly Payroll will be paid on the last working day of each month for work performed during that month. The monthly rate of pay used is that shown on a currently approved payroll authorization on file in the Human Resources/Payroll Office.
- II. Bi-Weekly (Non-Exempt) Payroll. Our payroll workweek for non-exempt employees begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight.
 - A. Staff personnel paid on an hourly basis are paid on the Bi-Weekly (Non-Exempt) Payroll. The hourly rate of pay used is that shown on a currently approved payroll authorization on file in the Human Resources/Payroll Office.
 - B. Payments for the Non-Exempt payroll are distributed on alternate Fridays, six days after the close of the pay period. Two workweeks are included in each pay period; the time period covered is fourteen days. Each workweek begins Sunday and ends on the following Saturday at midnight. A copy of this schedule is available in the Human Resources/Payroll Office. Changes will be made and announced in advance whenever Hardin-Simmons University holidays or bank holidays interfere with the normal payday.
 - C. Electronic Time Cards / Records (Non-exempt employees) Electronic time cards are official legal documents and is the only way the payroll department knows how many hours are worked and how much to pay. Time cards indicate when employees arrived and when they departed. Employees must enter in their time for lunch and for brief absences like a doctor's or dentist's appointment. All employees are required to keep their supervisor advised

of their departures from work and returning to the premises during the work day. Each employee is responsible for submitting and entering their electronic time card. If an error is made on the card, the supervisor must approve the correction. Employees may not clock in before their scheduled starting time or clock out after the scheduled quitting time without supervisor's approval. Tampering with another's time card is cause for disciplinary action, including possible dismissal, of both employees. Employees may not alter another person's record, or influence anyone else to alter their card. In the event of an error in recording time, report the matter to the appropriate supervisor immediately. "Falsifying" time cards is considered theft of time and is considered cause for disciplinary action.

- III. **If a manual check is printed**, the check will be made available in the University Cashier's Office between 8:30 a.m. and 4:00 p.m.; Monday Friday. An employee's final paycheck may be picked up by the employee or mailed to the employee after clearance is completed, if not paid via direct deposit. Paychecks may not be cashed at Hardin-Simmons University unless the amount is under \$150.
- IV. Deductions (Other)/ Direct Deposit. **Direct deposit is the regular method of payment for all employees of the university**. Employees may authorize Hardin-Simmons University to make additional deductions from their pay, such as for credit union loan payments, payroll savings plans, etc., or to deposit their pay directly into their savings or checking account at a participating bank. The net check can be direct deposited into multiple bank accounts. Contact Human Resources/Payroll for details and the necessary authorization forms.
- V. An earnings statement showing the period's gross pay, deductions and net pay, as well as year-to-date earnings and deductions, will be furnished **electronically** to each employee each payday **via HSU Central**.

WAGE AND SALARY DEDUCTIONS

I. All payroll deductions are shown on the employee earnings statement issued with each salary payment. This statement reports current deductions as well as year-to-date information on all deductions. A schedule of deductions is furnished to all non-exempt employees, and this schedule attempts to divide the most common deductions equitably between pay periods. If an unusual circumstance develops, the employee should contact the Payroll Office for special consideration.

II. Federal Deductions

- A. Federal Withholding Taxes These income tax deductions are computed as a percentage of the gross amount paid after deduction of authorized dependent allowances and personal exemptions applicable to the payroll period for which a paycheck is issued. The employee must file an Employee's Withholding Exemption Certificate (Form W-4) with the University's Payroll Office before the first payroll check is processed; otherwise, taxes must be withheld at the maximum withholding tax rate. An employee may change the number of his exemptions or specify an increase in the withholding amount by submitting a revised Form W-4 at least ten days before the effective date of the desired change.
- B. Federal Social Security The Social Security (FICA) tax deduction is based on a specified percentage amount of taxable wages the University pays to the employee in a calendar year, regardless of when the wages were earned. The Federal Government determines this tax rate as well as the maximum amount of wages to which this tax will apply each year. The FICA tax, if applicable, is computed for each pay period and deducted from the gross pay, regardless of the age of the employee. The University also contributes a matching FICA tax payment for each employee.
- III. Ordained ministers of the Baptist faith who are serving the University have a unique status with regard to Federal Withholding tax and FICA tax. All ordained ministers should contact the Human Resources/Payroll Office and their own tax advisor concerning this matter. Ordained ministers must designate the amount of money for current tax years during the month of January. For example, for tax year 2007, ordained ministers must designate their housing allowance during January 2007.

IV. All Other Deductions - The University offers a variety of payroll deduction services which are discussed elsewhere in this manual. All such deductions must be requested in writing using the appropriate forms available in the Human Resources/Payroll Office. No deductions will be taken from an employee's pay without the prior approval and signature of the employee. The only exceptions to this are Federal Government tax levies, other duly justified legal directives, e.g., Child Support Court Orders, Bankruptcy Court Orders, etc., and University obligations.

OVERTIME PAY

It is the policy of the University to pay non-exempt employees overtime pay for any hours worked in excess of forty (40) per week. Overtime pay of one and one-half times an employee's normal hourly rate is paid for hours worked in excess of forty (40) hours in a workweek. Only time actually worked in excess of forty (40) hours per workweek is used in computing overtime pay. Overtime work must be approved by the appropriate area vice-president before it is performed.

CHANGES AFFECTING WAGE/SALARY STATUS

I. Faculty: Changes which affect the payroll status of a Hardin-Simmons faculty member normally require the submission of a request for salary status change by the department head/academic dean through the Provost. These changes must be approved by the Vice President for Finance and, in some instances, also by the President before becoming effective. Upon approval the request is forwarded to the Human Resources/Payroll Office for processing.

II. Staff: Changes which affect the payroll status of a Hardin-Simmons staff member normally require submission of the request for wage status change by the department head. These changes must be approved by the Area Vice President and the Vice President for Finance/ and, in some instances, also by the President before becoming effective. Upon approval the request is forwarded to the Human Resources/Payroll Office for processing.

PERSONNEL BENEFITS

GENERAL

Hardin-Simmons University's personnel benefits program significantly contributes to a total compensation plan which enables Hardin-Simmons to recruit and retain highly qualified personnel. The group insurance plan provides financial protection against expensive health care costs as well as some family security in the event of the death of an employee. To promote good morale among its personnel, Hardin-Simmons also provides many other benefits such as holidays, vacations, leaves, tuition remission, free parking, and admission to certain campus events and facilities. Other tangible and intangible benefits are afforded to Hardin-Simmons personnel allowing them to seek personal and career enrichment.

In addition to providing current compensation, Hardin-Simmons University allows personnel to plan for retirement income through its retirement income plan. Hardin-Simmons also provides several tax-deferred annuity plans which are available through personal salary reduction agreements.

Specific information about retirement plan providers may be obtained from the Human Resources Office located in the Sandefer Memorial Administration Building.

(STAFF) HOLIDAYS

I. Holidays: Hardin-Simmons observes the following holidays (subject to change):

Thanksgiving - Wednesday, Thursday and Friday

Christmas - Christmas Break holidays are subject to change each year, pending Admin Council Approval

Martin Luther King Day

Good Friday

Spring Holidays - Thursday and Friday of Spring Break

Memorial Day Independence Day

B.W. Aston Fall Holiday - normally in October; announced annually by the President's Office

A schedule of dates to be observed as official holidays is distributed by email and posted to HSU Central.

- II. Entitlement: It is the policy of the University to grant holiday pay to covered employees for the University's holidays in accordance with the following guidelines:
 - A. Covered employees are entitled to pay for holidays provided they are in pay status on the workday Immediately preceding the holiday and the workday immediately following the holiday.
 - B. Holiday time is not counted as hours worked for the purpose of computing overtime pay. (See Overtime Pay policy.)
 - C. Temporary and student workers are not entitled to holiday pay.
 - D. Employees are eligible to receive holiday pay immediately after beginning their employment with Hardin-Simmons University.
 - E. Vacation leave may not be taken in conjunction with a holiday unless it is approved by the appropriate vice president.
 - F. Employees are eligible to receive holiday pay when they are on a leave of absence or FMLA as long as they are in a pay status. Employees are not eligible to receive holiday when on LOA/FMLA for 30 continuous days or greater and in an unpaid leave status.

- III. Procedure: Department heads and supervisors will arrange equitable work schedules among the employees so that needed offices can remain open during holiday periods when desired.
 - A. Eligible employees required to work on a University holiday will be given an alternate day off during the workweek, as defined in the **Hours of Work** policy, which the holiday falls within. The alternate day must be arranged in advance by the employee and approved by the supervisor and/or department head.
 - B. Eligible employees whose scheduled day off occurs on a University holiday will be given an alternate day off during the workweek, as defined in the **Hours of Work** policy, which the holiday falls within. The alternate day must be arranged in advance by the employee and approved by the supervisor and/or department head.

(STAFF) VACATIONS

- I. Policy: The University will grant vacation pay to regular (staff) employees to the extent of accrued vacation time up to the maximum allowed. Only regular full-time (staff) employees are eligible for paid vacation. Part-time, students, or temporary employee are not eligible for paid vacations.
- II. Entitlement: Full-time (Staff) employees are eligible to accrue vacation for each full calendar month of service from their employment date. The vacation accrual rate is based on length of employment, as follows:

Years of Employment Applies to employees hired	Monthly Rate (hours) before June 1, 2011	Yearly Rate (days)
0 through 7 years	6.67 hours	10 days
7+ through 15 years	10 hours	15 days
After 15 years	13.33	20 days
Years of Employment Monthly Rate (hours) <u>Applies to employees hired after June 1, 2011</u>		Yearly Rate (days)
0 through 7 years	6.67 hours	10 days
7+ years +	10 hours	15 days

III. Accrual: (Staff) Vacation leave accrues at the first of the following month after date of hire for each month employed. Vacation leave is based on consecutive years of current employment and credit is not given for previous employment at HSU. The HR/Payroll department, supervisors, and employees are responsible for maintaining vacation leave records. The time as a part-time/temporary employment is not considered in leave entitlements.

IV. Utilization:

- A. Vacation leave shall not be paid in excess of employee's accrued vacation leave.
- B. Vacation leave must be requested in advance by the employee and approved by the supervisor/department head.
- C. The minimum vacation leave usage is four (4) hours for Exempt employees, however Non-Exempt employees may use vacation in smaller increments of time as approved by their supervisor.

V. Termination of Employment:

A. Upon termination, employees will normally be paid up to a maximum of annual entitlement except when terminated for cause.

B. Vacation payout does not extend employment.

VI. Vacation Policies (Staff):

- A. Every effort will be made to grant vacation at the time desired. However, vacations cannot interfere with a department's operation and therefore must be approved by supervisors. Granting of leave is a right of the supervisor. If any conflicts arise in requests for vacation time, the supervisor must make a decision based on the workload and circumstance within the office.
- B. If an employee is on an approved leave of absence or Workers' Compensation for less than thirty (30) days, vacation eligibility/accrual will not be affected; should the absence extend beyond thirty (30) days, vacation time will not continue to accrue.
- C. If a University paid holiday falls during a scheduled vacation period, vacation leave will not be charged.
- D. Accumulation Policy. Employees are under an accumulation system for vacation leave. Under this system, eligible HSU employees earn leave monthly and may accumulate as much as one and one-half times their annual entitlement. For example, employees with less than 8 years of service earn 10 days (80 hours) vacation per year. They may accumulate up to 15 days (120 hours) in their vacation account before the excess is forfeited. Vacation leave will be forfeited if the balance exceeds one and one-half times the annual entitlement.
- E. Payment In Lieu Of Vacation. The purpose of a vacation is to provide employees with a time to rest and relax; therefore, no additional wages or salary will be paid in lieu of a vacation except at the time of departure from Hardin-Simmons i.e., retirement etc.
- F. Advanced vacation leave may be taken only in unusual circumstances and requires the written approval of the area Vice-President.

(Faculty and Staff) SICK LEAVES AND ABSENCES

- I. General. From time to time, it may be necessary for an employee to be absent from his or her responsibilities due to emergency, illness, injury or medical appointments.
 - A. If an employee is unable to report to work or will arrive late, he/she should contact his/her supervisor immediately. The supervisor needs as much time as possible to make alternate work arrangements. If employees know in advance that they will need to be absent, they are required to request this time off directly from their supervisor.
 - B. Unexpected absences or late arrivals, should be reported directly to immediate supervisors. For late arrivals, employees should indicate the expected arrival time for work. If unable to call because of an illness, emergency or for some other reason, someone should call on behalf of the employee. If an immediate supervisor is not available, leave the information with another supervisor.
 - C. An employee's absence from work for three consecutive days without notifying their supervisor or the Human Resources Director will be considered a voluntary resignation. Voice mail notifications are not acceptable.
 - D. Covered employees are full-time faculty and staff. Part-time (less than 30 hours per week) and adjunct employees are not covered employees.

- II. Sick Leave (Faculty & Staff)
 - A. It is the policy of the University to provide sick leave pay to covered employees to the extent of sick leave hours accrued and not to exceed compensation for approved scheduled and on-call hours per week for the position
 - B. Accrual: Sick leave for covered employees accrues at the rate of one work day per month for each month worked from date of employment:
 - 1. A maximum of sixty-five (65) work days of sick leave may be accrued, e.g., 520 hours for an employee scheduled for a 40-hour work week, 390 hours for an employee scheduled for a 30-hour work week.
 - 2. Temporary, part-time, and student workers are not entitled to sick leave pay.
 - C. Sick leave has no cash value when employment is ended. Unused sick leave is not paid out upon termination of employment for any reason.
 - D. Conditions of Use: The following conditions must be met in order to receive sick leave pay:

Sickness of the employee, spouse or dependent child

Sickness of the employee's parent

Birth of the employee's child (See FMLA regarding adoption of child)

Medical appointment for the employee, spouse, dependent child or parent

- 1. Supervisors are responsible for adhering to the sick leave policy prior to approving any sick leave request. Supervisors should notify HR anytime an employee is out for more than 3 days in order to determine if the absence qualifies for FMLA (Family Medical Leave) and/or to determine if a doctor's note is needed in order to allow the employee to return to work. FMLA/Sick Leave run concurrently.
- 2. A doctor's note may be required at any time if requested by the supervisor, department head or Human Resources.
- 3. Sick leave cannot be used for non-medical/personal appointments.
- 4. Time off work for doctor appointments and dental appointments qualifies for sick leave pay.
- 5. Sick leave cannot be used for extended family members on a routine/regular basis. In some situations, exceptions can be made for extended family members when emergencies arise and is approved by both HR and Departmental VP. In these situations, sick leave for extended family members is limited to 3 days. (Example: mother-in-law in hospital, employee may request to use up to 3 days, however it's not eligible for FMLA). Refer to FMLA guidelines.
- 6. If an employee is required to take a disability leave of absence, accrued sick leave will be used at the time the leave commences. If weekly benefits from Texas Workers' Compensation are being received, sick leave benefits must terminate when Workers' Compensation benefits begin. Employees may not receive pay for sick leave and Workers' Compensation payments.
- 7. Paid Leave Of Absences. Time off for any reason during a working day will count first against allotted sick days or vacation days, as appropriate, in hourly increments. Once all earned sick or vacation days have been exhausted, additional time off will be without pay.
- 8. FMLA runs concurrent with paid/unpaid leave in order to limit job protected leave to 12 weeks.
- 9. Employees will not accrue sick or vacation leave when on unpaid status for a continuous 30 days or greater.
- II. Bereavement Leave It is the policy of the University that in the event of the death of a parent, brother, sister, grandparent, grandchild, son-in-law, or daughter-in-law of the employee or of the employee's spouse, the employee may be granted up to three (3) days bereavement leave. (Staff) Vacation leave may be used to extend the time when more than three days is required. Only covered full-time employees are eligible for paid funeral/bereavement leave.

Up to ten (10) days may be granted only in the event of the death of an employee's spouse or child. Staff vacation leave may be used to extend the time when more than the approved number days is requested or for any other type of loss including extended family members and other losses not eligible for bereavement/funeral leave. Faculty do not accrue vacation, therefore may request additional time for bereavement leave from the Provost and/or President of the University when/if needed.

III. Family and Medical Leave (FMLA)- In compliance with federal law, Hardin-Simmons University offers up to 12 weeks of unpaid family and medical leave to its eligible employees. Under federal law, an employee is eligible for leave if he or she has worked for the University for at least 12 months and, during that time, logged a minimum of 1,200 hours of service to Hardin-Simmons University. The University guarantees its eligible employees a total of 12 work weeks of unpaid leave during a rolling back 12 month period for the following purposes:

- A. caring for a child following his or her birth, adoption, or placement in the employee's home for foster care:
- B. caring for a spouse, child or parent who has a serious health condition, or one's own serious health condition; or
- C. for employees with a family member in the armed forces, up to 12 weeks of leave to address qualifying exigencies (attending military events, arranging child care, etc.) arising from active duty service, or up to 26 weeks of leave to care for a family member's serious injury or illness incurred in the line of duty.
- D. Leave for child care must be taken within 12 months of the date of birth, adoption, or placement.
- E. Employees requesting leave must use accrued vacation days and/or sick leave time as part of the 12 week leave. FMLA runs concurrent with sick, vacation and/or any type of paid or unpaid leave.
- F. An employee desiring FMLA is required to submit a written request to HR and to his/her supervisor describing the situation requiring the absence, and the proposed dates of absence. The FMLA plan must be approved by HR per medical certification as appropriate. Certification from a physician or other healthcare provider is required to support a request for leave because of a serious medical condition. Employees who need to request medical leave should notify their supervisor and/or department head as well as contact HR to request the medical certification forms.
- G. The employee is obliged to give at least 30 days' notice of any foreseeable need for leave.
- H. At the University's request, eligible employees requesting leave must provide certifications by medical professionals documenting the health conditions of the employee, spouse, child or parent. The University, at its own expense, may require the employee to secure a second and third opinion should the University believe there is reason to doubt the validity of the initial certification. HR will request medical certification.
- I. During the leave period, the University will continue to pay its share of the employee's premium payments under Hardin-Simmons University's group health insurance plan. When advance notice of FMLA or LOA is provided, HR/Payroll will make arrangements to collect the monthly premiums from the employee in the event he/she has to take unpaid leave. If advance notice is not possible, the employee must reimburse the University the amount of these premium payments if he or she does not return to work at the expiration of the leave period.
- J. Aside from pre-existing limited activities permitted under the University's Outside Employment policy, employees are prohibited from working while on leave.

- K. Upon return from leave, the employee is entitled to his or her former position or an equivalent position with equivalent pay and benefits. However, the University may, at its discretion, deny an employee who is among the highest paid ten percent of the University's personnel the right to return to his or her job if the denial is necessary to prevent substantial and grievous economic injury to the operation of the University.
- IV. Election Day. The University encourages employees to exercise their voting privileges in local, state, and national elections. However, since the polls are open for long periods, employees are encouraged to vote before or after regular working hours. If it should be necessary, up to two hours of vacation leave from work to vote in a governmental election or referendum may be considered. Approval from supervisors is required.

V. Other Leave and Absences Policies

- A. Non-Compensated Leaves: Covered faculty/staff may apply for non-compensated leave of absence for the following purposes:
 - 1. Sickness e.g., time for recovery in excess of that provided by other leave policies.
 - 2. Educational e.g., time for advanced study, research or related experiences designed to contribute to the professional development of the employee. If the department head concurs with the request, the application is submitted to the dean of the school/college, the Area Vice President, and the Vice President for Finance, for approval/disapproval.
- B. Covered Employees shall retain benefits during official leaves of absence as follows:
 - 1. Educational and Personal:
 - a. HSU Identification card.
 - b. HSU Book Store Discount 10%.
 - c. Parking Decal(s).
 - d. Free Season Athletic Tickets.
 - e. Admission to certain University facilities and activities with appropriate I.D. card.
 - f. Tuition Remission Scholarships.
 - g. Group Health and Life Insurance coverage at own expense on the basis of one month's coverage, not to exceed 12 months, for each year of full-time service with the University. (This benefit is made available only when the faculty/staff member does not teach or work for another organization/institution).
 - 2. Sick:
 - a. HSU Identification card.
 - b. HSU Book Store Discount 10%.
 - c. Parking Decal(s).
 - d. Free Season Athletic Tickets.
 - e. Admission to certain University facilities and activities with appropriate I.D. card.
 - f. Tuition Remission Scholarships.
 - g. Group Health and Life Insurance coverage at University expense on the basis on one month's coverage, not to exceed 12 months, for each year of full-time service and payment of the appropriate employee-shared premium payment.
- C. Insurance Premium Payment During Leaves of Absence Except as noted in the FMLA policy above, while on an unpaid leave of absence from Hardin-Simmons University, the employee will be responsible for paying the total employee/dependent premiums while on leave. Failure to do so may result in loss of coverage and possible refusal by the insurance carrier to reinstate the coverage.
- D. Court Leave: When, in response to a subpoena or by direction of proper authority, a regular employee appears as a witness or serves as a juror in any court of law, the employee may be granted time off with pay. Such leave must be approved by the department head and should involve only that part of each day required for actual jury or witness duty. It is the civic duty of our employees as citizens to report for

jury duty whenever called. Employees must notify supervisors as soon as possible that they have received a jury summons which will cause time away from work. On any day or half day not required to serve, employees will be expected to return to work. In order to receive jury duty pay, employees should present a statement of jury service and pay to their supervisor. This document is issued by the court.

- E. Military Leave: Employees with military obligations are entitled to unpaid military leave with no loss of seniority. Accrued vacation time may be used for military leave. Employees are expected to notify their supervisor as soon as they are aware of the dates they will be on duty so that arrangements can be made for replacement during this absence. A copy of the employee's official orders must accompany the employee's written request for military leave.
- F. Unauthorized Absence: An employee may be terminated for an unauthorized absence.

VI. Leave Payment

A. The Human Resources/Payroll Office evaluates the leave sections of the time card and verifies that the employee's request qualifies for leave pay. Incomplete time cards are returned to the employee's supervisor or department head for completion.

B. Payment:

- 1. Payment for sick leave is included in the regularly scheduled paycheck provided that an application has been submitted with the employee's time record and approved in accordance with University policy. For the purposes of awarding employee benefits, illness or disability arising from pregnancy or child birth will be treated as any other illness or disability.
- 2. The employee will not be paid for hours in excess of accrued sick leave hours.
- 3. When an employee's absence is due to a work-related illness or on-the-job injury, the employee may qualify for Workers Compensation benefits as well as for Hardin-Simmons sick leave pay. When the employee qualifies for both, the employee's sick leave pay will be adjusted to provide the employee no more than the amount of his full scheduled pay.
- 4. When an employee has exhausted his/her allowable sick leave, the employee will be terminated unless a formal request for "Sick Leave Without Pay" is submitted and approved. The request shall be submitted through the employee's department head and area vice president to the Human Resources/Payroll Office. The request must include the employee's expected date of return to work so that a decision can be made regarding whether the request can be approved.
- 5. Long-Term Disability (LTD) (See Long-Term Disability on the Human Resources web site): Upon approval of an employee's application for Long-Term Disability (LTD) compensation, and when such LTD compensation becomes effective (90 days after first workday employee is unable to work due to disability), termination of employee status occurs.

FRINGE BENEFITS

Fringe benefits are provided to covered full-time employees. Staff employees who are scheduled to work 29 or less hours per week are not eligible for the HSU fringe benefits. Since they fall into a temporary status, fringe benefits are not available to faculty employees scheduled to teach one semester of an academic year.

- I. Fringe benefits for employees are evaluated, updated, and changed based on reviews by the HSU Benefits Committee on Physical and Financial Health. This committee is appointed annually. Benefits may also be changed based on determinations of the Administrative Council.
- II. Group Insurance. Group insurance coverage and other details can change. Therefore, a discussion of these benefits is intentionally brief. Refer to the separate booklets and supplements issued and supplied by the insurance companies for specific information. Contact Human Resources for a complete description for a complete description of HSU benefits.

WORKERS COMPENSATION INSURANCE

- I. General. All employees of the University are covered by Workers Compensation Insurance for on-the-job injuries and work-related illnesses. The University pays all costs of providing Workers Compensation insurance.
- II. The University is required to make a report to the insurance carrier of any on-the job injury or work-related illness within 24 hours of its occurrence if there is any loss of time from work. An injury or illness that does not involve loss of time must be reported within three days. If reports are not filed within the prescribed time limits, the University may be subject to a \$1,000 penalty.
- III. The employee should immediately report on the job injuries/illnesses to his/her supervisor. The supervisor must insure that the incident is reported to the Human Resources/Safety Office. A report of injury will be prepared by the Human Resources Office and instructions provided concerning payment of medical bills which may be incurred. Employees are not responsible for paying medical bills which resulted from on the job injuries. Similarly, employee medical insurance should not be used to pay medical bills created by job related injuries/illnesses.
- IV. The employee is entitled to medical aid and hospital services which are reasonably required at the time of injury or illness and at any time thereafter. Medical expenses coverage may be provided for the injury or illness even though the employee is not absent from the job. Depending on circumstances, some medical bills are paid by the University and others may be paid by the Worker's Compensation insurance carrier. If an employee is unable to return to work after an injury for seven days, weekly compensation payments may be provided to the injured employee by the insurance carrier. Care is taken to ensure that an employee is not being paid twice for the same scheduled work time, i.e., sick leave, disability, etc.

Return to Work Policy

The University is committed to helping employees return to work as soon as possible after an injury. The important consideration is to focus on an employee's abilities, not their disabilities. By recognizing their abilities, we can easily identify productive work for the person who has been away. A positive self-image and hope for the future are critical to a person's speedy recovery. Each day of dependency undermines a person's self-esteem and hope. It has been proven that once employees return to work, their frequency of medical treatment is drastically reduced.

Other Factors to Remember

- ! Treat anyone who sustains an injury or illness with dignity and respect.
- ! Injured employees will be given the best appropriate medical care to help them recover and return to work.
- ! The goal is to return employees to their original jobs as rapidly and efficiently as possible.
- ! All injuries and illnesses will be treated as legitimate unless proven otherwise.

UNEMPLOYMENT COMPENSATION INSURANCE

- I. University employees are covered by the Texas Unemployment Compensation Act. Unemployment compensation paid to former employees of the University are charged back to the University. Detailed information may be obtained from the Human Resources Office or from the Texas Manpower Commission located at 826 Hickory Street, Abilene, Texas.
- II. Notices from the Texas Workforce Commission: All notices received from the Texas Workforce Commission must be referred to the Human Resources Office upon receipt. Some of these notices relate to unemployment benefits. Consequently, if the notices are not answered accurately and promptly, the University may become obligated to pay unemployment benefits which are not required.

FLEXIBLE BENEFITS (CAFETERIA PLAN)

Regular employees are eligible to participate in a Section 125 program to commit pre-tax dollars on a monthly basis to expenses in the following categories: unreimbursed medical/dental expenses and dependent care expenses and some insurance premiums (i.e., medical, cancer, and dental). Contact the Human Resources Office or visit the Human Resources web site for additional information.

INSTITUTIONAL FAMILY GRANT PROGRAM

Covered, full-time employees of Hardin-Simmons University are eligible to participate in this program subject to the following terms and conditions:

- I. Eligibility: To participate in IFG during a particular semester, employees must be in an eligible category on the first day of scheduled classes.
 - A. Covered, full-time employees, their spouses and dependent children are eligible to apply for participation in the program. A dependent child, for purposes of this policy, is a full-time employee's unmarried child through age 25 (eligibility ends upon turning age 26, end of birth month) who meets all other requirements of dependency as specified by the Internal Revenue Code for the year preceding enrollment and throughout the period in which enrolled. U.S. Income Tax returns may be required as documentation of dependency status.
 - B. Covered Full Time faculty and staff employees (and their family members) are eligible for the IFG. Faculty and Staff (and their eligible family members) are <u>not</u> subject to a waiting period.
- II. Amount of Grant: The grant shall, when added to all other Hardin-Simmons University grants, scholarships, and awards received by the student (funds from HSU sources, whether budgeted, restricted, or endowed, whether departmental, academic, merit-based, or need-based) and any other tuition-specific scholarship, grant or award from any source, may not exceed 100% of all HSU tuition and/or audit fees assessed for all courses taken, subject to the limitations specified herein.

III. Limitations:

- A. Prior Approval: All institutional family grants for employees must have the prior approval of the area vice president. Employees must maintain their full time status, thus are required to make up any time off to attend classes during business hours.
- B. Tuition Only: Institutional Family Grants apply only to tuition and/or audit tuition. Other expenses are not covered by the grant. The IFG covers 100% of tuition charges.
- C. Only Once: The grant may apply to an individual course only once; it may not be applied to tuition for a course being repeated. (This limitation includes courses dropped after the close of registration.)
- D. Employees: The grant may apply toward two (2) courses each long semester (fall & spring), two (2) courses total each summer and zero (0) courses each May. (Exception: Employees in positions which include a full tuition grant and/or the opportunity for full-time enrollment as part of the compensation for that position are not subject to the limitations set forth in this section.
- E. Outside Aid: Recipients who also receive scholarships, loans, or other financial aid from sources outside the University (with the exception of awards that are specified as "tuition specific") may apply those awards toward other educational costs. However, the total of all awards funded by the University, including scholarships, may not exceed tuition and/or audit fees assessed by the University for courses taken.

- F. HSU Only: The grant is limited to credit courses offered by Hardin-Simmons University for which regular Hardin-Simmons University tuition is assessed; courses offered through the Patty Hanks Shelton School of Nursing's MSN Program, the Doctor of Physical Therapy program, the Doctor of Leadership program, Doctor of Ministry program, ACTON program, Physician Assistant program, as well as courses in international study, and intercollege courses are NOT included. The Patty Hanks Shelton School of Nursing's BSN program is eligible for the Institutional Family Grant tuition discount The Doctor of Educational Leadership program is eligible for 50% discount only. For income tax purposes concerning this benefit, consult your tax advisor and review the HSU policy on taxable graduate tuition
- IV. General Requirements: In addition to the conditions specified above, the recipient must:
 - A. Meet all criteria for full admission to the University and the desired program of study.
 - B. Maintain a cumulative grade point average of 2.0.

V. Other Provisions:

- A. An employee on official leave from the University who wishes his or her dependent child and/or spouse to receive this grant must sign a note for the amount of the grant. The note will be canceled when the person on leave has returned and has completed an additional period of employment equal to that portion of the leave during which the dependent was receiving the grant. However, should the employee fail to return at the end of the approved period of leave, or leave the employment of the University prior to completion of the period of service required to cancel the note, the note shall become immediately due and payable. The debt will be prorated if part, but not all, of the additional period of employment is completed by the employee.
- B. Regular, full-time personnel who have become disabled or who have retired, their dependent children and spouses, and the dependent children and spouses of regular, full-time personnel who have died, are eligible to participate in this program. However, should an employee be separated from University employment for any other reason, all grants to eligible recipients will cease at the end of the semester or term during which the separation occurs.
- C. Residence Hall Directors are exempt from the course limitations as there is no limit on number of courses.
- VI. Procedure: An employee, spouse or dependent child who wishes to receive this grant must complete an application form <u>each semester</u>. Forms are available from the Enrollment Services Office or on-line at https://www.hsutx.edu/uploadedFiles/Resources/offices/Financial Aid/institutional family grant 1516.pdf

TUITION EXCHANGE PROGRAM

I. What is Tuition Exchange? A partnership of over 500+ colleges and universities offering competitive tuition exchange scholarships to dependents of all covered faculty and staff employed at member institutions. One of the fundamental principles of the partnership is that member colleges and universities set their own policies and procedures for determining eligibility and conferring Tuition Exchange scholarships for students sent on the exchange, as well as determining the requirements for students received or hosted. For this reason, it is important to work with the Tuition Exchange Liaison Officer, which happens to be the Director of Financial Aid.

Hardin-Simmons University is a member of three different Tuition Exchange Programs: The Tuition Exchange (TEP), CCCU (Council for Christian Colleges and University's) and CIC (Colleges of Independent Council).

- II. Who is Eligible? Any covered HSU faculty or staff member are eligible to be added to the Tuition Exchange pending list. Once your dependent is on the eligible, pending list, tuition exchange will be awarded on a first-come, first-serve basis. We are restricted by Tuition Exchange to a balance between import students and export students. Therefore, we are not always able to offer tuition exchange to dependents. You do not have to be a senior in high school to be eligible to apply for tuition exchange. Contact the Director of Financial Aid for more information.
- III. Is a Scholarship Guaranteed to All Eligible Applicants? The Tuition Exchange Scholarship is not guaranteed to all eligible applicants. Scholarships are not fringe benefits; they are competitive awards. Even if you and your family are eligible to apply for an award, you may not receive an award because each institution is obligated to maintain a balance between students sent on the exchange (exports) and students received on the exchange (imports) and budgetary requirements. In extreme cases, where there is a serious imbalance (many more exports than imports), the institution is formally prohibited from sending students on the exchange.
- **IV.** Admission Qualifications: Eligible students must meet the usual requirements for admission in an importing institution, and accepts its usual academic and social regulations. Enrollment must be in a full-time, undergraduate program of study. Guest or transient students may not participate. The importing institution reserves the right to refuse admission to certain programs of study, which may already be at capacity enrollment. In addition, students must meet the importing institution's standards of academic performance and personal conduct. The family member whose employment conveyed eligibility for a scholarship must continue to meet the employing home (exporting) institution's eligibility criteria. A 2.00 cumulative GPA is required at Hardin-Simmons University for the tuition exchange scholarship.

Tuition Exchange scholarships cover four years (eight semesters) of undergraduate tuition, but institutions have the right to limit the duration of a scholarship. Tuition Exchange scholarships cover full tuition, but not special fees, course overloads, or room and board charges or PHSSN tuition charges. These scholarships cover tuition where regular HSU tuition is assessed. Tuition Exchange scholarships will be awarded up to the cost of tuition when combined with other institutional awards.

V. How to Apply:

A. Approximately twelve months before you plan to enroll in college, contact the liaison officer at the institution where your family member is employed to confirm that you are eligible and that the institution's exchange program is operating without restrictions. The liaison officer will prepare, authorize, and submit the Tuition Exchange Application/Certification Form to the liaison at the institution to which you decide to apply.

You are responsible for completing the application on the appropriate Tuition Exchange website: https://www.tuitionexchange.org/, https://www.cccu.org/ or www.cic.edu.

- B. The liaison officer at the institution to which you apply will notify you that your application has been accepted or rejected by returning completed copies of the Application/Certification Form to you and to the liaison officer who initiated the application. If you are accepted for admission, but have had no response to your scholarship application within three months, or by March 15, ask the liaison officer at your home institution to inquire about the status of your application.
- C. The notification of your acceptance specifies the scholarship value as well as the institution's charges for tuition and fees, room and board, and any limits on the duration of the scholarship. Be sure you understand any other charges for which you may be responsible, as well as any requirements you must meet in order to maintain your scholarship through graduation.

D. Notify your liaison officer if you accept the scholarship and enroll and report the status of your enrollment each fall semester. If you decide to withdraw or transfer to another institution, notify both the host and home school liaison officers promptly.

RETIREMENT INCOME PLANS AND BENEFITS

- I. Eligibility to participate in the retirement program: Contract faculty, adjunct faculty teaching more than half-time, staff employed to work 20 or more hours per week, and individuals having a combination of assignments which together constitute more than half-time employment are eligible to participate on a voluntary basis provided their employment is anticipated to have a duration of one academic year or the equivalent. Faculty scheduled to teach a single semester, being in a temporary status, are not eligible to participate.
- II. Retirement premiums: The percentage amount contributed by the University will be determined by the Board of Trustees annually as a part of the budget approval process. All premium contributions are based on a percentage of the employee's total salary and wages. The current retirement premium is a 5% non-match. The amount contributed by the University is considered a tax deferred benefit for the employee. The amount contributed to the program by the employee is also tax deferred. Income taxes are deferred until distributions are taken from the account. In addition, The HSU Board of Trustees voted that as of January 1, 2019, eligible employees will also receive a dollar-for-dollar match on personal contributions (up to 1.5% maximum for 2019).
- III. Vesting: Contributions made by the employer and employees will be 100% vested at the beginning of the program; i.e., all premiums paid into the program, less fees by the carrier, will be owned by the employee.
- IV. Administration: The University has four retirement program carriers. An employee chooses the carrier to administer his/her program from the following:
 - A. Guidestone Financial Services (formerly called the Annuity Board)
 - B. TIAA (Teachers Insurance and Annuity Association/College Retirement Equities Fund)
 - C. Lincoln Financial Group
 - D. AXA/The Equitable Life Assurance Society of America

Only the carriers listed above are approved as HSU retirement plan providers. An employee may only participate with one carrier at a time. Employees may change carriers at any time by contacting Human Resources.

- V. Deferred Compensation: According to the regulations provided in Section 403(b) of the Internal Revenue Code, employees of an educational institution may divert a percentage of their annual salary to an individual deferred compensation plan and thereby defer payment of income tax. The University makes no contribution to the deferred compensation tax-sheltered program other than to act as an agent in making payroll adjustments. Programs may be established through one of the four (4) approved retirement carriers identified above. This carrier may be the same or a second carrier depository. The Salary Reduction Agreement form is to be signed by all deferred compensation participating employees to protect the tax-sheltered status of the employee's contribution.
- B. Early Retirement: Early retirement with accompanying privileges and benefits is available to employees whose age plus the number of years of regular full-time employment by Hardin-Simmons University totals 65 or more. For example, early retirement is available at age 60 for employees with 5 or more years of eligible service, or at age 50 for employees with 15 or more years of eligible service.

- C. Soon after an employee's intentions regarding retirement are known the employee should notify their supervisor (and Human Resources) in writing in order to schedule an exit interview to discuss benefits, etc. Preparations will begin for the ensuing transition during the exit interview with Human Resources.
- D. At retirement, University employees should coordinate with their retirement plan carrier to determine how retirement funds will be distributed.

E. Retirement Privileges:

- Medical Insurance: Group medical coverage is offered to University retirees age 65 and older.
 The University does not pay a portion of the premiums. The medical coverage supplements
 Medicare for retirees and for their spouses age 65 or over. Costs for this medical insurance
 program must be borne by the retiree; information regarding costs and coverage is available
 through the University.
- 2. The Former Faculty Staff Administration Fellowship is the organization of University retirees and past employees. This organization holds meetings, informs members of opportunities to remain in touch with the institution, and provides the means of communicating with each other and the University. Each University employee, at the time of retirement, is provided information on how to join the fellowship.
- 3. At the time of retirement, retirees may keep their HSU Faculty/Staff ID card.
- 4. University retirees and their spouses may take classes for credit or audit free of all tuition charges, on the same basis as active personnel. Retirees, like other students, must satisfy prerequisites for any class which is taken for credit. Students audit classes with permission of the department head involved.
- 5. Retired personnel shall receive the same discounts at the University Bookstore as current faculty and staff.
- 6. Library privileges shall be extended to retired personnel in accordance with library policies then in effect.
- 7. Retired personnel shall have access to recreational facilities on the same basis as active personnel, except that active personnel shall have priority access to vacation cabins, resorts and other similar facilities during times when regular classes are not in session: e.g., Christmas recess, Spring Break, and the period between the regular semesters and the summer sessions.
- 8. Retired faculty and staff and their spouses shall have on the same basis as active personnel the use of facilities in Mabee Athletic Complex, such as Nautilus, treadmills, exercise bicycles, racquetball courts, swimming pools, lockers, dressing rooms, and tennis courts. Free Parking. Retirees must register their vehicles with the University police department.

ADMISSION TO CAMPUS EVENTS/FACILITIES

Employees and retirees of the University are encouraged, when convenient, to attend and participate in all campus events. The University policy is to provide tickets at no cost, or at a discount, where possible, to University employees and retirees for University-sponsored campus events.

CAMPUS PARKING

Faculty, Staff, and Retirees who wish to park their vehicles on University property must register their vehicles with the University. The Hardin-Simmons Police Department is responsible for issuing initial and replacement parking decals to temporary and newly-employed faculty and staff. Decals may be issued free of charge to any family. Decals are for the exclusive use of the faculty or staff member or retiree and their spouses.

The parking decal must be removed from the vehicle when it is sold and the Hardin-Simmons Police Department notified immediately that the registered vehicle is no longer in the possession of the faculty member or employee. Student dependents of faculty and staff members must purchase student parking decals if driving a vehicle independent of the faculty or staff member.

PAYROLL DEDUCTION SERVICES

General. Various deductions may be made from the employee's pay as a convenience to the employee or the University. Authorized deductions from employees are United Way contributions, payment of Abilene Teachers Federal Credit Union (ATFCU) loans, ATFCU savings, gift pledges to University funds, student accounts, and others. All such deductions must be authorized in writing by the employee. Please contact the Human Resources/Payroll Office for further information and the appropriate forms.

PERSONNEL ADMINISTRATION

- I. General. The task of handling personnel records and related personnel administration functions at Hardin-Simmons University has been assigned to: Human Resources/Personnel. Questions regarding insurance, wages, and interpretation of policies may be directed to the Human Resources Office.
- II. Personnel Files. Keeping personnel files current can be important to employees with regard to pay, deductions, benefits and other matters. If there are changes in any of the following items, please be sure to notify the Human Resources Office:
 - A. Legal name
 - B. Home address
 - C. Home telephone number
 - D. Person to call in case of emergency
 - E. Number of dependents
 - F. Marital status
 - G. Change of beneficiary for HSU provided life insurance
 - H. Driving record or status of driver's license, if operating any HSU vehicles
 - I. Military status
 - J. Exemptions on W-4 tax form
 - K. Change of beneficiary information for life insurance, etc.

CREDIT UNION MEMBERSHIP

The University participates in the Abilene Teacher's Federal Credit Union. Members may deposit pay, savings and make loan payments through payroll deduction.

SERVICE AWARDS

- I. The Human Resources Department will annually initiate the list of University employees for service awards. each year. Employees eligible for service awards and the category of award each is due (5, 10, 15, etc., years of service). This written report will also include those eligible to retire from active service during the fiscal year and the number of years they have served.
- II. Employees are eligible for a service award for each increment of five years of continuous service. These awards are made at the annual Faculty/Staff Appreciation Event in the spring, sponsored by HSU to all employees who have reached or will reach the appropriate anniversary date for the calendar year.

IV. Employees who are also enrolled as students in the University are eligible for service awards only if their employment is full-time. Students and Part-time Employees are not eligible to count that time toward a service award (this includes graduate assistants).

RECREATIONAL UNITS

- I. Through generous gifts from private donors, HSU has several recreational units available to faculty, administrators, staff, and University retirees. A daily charge is required to rent the cabins. In addition, a damage fee may be assessed if there is evidence of fire and/or damage to the cabin along with loss of privilege for future use.
- II. The Ruidoso, New Mexico facilities are located in Ruidoso, situated on the eastern slopes of the Sacramento Mountains. Employees can enjoy an array of outdoor activities as well as the many Indian shops, art galleries/workshops and malls. In return for the low-cost rental fee, employees (and retirees) are responsible for cleaning the cabins prior to check out and are expected to leave the cabins better than you found it. A damage fee may be assessed if there is evidence of fire and/or damage to the cabin along with loss of privilege for future use.
- III. "The Shores," a resort community on Lake Travis (near Austin) offers every amenity for vacation exhilaration with hundreds of miles of shoreline. Sportsmen will find challenges in both boating and fishing, and landlubbers will find dozens of enjoyable activities, restaurants, and golf courses. There are churches nearby. The condos are well designed with two bedrooms, two baths, jacuzzi and top-of-the-line appliances.
- IV. For a more in-depth description, cost information, and reservations call the Human Resources Department at (325) 670-1259.

FACULTY INFORMATION

ORGANIZATION OF THE FACULTY

Statement of Organization

The faculty of Hardin-Simmons University is organized under the academic units listed in the "Academic Organization and Degrees" section of the current *Undergraduate Catalog*.

General Faculty

The general faculty of Hardin-Simmons University is considered to be all of those who hold faculty appointments. Meetings of the group are open to all teaching faculty, full and part-time, as well as to members of the administration staff. All full-time faculty members have voting privileges.

Faculty Meetings

All faculty members are expected to attend faculty meetings, ordinarily held at 3:30 p.m. on the fourth Wednesday of each month during the fall and spring semesters. The agenda of items to be considered is planned by the President of the Faculty, in consultation with the Chief Academic Officer, and distributed with the announcement of the meeting. Both documents are prepared and distributed to the faculty one week in advance of the meeting at which the items are to be considered in order to allow time for discussion among faculty members.

General Faculty Meeting Agenda

Only those items appearing on the printed agenda may be brought to a vote during a faculty meeting, except that, in case of emergency, the foregoing rule may be suspended by a two-thirds majority of those present and voting. Any faculty member, faculty committee, academic department, or college or school has the right to place an item on the agenda by submitting it in writing to the President of the Faculty before the printed agenda is prepared.

FACULTY ASSEMBLY

The Faculty Assembly was organized as a separate entity in the spring of 1973. Its meetings are called meetings as distinguished from general faculty meetings, which are held regularly, usually on the fourth Wednesday of the month. University officers attend meetings of the Faculty Assembly by invitation only. By vote of the faculty on March 22, 1972, the President of the Faculty serves as a member of the Academic Committee. The President of the Faculty, along with two elected faculty members, also serves on the Committee on Committees. Meetings of the Assembly are called by the President of the Faculty (See Article VII, Meetings).

Bylaws for Faculty Assembly

Article I - Purposes

The purpose of the Faculty Assembly of Hardin-Simmons University shall be:

- A. To facilitate communication and cooperation among faculty members and between the faculty and administration with respect to the operation of the University, with special attention to the development and execution of policies affecting the faculty, the academic program, and the future development of the University; and
- B. To exercise initiative and assume leadership in promoting the general welfare and professional growth of the faculty in such a way as to contribute to the overall advancement of the University.

Article II - Membership

The members of the Assembly shall be individuals holding full-time faculty contracts (including HSU teaching faculty, librarians, and assigned School of Nursing faculty), but shall specifically exclude the President, Chancellor, Vice Presidents, Deans, Associate Deans, and faculty members whose assignments are principally (more than half-time) administrative or include service on the Administrative Council or the Deans Council.

Article III - Officers

The officers of the Assembly shall be a president, vice president, and secretary. A parliamentarian shall be appointed by the president. The officers elected by the General Faculty shall also serve as officers of the Faculty Assembly.

A. Election

- 1. The officers shall be elected in April and take office the following June.
- 2. The nomination of officers shall be made by a nominating committee elected by the Assembly. Additional nominations may be made from the floor with the consent of the person being nominated.
- 3. A simple majority vote of the General Faculty shall be sufficient to elect the officers.
- 4. Any member of the Assembly shall be eligible for any elected office, except that an officer shall serve no longer than two consecutive terms in the same office.
- 5. Temporary officers shall be appointed by the Executive Committee if elected officers are to be absent during the summer terms.

B. **Duties**

The officers shall perform the standard duties of their offices. In addition, upon instructions of the Assembly, they shall be authorized to be faculty spokespersons where needed.

Article IV - Faculty Council

- A. Purpose It shall be the purpose of the Faculty Council to:
 - 1. Give attention on a continuing basis to issues and/or concerns affecting members of the Assembly by discussing problems and policies relating to the faculty and developing recommendations for consideration by the Assembly as warranted;
 - 2. Encourage and facilitate the free exchange of ideas between the faculty and the administration and serve as an avenue of communication and mediation when appropriate; and
 - 3. Provide information to members of the Assembly with respect to developments of interest to the faculty and call special meetings of the Assembly as needed.
- B. Membership The Faculty Council shall consist of:
 - 1. The President of the Faculty; and
 - 2. One member of the Assembly from each of the academic areas which, for this purpose, are identified as the Kelley College of Business, the College of Human Sciences and Educational Studies, the College of Fine Arts, the Logsdon School of Theology, the Library, the Holland School of Sciences and Mathematics, and each of the "clusters" in the

Parker College of Liberal Arts – Literature, Languages, and Communication; and Social Sciences. Assembly members in each area will, after the election of faculty officers, elect a member to serve a two-year term beginning June 1 and ending May 31. For the College of Fine Arts, the "clusters" in the Parker College of Liberal Arts, and the Kelley College of Business, terms will begin and end in even numbered years, while for the College of Human Sciences and Educational Studies, the Logsdon School of Theology, the Holland School of Sciences and Mathematics, and the Library, terms will begin and end in odd numbered years. Should a position become vacant prior to the expiration of a term, the academic area concerned will elect another assembly member to serve out the remainder of that term.

C. Meetings

- 1. The Faculty Council shall schedule regular monthly meetings during the academic year.
- 2. Special meetings of the Council may be called at the discretion of the President of the Faculty or at the request of any three (3) members of the Council.
- 3. A quorum shall exist when a majority of the Council membership is present.
- D. Officers. The President of the Faculty shall preside at meetings of the Council which shall elect a secretary from among its members.

Article V - Meetings

- A. Regular meetings of the Faculty Assembly will be scheduled during the months of October, January, and April. Special meetings of the Assembly may be called by the President of the Faculty, by the Faculty Council, or by a petition signed by at least five (5) members of the assembly.
- B. Special meetings called by petition must be announced by written notice to the membership, ordinarily within four (4) days of the receipt of the petition and the meeting must be called as soon as feasible, preferably within seven (7) working days of the announcement.
- C. An agenda of items to be considered shall be prepared by the President of the Faculty and distributed to members of the Assembly at least one week in advance of the meeting at which the items are to be considered, in order to allow time for discussion among members prior to the meeting.

Article VI - Amendments

- A. All proposed amendments shall be submitted in writing to the President of the Faculty and shall be presented to the Assembly at the meeting preceding the meeting in which the vote will be taken.
- B. Adoption of proposed amendments requires approval by a two-thirds (2/3) vote of the members present.

Article VII - Quorum

A quorum shall exist when one-half (1/2) of the members of the assembly are present. Adoption of any recommendations or other action proposed to be taken by the seated assembly requires approval by two-thirds (2/3) of the members present.

Article VIII - Parliamentary Authority

The current edition of Roberts Rules of Order shall govern the conduct of business by the Assembly except when it is at variance with the bylaws.

GRADUATE FACULTY

The Graduate faculty and the Provost are responsible for implementation and accomplishment of the Graduate program. Graduate faculty membership is not automatic, but results from nomination by the Graduate Program Director and approval by the Provost. Annual re-appointment is automatic provided the faculty member teaches a minimum of one graduate course once every three years.

- A. The graduate faculty will teach graduate courses and participate in meaningful scholarly activities or project involvement. They may also advise graduate students, serve on graduate committees, comprehensive exam committees, or act as a program director. Scholarly activities may include:
 - 1. the discovery and dissemination of new knowledge
 - 2. the integration of knowledge through critical analysis and synthesis
 - 3. the application/practice of knowledge in practical situations
 - 4. contributions to knowledge about teaching and learning
- B. Qualifications for membership

Appropriate terminal degree or *equivalence of education and/or experience*, and either evidence of creative/scholarly contributions or evidence of professional involvement.

Meetings of the Graduate Faculty

Meetings of the graduate faculty are called by the Chair of the Graduate Council. Meeting agendas and information relating to business to be discussed/acted upon will be distributed in advance to all members of the Graduate Faculty.

ACADEMIC DEANS

Dean, Cynthia Ann Parker College of Liberal Arts Dean, Holland School of Sciences and Mathematics Dean, Kelley College of Business and Professional Studies Dean, Patty Hanks Shelton School of Nursing Dean, College of Health Professions

As the managers of Hardin-Simmons University's colleges and schools, the academic deans work to promote the integrity of the academic life and curriculum of the university. They should foster effective teaching, facilitate faculty and program evaluations, and exercise fiscal accountability in managing the day-to-day operations of their college or school. The deans:

 Manage, oversee, and evaluate faculty, adjuncts, and staff, managing faculty course loads, and clinical faculty assignments.

- Set goals, plan strategically, and manage academic programs, personnel, and scheduling.
- Work to promote the fiscal viability of the college or school and the university.
- Optimize assignment and use of space.
- Report needs of physical facilities.
- Work to resolve conflicts and concerns among faculty, staff, and students.
- Facilitate accreditation and assessment activities, including compliance and reaffirmation.
- Communicate with, and facilitate communication among, faculty and staff members within the college or school and between upper administration and faculty and staff.
- Serve as leaders and facilitate the development of leadership within the academic community.
- Serve as members of the Deans Council, Academic Committee, Committee on Committees, and in other areas as called on.

COMMITTEE STRUCTURE

Except for occasional ad hoc assignments, regular faculty members are ordinarily assigned to no more than two (2) standing committees. Faculty members elected to the Faculty Development Committee, Teaching Effectiveness Committee and the Faculty Promotion Committee are not expected to serve on other committees since those assignments are deemed to constitute a full committee load. Appointments to standing committees are recommended to the President of the University by the Committee on Committees except for assignments determined by an election or by virtue of office. Unless otherwise specified, committee assignments begin with the opening of the Fallsemester.

A list of standing and ad hoc committees may be found in the University Committee Handbook.

FACULTY DEVELOPMENT COMMITTEE AND FACULTY PROMOTION COMMITTEE

The Faculty Development Committee and the Faculty Promotion Committee members shall be elected by the faculty in general session. Each committee is made up of one representative each from the Kelley College of Business at Hardin-Simmons University, the Holland School of Sciences and Mathematics, the College of Human Sciences and Educational Studies, the College of Fine Arts, the Logsdon School of Theology, the Library, and one member at-large. One additional member comes from each of the "clusters" in the Cynthia Ann Parker College of Liberal Arts— Literature/Languages/Communication and Social Sciences. For each position to be filled, there shall be two nominations made by each group involved and submitted to the President of the Faculty so that a ballot may be prepared for the election to be held during the spring semester. New members shall take office as of June 1.

The at-large member will be elected from those nominated from the floor during the April meeting of the General Faculty. Committee members shall serve a three-year term. The chairperson will be elected by the committee and cannot serve two consecutive years. Membership on the Faculty Promotion Committee shall be restricted to academic personnel who have a terminal degree and hold tenure. Membership on the Faculty Development Committee shall be restricted to academic personnel.

PROMOTION POLICY

The following procedures govern the application process for promotion:

Faculty members eligible for promotion in rank will be notified by their deans on or before March 15th of the year preceding the academic year in which consideration may be given. That list will be forwarded by the Provost's Office to the Chair of the Faculty Promotion Committee. Deans will establish a timely deadline for

- submission of materials for evaluation during the fall semester. The deadline for submission of all materials to the Rank and Tenure Committee is October 1st of the year of consideration.
- Ordinarily, consideration for promotion shall originate with the faculty member submitting appropriate materials to the department head or dean. Application materials required for evaluation by the Faculty Promotion Committee are listed below.
- The department head shall review the application materials, provide evaluations of the faculty member and make recommendations (positive or negative) in the form of reports with supporting documents, and forward the materials to the dean of the school/college.
- ❖ The dean shall review the application materials, add his or her own letter of evaluation and recommendation (positive or negative), and return all materials to the faculty member at least two weeks prior to the October 1st deadline.
- The faculty member will submit ten copies (nine copies and the original) of all application materials and forward them to the Chair of the Faculty Promotion Committee by October 1st.
- ❖ The Faculty Promotion Committee will evaluate the faculty members under consideration and forward its recommendations (both positive and negative) and all supporting materials to the Chief Academic Officer by the beginning of the spring semester.
- The Chief Academic Officer will evaluate all faculty members under consideration and forward the Faculty Promotion Committee recommendations (both positive and negative) and his/her recommendations (both positive and negative) to the President.
- The President's recommendations for promotion are presented to the Board of Trustees for action at the February board meeting. Promotions awarded by the Board of Trustees become effective with the next contract unless otherwise specified.
- * The Chief Academic Officer shall be responsible for notifying all candidates of the results of the process.
- Deliberations and evaluations at all stages of the promotion process shall be confidential.

Evaluations for promotion in rank shall be based on the "Criteria for Teaching Excellence" adopted by the Faculty on October 22, 1975; therefore, faculty should be sure that materials submitted for evaluation address all dimensions of the Criteria. It should be noted that continued teaching effectiveness is the most important of the criteria. Excellence in other areas cannot substantially compensate for a deficiency in teaching effectiveness. Faculty initiating requests for promotion must submit:

- a cover letter addressed to the appropriate department head or dean explaining the basis for their request;
- a Vita, including a list of all publications, performances, honors, memberships in professional organizations, and other information relevant to professional involvement, as well as information relevant to University, community, and church activities;
- 3. copies of the most current faculty assessment materials, including summary pages from the student evaluation instrument;
- 4. any other relevant supporting documents.

CRITERIA FOR EXCELLENCE IN COLLEGE TEACHING

- I. **Teaching.** A faculty appointment at this University is primarily a teaching position. The generally recognized qualities of effective teaching are as follows:
 - A. **Knowledge of the subject matter**. The teacher who knows the subject matter has achieved the first condition for teaching. The teacher should also exhibit some genuine enthusiasm for the subject and a desire to share this enthusiasm with the students. The teacher tries to show the relevance of the subject to the student's own experience. He/she seeks to bring to the classroom an attitude of fairness, objectivity, and intellectual honesty. Within his/her own competency, the teacher is willing to make judgments without engaging in indoctrination.

- B. **Ability to communicate**. The teacher is obliged to master those skills of effective communication which are appropriate to the discipline and the objectives of the courses taught. Communication applies both to the essential content of the course and to the spirit of intellectual inquiry. The learning on the part of the student is recognized as an essential index of effective teaching.
- C. Organization and planning. How one teaches allows considerable latitude for the individual instructor, but there seems to be a direct correlation between learning and courses that are carefully planned as to content, method of presentation, assignments, and testing. The teacher should have reasonably firm objectives and limits for the course, which are set forth clearly for students. The students should know at the outset what is expected of them and should have some approximate knowledge of how well they are doing during the course. The teacher has an obligation to cover the material included in the course description and the course syllabus.
- D. **Self-criticism and improvement**. The teacher should continually work to improve his/her courses, experiment with new materials and methods of instruction, and keep current on the subject matter. He/she should periodically review course offerings in the light of new developments within the discipline and the basic purposes of the University.
- II. **Interest in the Students**. The effective teacher takes an interest in students as individual persons without violating proper student-faculty relationships. He/she is conscious that teaching offers opportunities for helping the student to experience ethical and spiritual growth, to understand the implications of the discipline in matters of faith, and to develop a wholesome philosophy of life. The teacher recognizes that the principal objective is to help the student mature intellectually, think critically, objectively and independently, and develop sound judgments. The teacher welcomes student inquiry both inside and outside the classroom but avoids using his/her position to exploit students or as an occasion to foist opinions on students. In the conduct of the classes, he/she entertains differences of opinion and honest inquiry from the students. He/she seeks open-mindedness in the students and practices the same in relations with students.
- III. **Professional Development**. The teacher seeks to improve his/her qualifications for his/her appointment. He/she works for the appropriate degrees and through private study further develops competency in the particular course taught. He/she participates in professional activities, keeps up on the literature in the field, and seeks to maintain University library holdings which are adequate and up-to-date.
- IV. **Research and Writing**. Good teaching is enhanced by creative effort, scholarly research, and writing. The teacher should engage in productive effort in the arts and letters. He/she seeks to contribute to the expansion of knowledge in the field and shares his/her scholarship with his/her colleagues and the profession in general.
- V. **The Life of the Mind**. The teacher should have intellectual interests wider than his/her discipline. He/she should be genuinely interested in the life of the mind and should cultivate a personal appreciation of the arts. He/she should have a vital concern for the great contemporary social issues and should read widely to be aware of developments outside his/her own discipline.
- VI. **Service to the University**. The faculty member has an obligation to promote the general welfare of the University. Accepting the responsibility of a department head and committee assignments is recognized as an essential part of professional duties. He/she is concerned about the total development of the institution and seeks to contribute to the making and implementing of policy. He/she seeks to make faculty participation in University government a reality.
- VII. Christian Faith and Professional Life. The teacher at this University perceives the relevance of the Christian faith to his/her personal and professional life. He/she is concerned about the issues of faith, particularly those which bear upon the processes of liberal education and the subject matter of his/her discipline. The teacher seeks to practice the Christian virtues in relationships with students and colleagues. He/she appreciates the obligation of stewardship in his/her vocation and tries to carry on his/her work in a manner that preserves his/her personal and professional integrity.
 - -- Adopted by the Hardin-Simmons University Faculty, October 22, 1975

FACULTY RANK

The University considers promotion for regular faculty whose teaching responsibilities and services directly related to the academic program constitute full-time employment as defined by the University.

There shall be four regular faculty ranks: Instructor, Assistant Professor, Associate Professor, and Professor. Minimum qualifications are as follows:

I. Instructors shall have a master's degree in the relevant teaching field.

II. Assistant Professors

- Shall have an earned doctorate or other terminal degree appropriate to their teaching field.
- ❖ Candidates who have not completed the terminal degree appropriate to their teaching field may be considered if actively working on an accredited advanced graduate degree in that field. Advanced graduate work must be approved by the Chief Academic Officer.
- Three or more years' experience as a regular full-time faculty member at the college level is expected of all who do not hold an appropriate terminal degree. Accordingly, the earliest point at which an instructor without a terminal degree may apply and be considered for promotion to Assistant Professor is during his or her fourth year as a regular faculty member.
- ❖ In exceptional cases, candidates may be considered who have acceptable qualifications in lieu of specific degrees. These cases are determined by the Chief Academic Officer who may waive terminal degree requirements.*

III. Associate Professors

- Shall have an earned doctorate or other terminal degree appropriate to their teaching field and are expected to show satisfactory evidence of continued professional growth as educators in their field.
- They shall have had five years' experience at the rank of Assistant Professor before applying for promotion. Accordingly, the earliest point at which an Assistant Professor may apply and be considered for promotion to Associate Professor is during his or her sixth year as an Assistant Professor.
- In exceptional cases, candidates may be considered who have acceptable qualifications in lieu of specific degrees. These cases are determined by the Chief Academic Officer who may waive terminal degree requirements.*

IV. Professors

- Shall have an earned doctorate or other terminal degree appropriate to their teaching field. They are expected to demonstrate outstanding ability and success in their field of specialization evidenced by (1) distinguished teaching and (2) appropriate publications or artistic achievements or other equivalent accomplishments, and (3) by active participation in the appropriate national and/or regional professional organizations.
- They shall have had five years' experience at the rank of Associate Professor before applying for promotion. Accordingly, the earliest point at which an Associate Professor may apply and be considered for promotion to Professor is during his or her sixth year as an Associate Professor.

^{*} A faculty member without a terminal degree may apply for a terminal degree waiver from the Chief Academic Officer. In response to this application, the Chief Academic Officer may either (1) deny the waiver, (2) grant a waiver to be effective immediately, or (3) grant a deferred waiver to be effective only after satisfaction of specific criterion established as a necessary condition for the granting of the waiver. If the terminal degree requirement is waived, the faculty member is notified in writing of this determination by the Chief Academic Officer and is henceforth eligible to be considered for promotion to Assistant or Associate Professor in the same manner as those possessing a terminal degree. Those without terminal degrees who are already on the faculty (at the time when this provision is instituted)

may apply once for a terminal degree waiver and the resulting decision shall henceforth determine their eligibility for consideration for additional promotion(s).

The procedure for applying for a terminal degree waiver includes submission of the following documents to the Chief Academic Officer: (1) all academic credentials, such as transcripts, publications, research, and records of special study, (2) a narrative of relevant academic, scholarly, professional, or administrative experience with an indication of its bearing on teaching competencies, and (3) supporting letters of evaluation and recommendation from the appropriate dean and department chair, colleagues, employers, or other professionals. The Chief Academic Officer will make the final decision on granting a terminal degree waiver.

LIBRARIANS

Librarians will be hired as administrative professionals, though existing faculty librarians will retain their faculty status, rank, promotion opportunities, tenure, compensation, leaves and research funds. Since effective library service to the University community is the primary obligation of the libraries, a high quality of performance in the librarian's area of primary assignment is the most important criterion for merit raises or, in the case of faculty librarians, for promotion in rank. Although librarians normally are not evaluated for excellence in teaching, faculty librarians must meet the standards delineated in criteria II through VII of "Criteria for Excellence in College Teaching."

Special Classifications of Faculty Rank

Certain special classifications not included in regular faculty rank are listed and defined as follows:

- 1. **Graduate Assistants** shall hold a bachelor's degree and be actively pursuing graduate study for a master's degree. They shall perform certain academic duties under the supervision of the department chair or program director.
- 2. **Lecturers** shall hold at least a bachelor's degree and, at least, eighteen graduate hours in the relevant teaching field. They may or may not be actively engaged in graduate work, but will teach specified courses on a semester-to-semester or a year-to-year basis.
- 3. **Visiting Instructor, Visiting Professor, or Visiting Artist-in-Residence** may be one who has special qualifications and who will teach one or more classes for a limited period of time, usually one year.
- 4. **Adjunct Faculty Members** have reduced academic loads but may also carry additional duties and responsibilities, such as developing or administering a program.
- 5. **Contract Faculty Members** are faculty members hired on one- or two-year contracts who have faculty rank and are full-time faculty members with normal faculty responsibilities and rights.
- 6. **Senior Professors** are administratively appointed in recognition of exceptional contributions in teaching, research, and/or service to the University. Normally, Senior Professors will not concurrently serve as a dean or department head nor hold a chair or named professorship. No more than 5% of the faculty may hold this rank at a given time.
- 7. **Distinguished Professors** are administratively appointed in recognition of their outstanding credentials and/or contributions to their disciplines. Normally, Distinguished Professors will not hold a chair or named professorship.

Emeritus Faculty

Retired faculty members who, at the time of their retirement, have completed ten or more years of service as a regular faculty member and have been granted tenure by the university, may be nominated for emeritus status. The following procedure is followed:

- Each fall, deans will invite faculty members to nominate retired faculty for emeriti status. Nominations will
 be considered by the faculty members of the college or school in which the retired faculty member would
 hold appointment if still serving. Nominations endorsed by the faculty of the appropriate college or school
 and any recommendations by the dean of that college or school will be forwarded to the Deans Advisory
 Council before December 1st.
- The Deans Advisory Council will review nominations and recommendations submitted to it. Nominations endorsed by the Deans Advisory Council and approved by the Chief Academic Officer will be presented to the Faculty for endorsement.
- 3. The President will review the recommendations and prepare a recommendation to the Trustees for consideration.
- 4. Individuals approved for emeritus status by the Board of Trustees will be notified by the Chief Academic Officer and recognized during the Spring Faculty/Staff Appreciation Event and/or Retiree Ceremony.

CONTRACT FACULTY

Full-time, continuing faculty may be tenured or contract faculty. Contract faculty are hired through regular university procedures governing new position approval and recruitment. The qualifications for faculty rank and promotion are the same for contract faculty as for tenured faculty.

Contract faculty will begin their university employment with a one-year appointment, after which the contract faculty member is eligible for an additional one-year appointment. After the first two years, contract faculty become eligible for a two-year appointment upon the recommendation of his or her dean, in consultation with the department chair if there is one. Performance reviews shall be conducted annually pursuant to the Comprehensive Faculty Evaluation System, and each contract faculty member must receive his or her dean's recommendation for contract renewal or nonrenewal, in consultation with the relevant department chair if there is one.

In cases of nonrenewal, notice will be given to the faculty member:

- In the case of a one-year appointment, by March 15.
- In the case of a two-year appointment, by December 15 of the second year of the appointment.

At each stage of the process, the dean's recommendation shall be based both on job performance and on program needs. After completion of two full academic years by contract faculty, decisions of non-renewal may be appealed to the Chief Academic Officer, whose decision is final and non-reviewable; decisions of nonrenewal prior to completion of two full academic years may not be appealed. Decisions by the university to separate contract faculty from employment prior to the expiration of a term appointment may be appealed pursuant to the "Termination" section below.

TENURE

Tenure is the institution's commitment to continued employment of the faculty member absent adequate cause for termination, financial hardship as defined below, or from the elimination, phase-out or reduction of an academic program, department, or discipline in which the faculty member teaches. Tenure does not excuse poor performance or conduct and in no way ensures permanent employment. Academic personnel

who possess tenure have the assurance that they will not be removed from their positions for appropriate exercise of academic freedom as described under "Faculty Policies and Procedures" below and that prescribed procedures will be followed in the case of any proposed dismissal. Award of tenure to additional faculty members has been suspended by board directive; however, any faculty member who has been awarded tenure retains the privilege of tenure until his or her resignation, retirement or termination. Tenure does not extend to administrative positions held by the faculty member such as those of dean, associate dean, department head, program director, or program coordinator.

TERMINATION

- I. The university may terminate the employment of a faculty member who holds tenure, or the employment of a contract faculty member prior to the expiration of a term appointment, for breach of contract or other adequate cause, including but not limited to:
 - A determination by the university that the faculty member has made a material misrepresentation regarding education, degrees, or previous employment experience;
 - The failure to perform faculty duties in a competent and professional manner;
 - The failure to follow proper instructions, or to perform duly assigned tasks which are properly within the scope of the faculty member's employment;
 - Plagiarism or other academic dishonesty;
 - Sexual harassment;
 - The mental or physical inability to perform professional duties even after reasonable accommodation has been made for the disability in question;
 - The failure to comply with the terms of the appointment, including the rules, regulations, and expectations of the *Personnel Handbook*;
 - Personal conduct or behavior, inside or outside the classroom, that is inconsistent with the standards of Christian morality and ethics advanced by the university, including but not limited to acts of moral turpitude such as the use of illegal drugs, abuse of alcohol, participation in sexual relations outside of marriage, adultery, homosexual conduct, incest, and the sexual abuse of children.

The university will give notice of termination for cause to the faculty member in writing. The faculty member shall have the right to an appeal before the President of the University. As part of the appeal the faculty member shall have the right to an informal examination of the facts of his or her case by a committee of five (5) faculty members acceptable to both the President and the individual notified of termination. This committee shall have the power to conduct an objective and fair examination of all issues involved in the termination and to make known to the President its findings. The final decision in case of appeal shall rest with the President in consultation with the Executive Committee of the Board of Trustees.

II. The university may terminate the employment of a faculty member who holds tenure, or the employment of a contract faculty member prior to the expiration of a term appointment, based either on the elimination, phase-out or reduction of an academic program, department, or discipline in which the faculty member teaches or holds an administrative position, or on the university's financial hardship as evidenced by the sum of the university's operating results for the previous three fiscal years (labeled *Change in net assets from operating activities* in its Consolidated Financial Statements) equaling a net deficit. In such cases, faculty members with tenure shall be given no less than twelve (12) months' notice, and contract faculty will be given notice by March 15 of the final year of employment.

"Phase-out or reduction of an academic program, department, or discipline," as the phrase is used in the *Personnel Handbook*, refers to the elimination of a major, minor, support field, graduate program, or more than a quarter of the courses offered in the discipline.

NON-REAPPOINTMENT OF VISTING FACULTY

Visiting faculty members are appointed for a designated period of time, usually one (1) academic year. In cases when the appointment will not be renewed, faculty members will be notified of the non-renewal of their contract during the annual issuance of faculty contracts on or about March 15. No reason for non-reappointment need be given, and the faculty member has no right to appeal the decision of non-reappointment.

FACULTY POLICIES AND PROCEDURES

I. FACULTY DUTIES

Faculty members at Hardin-Simmons University are expected to be loyal to Hardin-Simmons University and its purposes, acting in the best interests of the university in all matters connected with their employment. They are expected to comply with all policies, procedures and expectations in the *Personnel Handbook*, including the duty to:

- Devote their primary efforts to carrying out their responsibilities as a member of the university faculty (except during vacation periods);
- Perform their teaching and other responsibilities in a competent and professional manner;
- Cooperate with the administration in the programs of the university;
- Maintain appropriate records and make timely reports (including grade reports) to university officials as directed;
- Work as a cooperative and collegial member of their department, division, and the university as a whole;
- Attend commencements and other major academic functions of the university;
- Maintain at least ten scheduled office hours posted as "student hours" each week to provide counsel to students;
- Provide every student on their class rolls a course syllabus and follow the policies set out in the syllabi; and
- Perform other duties incident to their faculty positions which may reasonably be assigned by the administration, including but not limited to service on university committees.

II. THE ROLE OF FACULTY, ADMINISTRATION, AND THE BOARD OF TRUSTEES

Governance of Hardin-Simmons University is vested in its Board of Trustees. The Board owes various fiduciary duties to the nonprofit corporate entity known as Hardin-Simmons University, ¹ and must

¹ Hardin-Simmons University is a nonprofit corporation organized under the laws of the State of Texas and subject to the Texas Nonprofit Corporation Act (Chapter 22 of the Texas Business Organizations Code). The university is also a tax-exempt organization under Subsection 501(c)(3) of the Internal Revenue Code.

exercise these legal duties to accomplish the educational and religious mission of the university and in the best interest of the corporation. As the body charged with fiduciary duties by law, and as stewards of the public trust placed in them by various federal, state, local, and university constituency groups, the Board of Trustees is ultimately responsible for assuring the long-term educational and religious outcomes articulated in the mission and goals of the university.

Under the university's Bylaws, the authority to approve all general institutional policy resides in the Board of Trustees, including the authority to:

- Establish general admissions policies
- Determine the size and character of the student body
- Approve the number and types of degrees
- Approve the nature of departments, programs, schools, and colleges through which the curriculum is delivered

The Board delegates authority over the day-to-day operation of the university to accomplish its mission and goals—the authority to administer and implement the general policies the Board has approved—to the administration under the direction of the President. *Article II, Section 7, Hardin-Simmons University Bylaws as Adopted February 9, 2007, as Amended October 12, 2012.* The Principles of Accreditation of SACSCOC also make the distinction between the policy-making function of the Board and the responsibility of the administration and faculty to administer and implement policy (*Section 4.2.b*), giving ultimate responsibility for the university's educational programs, as well as its administrative and fiscal services, to the President (*Section 5.2.a*).

The Principles of Accreditation recognize that the authority of faculty in academic and governance matters varies widely across different types of institutions. Resource Manual for The Principles of Accreditation, Section 10.4. At Hardin-Simmons University, the Board places primary, but not the sole, responsibility for the content, quality, and effectiveness of the curriculum with the university's faculty. Principles of Accreditation, Section 10.4.c. As noted above, the Board, under the Bylaws, determines the number and nature of the university's educational programs, but it is the faculty who are responsible for ensuring that the courses that comprise a program (1) reflect current knowledge within the discipline, and (2) are appropriate for the students who are or will be enrolled in them. Resource Manual for The Principles of Accreditation, Section 10.4. In addition to teaching, a fundamental role of full-time faculty is to provide academic services such as curriculum design, development, and evaluation; identification and assessment of appropriate student learning outcomes for academic programs (and making recommendations to the Board regarding appropriate student learning outcomes for the university's foundational curriculum); student advising; research and creative activity; and institutional and professional service. See Resource Manual for The Principles of Accreditation, Section 6.2.b. As important as the faculty role is at Hardin-Simmons, it is the President who has ultimate responsibility for the university's educational programs and the President who must exercise appropriate control over those programs (The Principles of Accreditation, Section 5.2.a) in accordance with the Board's and the administration's duty to fulfill the mission the university has undertaken while maintaining sound financial resources and a stable financial base. See The Principles of Accreditation, Section 13.1. Sometimes the President will exercise that control directly and at other times through other university officers and through academic deans.

III. Academic Freedom Policy

HSU's Board of Trustees and its administration are committed to policies and procedures to preserve and protect academic freedom and thereby foster the intellectual freedom of faculty to teach, research, and publish. Academic freedom is intended to foster the free exchange of ideas within a community of scholars. It cannot be used to condone speech and behavior that would be inappropriate in any other workplace. It does not protect slander or libel, bullying co-workers, lying on a curriculum vitae, or conducting classes in irresponsible ways.

Academic freedom allows faculty members to engage in research on controversial subjects, to publish the results, and to discuss those subjects in their classrooms within the framework of the stated purposes and the established policies of a university affiliated with and supported by the Baptist General Convention of Texas. This refers specifically to academic subjects and is not a blanket protection for any and all speech in any venue. Professors should be careful not to introduce into their teaching controversial matter which has no relation to their subject

IV. Academic Freedom Complaint Procedures

Any faculty member who believes that his/her academic freedom has been violated may pursue a complaint as follows:

- 1) The faculty member and the Provost will attempt to resolve the issue informally, which should include appropriate attempts to discover the facts and to consult with other faculty with pertinent expertise. If an action or decision of the Provost gave rise to the initial complaint, then the faculty member may proceed with an appeal to the President.
- 2) If the complaint is not resolved by the Provost, the complainant may make a written appeal to the President. The written appeal shall detail the complaint and the relief the complainant is requesting. The complainant may include in the written appeal a request for an opinion from the Academic Freedom Committee. In this case of such an appeal to the Academic Freedom Committee, the President shall provide a copy of the appeal to the Provost, who shall initiate the process to activate the Academic Freedom Committee.
- 3) The Academic Freedom Committee shall be an ad hoc committee consisting of five faculty members. The five faculty members shall be appointed by the Faculty Council. The Faculty President shall appoint the chair of the Academic Freedom Committee. Membership on the committee cannot be all one gender. No more than two should be from one school. In the event that a faculty member needs to recuse himself or herself, the Faculty Council will appoint another faculty member as a replacement. The Academic Freedom Committee will function autonomously from the Faculty Council and will report only to the President, the Provost, and the complainant to respect confidentiality.
- 4) The Academic Freedom Committee shall review the written appeal and any written response submitted by the Provost. In order to gain a full and adequate perspective, the Academic Freedom Committee may elect to hear such presentations and arguments from the complainant, the Provost, administrators, and others as may assist in the resolution of the complaint and should confer with faculty teaching in the same or a similar area. A complainant may be accompanied by a friend or colleagues during meetings with the Academic Freedom Committee but shall not have a right to have legal counsel present in the meetings. The Academic Freedom Committee shall make a written recommendation to the President.

- 5) The President of the University shall consider: the written appeal by the complainant; any response by the Provost; the written advisory opinion of the Academic Freedom Committee, if applicable; and any presentations or other information as the President may desire. The President shall convey a final decision to the complainant, the Provost, and the chair of the Academic Freedom Committee.
- 6) The complaint shall be handled at all stages in a manner that is confidential and timely under the circumstances with a goal of resolving the complaint within thirty days after receipt of the written appeal.

v. FACULTY GRIEVANCES

A. Policy:

- 1. Fair and prompt consideration shall be given to all faculty grievances. The misunderstanding or differences of opinion which may develop from time to time in any work situation can usually be resolved through open-minded discussion. Such discussion may, in fact, lead to better colleague and personal relationships than had existed previously.
- 2. The intention of the University is to give faculty the privilege of serving in an environment in which the rights of both employer and employee are respected. Faculty should at all times feel free to use grievance procedures without fear of prejudice to themselves and with the assurance that their confidences will be respected.
- 3. A grievance is a claim that a faculty member has not been allowed or afforded his/her rights under the employment policies of the University. The grievance policy is not applicable to employment terminations nor to complaints arising from discrimination or harassment. Faculty who believe they have experienced illegal discrimination are encouraged to file a complaint as provided under "Discrimination and Harassment Policy" in the general section of the *Personnel Handbook*. Grievances concerning academic freedom are addressed under "Academic Freedom Complaint Procedure," above.

B. Procedures:

- 1. In all cases of a grievance by a faculty member, the parties involved should be encouraged to resolve the matter between themselves before involving others. In the event that the matter is not resolved privately, the faculty member shall discuss the grievance with the supervisor at the next level above the person with whom he/she has a grievance. The supervisor should make a sincere effort to find a satisfactory solution and shall keep a written record of the process of addressing the grievance. If the grievant is not satisfied with the disposition of the grievance, he/she shall present the grievance in writing to the Dean, unless the Dean is the supervisor previously appealed to or the focus of the grievance, in which case the appeal is directly to the Provost. A written record of the process of addressing the grievance shall be kept at all levels of the administration.
- 2. After the preceding attempts at resolving the grievance has been followed, the grievant may appeal to the Provost (unless the grievance is with the Provost or the Provost is unavailable or has recused himself or herself, in which case the appeal shall be to the President who shall take the Provost's place in the appeal process). The appeal shall detail in writing the grievance

and the relief the grievant is requesting.

- 3. The grievant may request a Grievance Committee to serve in an advisory capacity to the Provost (or to the President if the grievance is with the Provost). The Grievance Committee shall be an ad hoc committee of the Faculty Council consisting of four faculty members and one Dean. The four faculty members shall be appointed from the Faculty Council by the Faculty President. At least one faculty member should be from the grievant's school. In addition to the four faculty members, a Dean appointed by the Provost (or President) will also serve on the Grievance Committee. The Dean serving on the Grievance Committee should not be from the same school as the grievant. In the event that a faculty member or Dean on the Committee needs to recuse himself or herself, the Faculty President will appoint another faculty member or the Provost (or President) will appoint another Dean as a replacement. The Grievance Committee will function autonomously from the Faculty Council and will report only to the grievant and the Provost (or President).
- 4. The Provost (or President) and the Grievance Committee, if any, will carefully consider the appeal and all written records submitted. The Provost (or President) and the Grievance Committee may elect to hear such presentations and arguments from the grievant and others as may assist in the resolution of the grievance. A grievant may be accompanied by a friend or colleagues during meetings with the Provost (or President) or the Grievance Committee, but a grievant shall not have a right to have legal counsel present when meeting with the Grievance Committee. If a Grievance Committee is involved, it shall render its advisory opinion in writing to the grievant and the Provost (or President) within a reasonable period of time, normally thirty (30) days.
- 5. The Provost shall decide the dispute according to the facts of the case and official University policy, with consideration given to the opinion of the Grievance Committee. The Provost (or President) will render a written decision to the grievant within a reasonable period of time, normally thirty (30) days.
- 6. The President always retains the right in his or her discretion to make the final decision regarding any employee's rights as described in the employment policies of the University.

FACULTY SALARIES

Faculty salaries are reviewed annually and adjustments made as warranted by the available resources and the individual faculty member's rank, preparation, experience, and performance (evaluated principally in terms of the HSU Comprehensive Faculty Evaluation System—see Addendum A). The Board of Trustees budgets funds for salary adjustments based on merit and for salary adjustments across all faculty or all faculty within a given rank. Salaries of individual faculty members are recommended by the appropriate dean to the Provost, who, after review and further consultation with the dean, will with the President determine the salary to be offered to each faculty member for the coming year and issue contracts accordingly.

CONTRACTS

Contracts are issued to regular, full-time teaching faculty and to faculty librarians on or about March 15 of each year. The offer of the position indicated in the contract is valid only for ten business days following issuance of the contract unless otherwise indicated in the contract or the cover letter that accompanies it or unless special arrangement is made with the Provost. Failure to sign and return the contract by the deadline will act as a rejection of the offer of employment, and the position will be considered vacant.

Ordinarily, contracts are not issued to adjunct faculty even though an arrangement will normally be worked out with these persons in advance of registration for a given term. A letter from the Dean of the appropriate college/school shall be provided.

Faculty with summer assignments are notified by the appropriate dean prior to posting the summer schedule. Summer assignments are not guaranteed, and faculty members are officially employed only after registration has occurred and it has been determined that the planned assignment has been justified by enrollment in those classes which the faculty has been assigned to teach.

TEACHING LOADS

The normal teaching load for a regular, full-time faculty member is twelve semester hours or the equivalent per semester. Teaching loads of faculty members with major administrative assignments or other non-teaching responsibilities may be reduced upon recommendation of the appropriate dean and approval by the Chief Academic Officer.

Equivalent hours are determined by the dean of the appropriate college or school with the approval of the Chief Academic Officer. In general, three laboratory, studio, or activity hours are equated as one and one-half lecture hours, three hours of applied music are equated as two lecture hours, and supervision of student teachers is equated to one-half semester hour for a six semester-hour student and one-quarter semester-hour for a three semester hour student. A list of semester hour equivalencies is maintained in the office of the appropriate dean.

Full-time graduate faculty teaching loads are program specific and are decided by the Provost based on accreditation and clinical program needs, which may differ among programs.

ONLINE AND EVENING COURSES AND SUMMER TEACHING

Courses taught online and during the evening hours are a regular part of the curriculum, and some professors will be called upon to teach such courses as part of their teaching load.

Teaching during the summer session is based on departmental commitments, program requirements, and enrollment levels. For those who teach, the normal course load should be no more than two courses, usually taught during one of the two summer sessions, though exceptions may be made in some cases. The University assumes no obligation to provide summer employment.

Assignment of teachers to summer session classes is done by the department head in consultation with the dean and the professor involved, and faculty members are officially employed only after registration has occurred and it has been determined that the planned assignment has been justified by enrollment.

EVALUATION OF FACULTY AND ADMINISTRATORS

Faculty members undergo periodic evaluation in terms of the Criteria for Excellence in College Teaching, adopted by the University faculty on October 22, 1975, by means of the annual HSU Comprehensive Faculty Evaluation System. The administrative responsibilities of associate deans, department chairs, and program directors are also evaluated annually as provided by the HSU Comprehensive Evaluation System. (See Addendum A)

ACADEMIC ADVISING AND REGISTRATION

One of the most important functions of faculty members is advising students. Each student at Hardin-Simmons University is assigned a faculty advisor. If the student has selected a major, that advisor will normally come from the major department. If the student is undecided about a major, he or she normally is assigned to a member of the Academic Advising Center. It is the faculty member's responsibility to be familiar with the schedule of classes and with requirements as stated in the *Undergraduate Catalog* or *Graduate Catalog*, as appropriate.

It is the student's responsibility to consult with the advisor and register for classes. It is highly recommended that the student register for general education courses during the first two years of work, if at all possible. Questions concerning satisfaction of general education requirements should be directed to the head of the department concerned, to the relevant dean, to the Registrar, or to the office of the Chief Academic Officer.

The steps to be followed by the student in the registration process are available on HSU Central for each semester.

OFFICE HOURS

Faculty members must post and keep "student hours" during which students may come by for conferences. This activity is important to student progress and retention. Determination of these hours is the responsibility of the faculty member and the department head or dean. A faculty member is expected to keep a minimum of ten (10) scheduled student hours per week in semesters during which he/she is teaching.

COURSE SYLLABI

A syllabus is prepared for each course offered in the curriculum and reviewed annually for possible revision. The syllabus must provide written information about the goals and requirements of the course, the nature of the course content, the methods of evaluation to be employed, and other policy items as directed by the Chief Academic Officer. Copies of the syllabus are due to the Provost's Office the Friday prior to the beginning of each semester and must be provided to the student during the first week of the semester or term.

The syllabus is the governing document for a course, and actual instruction must be in accord with it and the catalog description of the course. Therefore, faculty should take great care in compiling and providing thorough, accurate syllabi for all courses

GRADES

Faculty are expected to encourage high levels of student performance and to maintain high standards of grading. The policy concerning the awarding of grades is described under "Grades and Quality of Work" in the Academic Programs and Policies section of the *Undergraduate Catalog*.

Reporting of Grades at the End of the Semester

Final grades cannot be processed until all grades have been submitted to the Registrar's Office. Deadlines for submission of these grades are set by the Chief Academic Officer as early as possible. Deans and department heads should ensure that all faculty post grades in HSU Central and do so on time.

Posting of Grades

The public posting of grades in any fashion is not appropriate.

Change of Grades

When it is necessary to change a grade recorded for a student, the faculty member must fill out a Change of Grade form available in the Registrar's Office. A copy of this form is filed in the student's record folder to show why the grade was changed on the transcript.

Removal of Incomplete

The deadline for the removal of a grade of Incomplete may be set no later than the end of the next long semester (fall or spring) after the Incomplete is given. Faculty members should report grade changes promptly on the appropriate form available in the Registrar's Office and indicate when the work was completed.

PROGRESS REPORTS

During the fall and spring semesters, one or more intermediate progress-report grades may be required for all students. Faculty members should post progress-report grades as required.

ADMISSION TO CLASS AND CLASS ROLLS

Class rosters are provided in HSU Central for faculty use at the beginning of each term. If a student's name does not appear on the roll, the faculty member should ask the student to go to the Registrar's Office to clear up any problems in the registration process. Faculty must notify the Registrar's Office of discrepancies between those students attending class and those on the class roster in order to confirm the actual enrollment in each class. A student whose name is not on the final class roll is not officially enrolled in the class and should not be allowed to attend meetings of that class.

CLASS ATTENDANCE AND ABSENCES

Historically the faculty of HSU has endorsed the notion that regular class attendance is necessary for satisfactory completion of college work. In addition, federal regulations require that the last date of attendance be reported for students receiving federal financial aid who do not complete the course. Accordingly, faculty members are required to keep accurate records of class attendance of students. (For further information, see "Academic Standards" in the Academic Programs and Policies section of the *Undergraduate Catalog* or "Class Attendance" in the Academic Policies section of the *Graduate Catalog* for further information.)

RESEARCH AND PUBLICATION

Although teaching and individual attention to students are of primary concern, individual research and the publishing of articles and books are of great importance to the academic life of the University and are likewise encouraged. Members of the faculty are encouraged to consider making requests for funding of research projects through the Faculty Development Committee (Addendum B), the Hardin-Simmons University Academic Foundation Grant Program (See Addendum C), or the college or school, as appropriate. Guidelines for these programs are distributed to faculty by email each year and are available in the office of the Chief Academic Officer.

LEARNED SOCIETIES

The University encourages faculty members to join and participate in learned societies. The holding of office and presentation of papers benefits not only the individual but also the University.

CONSULTING AND OUTSIDE EMPLOYMENT

Full-time faculty members are expected to devote full-time effort to teaching, student interaction, committee work, and other University duties, as well as study, reflection and creative activity essential to their intellectual life and professional growth. They should not accept paid or volunteer obligations that encroach upon either the quality or the quantity of work they are employed to do for the University.

Authorization to engage in any form of compensated work or other outside employment (collectively "outside employment"), or any volunteer activity expected to require a total of more than ten hours per week (i.e., service on a board, search committee, or other commitment), must be requested from the relevant academic dean prior to a commitment by the employee. Outside employment which is reasonably expected to require more than fifteen hours per week, including time spent over the weekend, will be approved only in exceptional circumstances. Outside Employment Forms are distributed each semester for faculty to report any outside employment in the following semester, and, when approved, must be returned to the office of the Provost. Failure to report outside employment is subject to disciplinary action, including immediate termination of employment.

Outside employment—i.e., online or adjunct teaching for other universities, independent contractor or consulting work, part-time employment, interim pastorates, etc.—must be of limited duration (i.e., not a permanent position or reasonably expected to exceed four months), and must not require any material commitment of time during the work week (Monday – Friday). Approved outside employment or substantial volunteer work must not conflict with or interfere with employment, teaching, or other duties. See also "Outside Employment" in the General Section of the *Personnel Handbook*.

PARTICIPATION IN OFFICIAL CONVOCATIONS AND GRADUATION EXERCISES

All academic personnel are expected to attend official convocations and to participate in graduation exercises. In the event circumstances necessitate an absence, a request should be made to the Chief Academic Officer. Faculty members are responsible for their own academic regalia, which may be rented or purchased through the University Bookstore.

CHAPEL ATTENDANCE

All academic personnel are encouraged to attend chapel which meets on Tuesdays at 9:30 a.m. in Behrens Auditorium. Students should not be asked to make up class work, to meet conference courses, to work, etc., during the time scheduled for chapel. Faculty are discouraged from holding committee meetings during this time.

FACULTY RECRUITMENT PROCEDURES

No faculty position may be advertised or filled without the express prior permission of the Provost, whose decision will be based on the needs and financial contribution of the program and the financial circumstances of the university. Throughout the recruiting process, the relevant department head and dean should work closely with the Provost in determining the placement of appropriate advertisements or notices and the procedures for evaluating applicants. See "Recruitment and Employment – Faculty and Staff" in the Employee Information section of the Personnel Handbook for additional procedures for the recruitment of faculty as well as staff.

Guidelines for Faculty Appointments

It is the policy of Hardin-Simmons University to evaluate all candidates for appointment to regular faculty positions in terms of the following qualities which should be characteristic of the faculty of a Christian institution of higher education.

- 1. <u>Personal Christian Commitment</u>. This should include a genuine commitment to Jesus Christ as personal Savior and Lord, a concern for an appropriate Christian witness to students, a willingness to support the community of faith--both within the local church and in the church universal--and a deep sense of mission in transmitting both the Christian faith and Christian morals and ethical values.
- 2. <u>Professional Competence</u>. The Christian teacher should be one who is well prepared in his or her discipline, who keeps abreast of current developments in the field, who at all times consciously seeks to teach and work within the framework of the stated purpose of the institution, and who is willing to accept professional evaluation of his or her own performance for purposes of self-evaluation.
- 3. <u>Concern for Students</u>. The effective Christian teacher is one who takes a personal interest in the intellectual, ethical, and spiritual development of the student. He or she listens with care and sympathy to the student's problems and is especially alert to those who, for whatever reason, do not readily seek counsel but need attention. By both precept and example, the teacher encourages students to develop a sense of self-worth and to become responsible citizens.
- 4. <u>Church Affiliation</u>. In view of the University's Baptist heritage, its base of support, and the nature of its mission, a majority of the faculty should be Baptists. However, in recognition of the fact that denominational affiliation is not an acceptable substitute for the qualities noted above, the University considers both Baptists and non-Baptists who understand and are in sympathy with the mission and purpose of the University. Thus, while Baptist affiliation is desirable and strengthens a candidate's application, it does not mean that a Baptist candidate will be preferred over a non-Baptist candidate who is better suited for appointment when viewed in light of the qualities enumerated above.

Procedure

Normally, the dean, in consultation with the Chief Academic Officer, will appoint a search committee to screen applicants. When the search committee, the department head, the dean, and the Chief Academic Officer concur, an applicant should be invited to the campus for an interview with the understanding that

the University will normally pay or reimburse all of the expenses. The University will not ordinarily pay the travel expenses of an applicant's spouse or children.

While on the campus, the candidate should interview with the search committee, members of the department, the department head, the dean of the area, the Chief Academic Officer, and the President. The candidate should make a formal presentation to interested faculty and, if possible, to students. The department head should arrange appointments for meetings and presentations when setting up the applicant's visit to the campus. During interviews applicants should be informed of the University's Mission Statement and of relevant policies in the *Personnel Handbook*.

SABBATICAL LEAVE

A faculty member who will have completed at least six academic years of full-time service at HSU preceding the beginning of the academic year in which the leave is to occur is eligible to apply for sabbatical leave. (That is, the faculty member may apply during the sixth year and take the sabbatical during the seventh year.) The deadline for submitting sabbatical proposals to the Faculty Development Committee is October 1. The regular funding level for full year and long-term sabbaticals is equal to one half of a ninemonth contract salary, and for summer sabbaticals it is equal to one-third of a nine-month contract salary. There is a possibility of additional funding up to three-fourths of the amount of a nine-month contract salary for a full year sabbatical and up to one-half of the amount of a nine- month contract salary for a summer sabbatical, if the faculty member can demonstrate extraordinary expenditures for the proposed project. (See Addendum B)

Sabbatical leave will be paid through the University payroll system. Withholding for federal income tax and tax subject to the Federal Insurance Contribution Act will be applied where applicable. Accordingly, the payment will be included with wages and reported on IRS Form W-2, Wage and Tax Statement, for the year.

REQUEST FOR LEAVE OF ABSENCE

A request for a leave of absence must be submitted to Human Resources, with copies to the department head, the dean and the Provost who, after appropriate consultation, will act upon the request.

COMPUTER SOFTWARE POLICY

It is the policy of the university that all offices and departments using computer software operate in compliance with copyright laws and with any license agreements governing use of the software. Accordingly, the use of "pirated" software is strictly prohibited, and software owned by one office may not be copied for use by other offices unless such copying is specifically provided for in a site license. All offices and departments are encouraged to take advantage of cost savings available through educational discounts and/or site licenses in securing legal copies of software. (See Addendum E, Information Technology User Policy.)

FACULTY COMPLIANCE WITH COPYRIGHT LAW

Hardin-Simmons University has adopted its official policy the Guidelines for Copying Copyrighted Material developed by the Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revision, the Author's League of America, Inc., and the Association of the American Publishers, Inc. Copies of the Guidelines can be obtained from the Chief Academic Officer. Each faculty member is expected to carefully observe these guidelines

when photocopying or otherwise reproducing copyrighted material. (Additionally, see Addendum D, Intellectual Property and Fair Use Guidelines.)

TEXTBOOK PURCHASING PROCEDURE

Orders for textbooks are normally submitted to the bookstore well in advance of each semester in order to be a guide for the bookstore in buying back copies of used books, as well as timely ordering of books from publishers. Faculty members are asked to maintain close coordination with the bookstore on these orders to ensure, as far as possible, that the bookstore is not left with a large stock of books on which the store must take a loss.

PREPARATION OF CLASS SCHEDULES

Department heads and/or associate deans are responsible for preparing and submitting tentative schedules of classes for coming semesters before announced deadlines. This material is submitted to the dean of the area, who coordinates preparation of the schedule for the school or college and is responsible for seeing that the data is entered into Colleague. The Registrar's Office reviews the tentative schedule and develops the final schedule of classes for each academic term.

Amendments to the Schedule

Notice of any change in the schedule of classes should be forwarded from the appropriate deans office to the Registrar's Office and will be sent to all faculty by e-mail. If a class is split, a roster of the names of the students in each section must be submitted to the Registrar as quickly as possible after the split occurs. The roster report must include the department, the course number, section and title, time and place of meeting, and name of the instructor.

Assignment of Classrooms and Laboratories

Classroom and laboratory assignments may be recommended by the department head, who should consider such matters as equipment requirements, expected enrollment, etc. Final assignments are made by the appropriate dean at the time the schedule of classes is prepared. Once the semester begins, changes are made only through the deans' offices.

DISMISSAL OF CLASSES FOR SPECIAL EVENTS

Classes may be dismissed only by the President or the Chief Academic Officer.

DEAD WEEK

While the university does not recognize a formal "dead week," faculty members are encouraged to be aware of the demands placed on students at the end of the semester and, where possible, to avoid requiring major work (not previously assigned) during the last week of a regular semester. Student organizations are also encouraged to limit their activities during this week.

FINAL EXAMINATION SCHEDULE

Final examination schedules are available on the HSU website. Faculty members are expected to comply with this schedule and offer the last examination of the semester during this week whether or not the examination is comprehensive.

PROPOSAL PROCESS: NEW DEGREES AND PROGRAMS

A new program is a new graduate program, new major, new stand-alone minor, or new concentration within an existing program. Any new program requires a rationale and supporting data, because any new program incurs costs, even if it requires no new faculty, equipment, facilities, or library resources. Those costs include catalog work, accounting functions, course scheduling, advising, outcomes assessment, and reporting.

I. New degrees and programs may be proposed by faculty or the administration. Faculty proposals may be developed at the departmental level, but should then go to the area academic dean, who will work with faculty to develop a prospectus and feasibility analysis according to guidelines set by the Provost. Those documents will be submitted to the Provost for approval as indicated in Part II below.

Administration proposals may be developed through the same process, or the administration may choose to go to the Board of Trustees for authorization for the President to appoint a task force to develop the proposal along with a prospectus and feasibility analysis. The proposal will go through the process delineated in Part II for recommendations at each stage until step G, when the curriculum for the proposed program will be submitted to the full faculty (for undergraduate programs) or graduate faculty (for graduate programs) for approval before going to the Board of Trustees.

II. The Administrative Council will consider whether the new program is consistent with the mission of the university and whether HSU has the necessary organization and resources to ensure program quality; also, whether the new program constitutes a substantive change that will require SACSCOC notification or approval. If the program is approved, then the individuals or departments proposing the program should go through the faculty approval process, beginning with the appropriate form(s) and continuing through the:

Department that will administer the program (if it already exists)

- **B.** Curriculum committee of the college or school (if applicable)
- **C.** College or school
- **D.** Registrar (for review and comment)
- **E.** General Education Council (for review and comment on undergraduate programs that affect the university's foundational curriculum)
- **F.** Faculty Academic Committee (undergraduate programs) or Graduate Council (graduate programs), which may recommend approval or non-approval.
- **G.** Full Faculty (undergraduate programs) or Graduate Faculty (graduate programs). (Graduate faculty meetings are usually held two times per semester.)
- **H.** Board of Trustees
- **III.** The Provost should establish and communicate an annual schedule to be followed to make approved curriculum proposals effective in the next year's catalog.

PROPOSAL PROCESS: PROGRAM REVISIONS

Changes to existing programs, whether proposed by faculty or the administration, should go through the faculty approval process, beginning with the appropriate form(s) and continuing through the:

A. Department that will administer the program

- **B.** Curriculum committee of the college or school (if applicable)
- **C.** College or school
- **D.** Registrar (for review and comment)
- **E.** General Education Council (for review and comment if the revision affects the university's foundational curriculum)
- F. Faculty Academic Committee (undergraduate programs) or Graduate Council (graduate programs) for approval if, in the Provost's judgment, the revision affects the university's foundational curriculum or affects units outside the college or school in which the proposal originates, otherwise as information only.
- **G.** Full Faculty (undergraduate programs if, in the Provost's judgment, the proposed revision affects the university's foundational curriculum)
- **H.** Board of Trustees (if the revision is such that it affects the nature of the program)

The Provost should establish and communicate an annual schedule to be followed to make approved curriculum proposals effective in the next year's catalog.

Teacher Education Programs--Special Considerations

Any change in curriculum that affects a teacher education program, in addition to all other approvals, may need approval by the Teacher Education Council, the Big Country Teacher Center, and the State Board of Education. Further information may be obtained from the Associate Dean of the Irvin School of Education.

PROPOSAL PROCESS: THE FOUNDATIONAL CURRICULUM

It is the Board which, as part of its responsibility for the university's mission, determines the size of the university's foundational curriculum and the Student Learner Outcomes to be served by it, as well as any characteristics that may impact the university's ability to maintain a stable financial base to support the university's mission. Faculty proposals to change the foundational curriculum will go through the approval process for program revisions beginning at Step D and going finally to the Board of Trustees for approval. Administration proposals will go to the Registrar, General Education Council, Faculty Academic Committee, and full faculty for their comments and recommendations and to the Board of Trustees for approval.

PROPOSAL PROCESS: ACADEMIC POLICIES

Academic policy changes may be proposed by the faculty or the administration. Though the Board of Trustees has ultimate authority over academic policy, as it does over all general institutional policy (Article II, Section 7, Hardin-Simmons University Bylaws as Adopted February 9, 2007, as Amended October 12, 2012), in the absence of Board action, changes in academic policy should be approved by the Deans Council and the Provost.

Catalog Changes

The *Undergraduate Catalog*, *Graduate Catalog* and the *Logsdon Seminary Catalog* are available on the HSU website annually. Since these catalogs are legal documents, all changes incorporated in them must have been approved by the appropriate bodies. The on-line version of the catalog on the HSU website is considered the official document. It is the responsibility of department heads to see that materials that need to be changed in the catalog are noted and submitted to the editor of the catalog. (Deans are responsible for assuring that the appropriate sections of the catalog are accurate.)

It is the responsibility of department heads and deans to proofread the catalog materials by the appropriate deadlines.

Any discrepancies that may be noted in one of the catalogs during the year should be reported to the editor of that catalog, and the on-line version will be updated.

STUDENT LIFE

Governance of Faculty-Student Relationships

All faculty members should be familiar with the *Undergraduate Catalog* with particular attention to the "Academic Programs and Policies" section which provides many of the rules and regulations that govern faculty-student relationships. These regulations concern grades, academic standing, graduation requirements, transfer credits, the number of hours required for a degree, and other crucial matters related to working with students.

Student Walk Policy

Students are required to wait for an absent faculty member for a period of fifteen minutes. If after that time the faculty member has not arrived, class members are excused for the remainder of the period without penalty unless specific instructions to the contrary have been given.

Student Handbook

Each year a *Student Handbook* is made available and describes student life policies such as housing regulations, student activities, and student personnel services. The *Student Handbook* is available electronically on the university's website. Faculty members have access to this information and should be knowledgeable in all student life matters

Chapel Attendance by Students

Chapel attendance is an important part of the student's life at HSU. Chapel meets in Behrens Chapel each Tuesday at 9:30 a.m. The programs are intended to provide for student needs relevant to Christian maturity, instruction, and worship. Students may receive credit for attending alternative chapel and special programs as approved by the University Chaplain.

All undergraduate students are expected to attend chapel programs throughout their college careers and must meet the minimum attendance requirement for graduation. Specific information on this requirement is contained in the *Undergraduate Catalog* and the *Student Handbook*.

Off-Campus Travel with Student Groups

When planning off-campus travel with students, faculty are requested to submit a Faculty-Led Proposal Form with copies being sent electronically to the Vice President for Finance, the Director of International Studies, and the Provost. Two weeks prior to the expected date of departure, a Faculty-Led Study or Travel Information Sheet should be submitted to the Provost's Office, the Dean of the College or School, the Director of International Studies, the Vice President for Finance, and the Vice President for Student Life. This procedure will help responsible officials know the whereabouts of students and ensure that only approved students represent the University. It is the responsibility of the sponsoring faculty or staff member to notify the teachers of students missing classes for off-campus travel.

EMPLOYEE INFORMATION

RECRUITMENT AND EMPLOYMENT – FACULTY AND STAFF

I. Policy: All prospective employees are requested to complete and submit an Application for Employment to the Human Resources Office via Cornerstone Applicant Management System. Vacant positions created by the establishment of a new position or by termination or transfer of an employee may be filled by promotion, transfer, rehire or new hire. Any offer of employment by the University is contingent upon the satisfactory completion of pre-employment examinations, as appropriate; verification of identity and employment eligibility, in accordance with the Federal Immigration Reform and Control Act of 1986; and acceptance of the conditions of employment.

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Hardin-Simmons University does not illegally discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, genetic information, or military service in employment. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purpose. Minorities and women are encouraged to apply.

II. Procedures:

A. Recruitment - Upon receipt of an approved Request to Fill a Position via Cornerstone Applicant Management System the Human Resources Office will coordinate with the position supervisor to discuss procedures and to review the current job description, any special qualifications and recruiting strategy, including advertisements for the open position.

B. The Human Resources Office will:

- 1. Post the job, in order to seek qualified applicants using various methods: evaluate current employees for promotion or transfer; publicize the opening on the Internet, newspapers, etc.; referrals from employees, previous applications. Also, Human Resources will review employment applications for completeness.
- 2. Assist the hiring manager in reviewing the applications via Cornerstone Applicant Management System. Forward all employment applications to the appropriate person for evaluation/selection for interview.
- C. Employment Upon employment the Human Resources Office will provide onboarding via

 Cornerstone Applicant Management System as well as a face-to-face orientation to the new
 employee concerning benefits; provide the new employee an electronic copy of the Personnel
 Handbook via HSU Central, ensure that appropriate documents are initiated (i.e., INS Form I-9,
 Texas New

Hire Reporting, etc.) Also, determine if background checks, motor vehicle checks and/or credit checks are

required for the position.

D. The hiring manager will notify all non-selected candidates via Cornerstone Applicant Management System Applications for Employment of non-selected candidates will be retained via Cornerstone Applicant Management System for one year for record-keeping purposes and consideration for other positions.

HOURS OF WORK

I. Workweek:

- A. Monthly Paid Employees: A workweek is normally forty plus (40+) hours per week.
- B. Bi-Weekly (Non-Exempt) Paid Employees: A workweek is normally forty (40) hours per week.

II. Work Schedules:

- A. A workweek commences at 12:01 a.m. Sunday and ends 12:00 midnight the following Saturday.
- B. Offices are normally open from 8:00 a.m. to 5:00 p.m., Monday through Friday.
- C. Employees are expected to strictly observe working hours as scheduled by the University and administered by department heads and supervisors. The department head or supervisor should be contacted immediately when the employee cannot report to work. Any change in an employee's daily work schedule must be approved by the department head or supervisor.

III. Procedures:

A. Monthly paid employees are not required to maintain time cards; however, they must complete the HSU Absence Form which is available on HSU Central at the following link: https://central.hsutx.edu/employeeresources/hr/Documents/Benefits/HSU%20Absence%20Report%20(2).pdf

- B. Bi-Weekly (Non-Exempt) Paid Employees:
 - 1. The Human Resources/Payroll Office will provide department heads with a bi-weekly pay period schedule for each calendar year.
 - 2. Time cards for recording the employee's time for each scheduled bi-weekly pay period are provided to employees by the Human Resources/Payroll Office.
 - 3. Employees are responsible for maintaining and signing their own time cards. Time must not be filled out in advance.
 - 4. Supervisors and/or department heads are responsible for collecting, verifying, approving and submitting time cards to Human Resources/Payroll Office no later than noon Monday following the close of the pay period.
 - 5. Actual hours worked each day must be reported on time cards by recording actual clock reading.
 - 6. If time is made up for non-pay status time off, the time missed should be made up during the same workweek.
 - 7. Total hours reported each day must be rounded to the nearest quarter hour.
- C. Intentional distortion of a time record shall be considered adequate grounds for dismissal. Any employee receiving instructions to complete time records misrepresenting the facts should refuse to do so and should report the incident immediately to the Human Resources/Payroll Office.
- D. Rest Breaks: Two daily ten-minute breaks are optional for all employees at the discretion of the department heads. Department heads and supervisors are charged with the responsibility of scheduling breaks so that the areas of responsibility are adequately staffed. Break time is non-cumulative. Abuse of the break privilege shall result in suspension of such privilege.

OVERTIME

General. It is the policy of the University to compensate employees covered by the Fair Labor Standards Act (FLSA) for time worked in excess of their regular scheduled hours (up to forty hours) at their regular rate of pay and to pay overtime pay (one and one-half times the employee's hourly rate) for any hours worked in excess of forty (40) hours per week in accordance with the FLSA. Only time actually worked in excess of forty hours per week is counted in computing premium pay. It is the responsibility of each supervisor and/or department head to ensure that covered employees do not voluntarily work in excess of their regularly scheduled hours unless approved and reported. Overtime must be approved by supervisors before it is actually performed.

(STAFF) PERFORMANCE EVALUATION

- I. Performance evaluation is a tool by which the University determines to what extent the employee is effectively performing his/her job. The University's performance evaluation program is structured to provide for regular and systematic evaluation of each employee covered by this program. Supervisors are continuously evaluating employee job performance. Day-to-day interaction between supervisors and individual employees should provide a sense a supervisor perceives performance. The program provides the following:
 - A. Basis for determining how the employee is performing the duties of the position.
 - B. Recommendations for improving the employee's job performance.
 - C. Basis for consideration of employee's promotion.
 - D. Basis for consideration of employee's wage adjustment.
 - E. During formal performance reviews, supervisors will consider the following things, among others:
 - 1. Attendance, initiative and effort
 - 2. Knowledge of work
 - 3. Attitude and willingness
 - 4. The quality and quantity of work
 - 5. The conditions under which employees work
 - F. The primary reason for performance reviews is to identify strengths and weaknesses in order to reinforce good habits and develop ways to improve weaker areas. This review also serves to make employees aware of and to document how their job performance compares to the job goals and descriptions. This is a good time to discuss interests and future goals. Supervisors are interested in helping their employees to progress and grow in order to achieve personal as well as work related goals Also, supervisors may recommend further training or additional opportunities.
 - G. In addition to individual job performance reviews, Hardin-Simmons University periodically conducts a review of job descriptions to insure that we are fully aware of any changes in the duties and responsibilities of each position, and employees are recognized and adequately compensated. If a job description is not current, employees should talk with their supervisor or contact the Human Resources Director.
- II. Staff Employees are evaluated annually. Adjustments are made for employees who have not served under their supervisor for at least 90 calendar days. Faculty and executive employee's performances are evaluated independently of this program.
- III. Approximately sixty (60) days prior to the evaluation, employee listings and performance evaluation forms are transmitted by the Department of Human Resources to the appropriate Vice President and/or Department Heads. Department Heads are responsible for the overall performance review process. They will schedule and conduct performance evaluation reviews with each employee. The Employee Evaluation Guidelines are used in the evaluation process. Performance Standards, job descriptions and other pertinent data are useful in relating the employee's performance to job tasks and responsibilities. An Employee Evaluation Report (EER) is completed, signed and dated by the supervisor and forwarded to the appropriate Vice President for review with the employee. After the review, the EER should be signed and dated by the employee, acknowledging his/her review and receipt of the employee copy. Signing the EER does not imply agreement with the report. On those occasions when an employee's opinion regarding his/her performance and the supervisor's opinion of the employee's performance are so different that agreement is impossible, the employee may send separate comments to the Human Resources Office. If a grievance is filed, it must be submitted to the Human Resources Director within five (5) working days from the date of the performance evaluation. The grievance will be reviewed by the appropriate Vice President and/or President who will make the final decision.
- IV. Compensation Reviews. Wage and salary increases are based on merit alone, not length of service or the cost of living. Having a compensation review does not necessarily mean that an employee will be given an increase. Hardin-Simmons University conducts compensation reviews annually following performance reviews. The effective

date and amount of any wage or salary increases will be determined by the HSU Trustees. Wage and salary increases may be retroactive in the case of late reviews, at the discretion of the President.

ANNOUNCEMENT OF AVAILABLE POSITIONS

Available positions are announced to the University community on the Human Resources web site and frequently in newspapers, and various other related publications, i.e., NCAA News, etc.

PROMOTIONS/TRANSFERS

- I. Promotion, Job Assignment, and Transfer
 - A. Promotions: A promotion is a move to a new position with greater responsibilities and a higher salary range. A current employee may be considered for promotion on the basis of performance in his or her present position and potential for performance in the position considered.
 - B. Promotions will normally be accomplished through a job posting program giving present employees first consideration. However, persons outside the University may be considered at the same time that the position is posted and internal candidates are reviewed. *Transfers*: From time to time, an employee may decide that a voluntary transfer at the same level or grade is in his or her best interest in that it may provide an opportunity to acquire new skills and allow for upward mobility. Area Vice-Presidents may also transfer employees to facilitate departmental reorganization and better utilize HSU employees.
 - 1. It is the policy of Hardin-Simmons University to promote from within when deemed to be in the best interest of the University. Therefore, supervisors are urged to consider employees under their supervision who may be qualified for advancement.
 - 2. Potential for performance in the higher position, rather than tenure in the present position, should be the primary criteria for promotion.

II. Transfer

- A. Transfers may be initiated under the following conditions:
- 1. To provide a maximum opportunity for an employee to utilize his/her full potential and for the University to receive the benefit of such abilities.
- 2. To provide optimal job satisfaction for each employee.
- 3. To retain the services of competent employees whose jobs have been discontinued.
- B. When an interdepartmental transfer may be contemplated, it is suggested that the employee discuss this matter with his/her supervisor. If the employee's performance is satisfactory, and the supervisor is unable to modify the work situation in such a way as to meet the needs of the person, it is hoped that he will cooperate in aiding the individual to fulfill his potential in another position with the University.
- C. An employee whose performance is unsatisfactory, either because of inability or lack of motivation, shall not be transferred unless there is good reason to believe that satisfactory performance is possible and probable in a new job. A transfer shall never be substituted for a supervisor's responsibility for the development of his employees or in lieu of termination where the latter is obviously appropriate.
- D. If an employee's job is terminated because of lack of funds or because the job is no longer necessary or vital to the University, the University will attempt to assist the employee in making a transfer, but is not obligated if a transfer cannot be made.
- E. When an employee is transferred from one department to another within the University, his/her employee benefits and conditions of employment shall be appropriately confirmed or adjusted in conference with his/her new supervisor and the Vice President for Finance.

EMPLOYEE DISCIPLINARY PROCEDURE

- I. Certain standards of performance and conduct must be maintained. Generally, these standards are recognized and followed by individual employees without need for action by the supervisor. When an employee fails to meet these standards, an oral reminder or counseling by the supervisor normally results in correction of the situation. However, when an employee does not respond to oral reminders or counseling, formal discipline may be necessary.
- II. The appropriate discipline must be determined based upon the circumstances of each case. The Human Resources Director is available to assist and review the determination of appropriate disciplinary action.

Grounds for discipline (or immediate termination) include but are not limited to:

- 1. Insubordination
- 2. Violation of the University's anti-drug and alcohol policies.
- 3. Theft or dishonesty
- 4. Property damage or misuse
- 5. Absenteeism or tardiness
- 6. Violation of confidentiality
- 7. Poor work performance
- 8. Unprofessional conduct
- 9. Personal conduct or behavior inconsistent with the standards of Christian morality and ethics advanced by the University, including acts of moral turpitude.
- 10. Workplace harassment, or horseplay or other acts that jeopardize the safety of others.
- 11. Other behavior, either during or outside of working hours, which causes discredit to the University.
- 12. Any violation of the SB 212: Mandatory Reporting Requirements for Certain Incidents of Sexual Misconduct (see policy and criminal penalties listed on page 41 of the Personnel Handbook)
- III. A progressive disciplinary procedure usually consists of an oral warning or counseling session, followed by written warnings, probationary actions, suspension without pay, or termination of employment. The seriousness of the situation determines the method used; i.e., for serious incidents immediate termination of employment would be appropriate, whereas several disciplinary steps may be used for less serious incidents.

Documentation of oral warnings / counseling sessions and written warnings should be forwarded to the Human Resources Office. Probation, suspension and termination must be approved by the Human Resources Office, and in the case of termination, by the appropriate vice president and President.

A. Employee Grievance Process: An employee who wants to challenge his or her discipline or termination through the grievance process must present a claim to his or her immediate supervisor within five (5) working days after notification of the discipline or termination.

TERMINATIONS

- I. Policy:
 - A. The personnel termination shall be initiated when an employer-employee relationship is discontinued for the following reasons:
 - 1. Voluntary Termination A terminating employee is expected to give two (2) weeks notice. When two weeks' notice is given, an employee will be paid for actual time worked and accrued vacation leave up to the maximum of the employee's annual entitlement. Failure to give two weeks' notice will result in forfeiture of accrued vacation leave pay.

- 2. University Termination
 - a. Advance notice from the University is not required.
 - b. If an employee has been employed by the University for more than three months, and has performed satisfactorily (e.g., when a position has been abolished), the University will give the employee two weeks' notice.
 - c. An employee will be paid for actual time worked.
 - d. An employee will be advised of the University's grievance process. An employee who desires to challenge his or her discipline or termination may do so through the grievance process. Grievances must be filed in writing to the immediate supervisor and/or Human Resources within five (5) working days after the notification of the discipline or termination.
 - e. A termination must be coordinated with the Human Resources Office and approved by the appropriate vice president and President.
- 3. Official Retirement An employee will be paid for actual time worked and accrued vacation leave up to the maximum of the employee's annual entitlement.
- Death Payment to the employee's estate will be made for the employee's actual time
 worked and accrued vacation leave up to the maximum of the employee's annual
 entitlement.
- B. Payment for accrued vacation leave does not extend employment.

II. Procedure:

- A. The Supervisor/Department Head will prepare and forward a memorandum indicating termination to the Human Resources Office and the terminating employee and schedule an exit interview with the Human Resources Director.
- B. Terminating employee will:
 - 1. Be responsible for the following, upon receipt of a termination memorandum:
 - 2. Return I.D. card(s), keys, uniforms, and any other University property to the Human Resources Office.
 - 3. Clean laboratory/workplace and ensure that any hazardous materials are properly labeled.
 - 4. Return library books to the appropriate University library.
 - 5. Pay or make arrangements to pay any indebtedness owed to the University or related entity.
 - 6. Coordinate termination with the Student Financial Aid Office if faculty member, faculty member's spouse and/or faculty member's dependents are receiving tuition allowances through the personnel tuition scholarships program.
 - 7. Coordinate with the Human Resources Office for insurance and retirement matters.
- C. The Human Resources/Payroll Office will take the following actions, upon completion of all required clearance actions by the employee:
 - 1. Mail final paycheck to the forwarding address as indicated or hold the final paycheck in the Payroll Office to be released on the next regularly scheduled pay date, as directed by the employee.
 - 2. Mail W-2 forms to the forwarding address indicated.

ADDENDA

HSU COMPREHENSIVE FACULTY EVALUATION SYSTEM

Table of Contents

Introduction	1
Faculty Job Description	1
Librarians	1
Components of the CFE	2
1. IDEA	2
Librarians	3
2. The Faculty Activities Report	3
Librarians	4
Adjunct Faculty	4
3. Evaluation by Dean or Chair	4
4. Peer-to Peer Mentoring	5
Adjunct Faculty	6
Schedule for the Comprehensive Faculty Evaluation	7
Final Report of Components: "Faculty Performance Summary"	8
Administrative Responsibility of the CFE	8
Exceptions and Special Circumstances	8
Associate Deans / Program Directors / Department Chairs	9
Deans	9
Comprehensive Schedule (Table)	9
Forms used in the HSU CFE Process	
Faculty Activities Report	Appendix A
Dean or Chair Evaluation of Faculty	Appendix B
Faculty Member's Evidence of Progress on Performance Improvement Plan	Appendix C
Dean's Response to Faculty Member's Evidence of Progress on PIP	Appendix D
Peer-to-Peer Mentoring Forms	Appendix E
Final Report for the CFE: Faculty Performance Summary	Appendix F
Associate Dean / Program Director / Department Chair Evaluation Forms	
Faculty Survey	Appendix G
Chair / Program Director / Associate Dean Activities Report	Appendix H
Dean Evaluation of Associate Dean / Program Director / Department Chair	Appendix I
Dean Evaluation: Faculty Survey	Appendix I

Introduction

After consultation with the Teaching Effectiveness Committee, the provost and the Deans Council have adopted the **HSU Comprehensive Faculty Evaluation System** as a process for evaluating performance for the primary purposes of faculty development and improvement of teaching. Other important functions of the system are to provide the faculty with regular feedback on their job performance and to document the assessments that will inform faculty development plans and employment decisions, including promotion, tenure, and merit-pay.

Faculty Job Description

The documents that govern the responsibilities of the faculty of Hardin-Simmons University are the Faculty Contract (FC) and the HSU Personnel Handbook (PH). Faculty performance must be evaluated against the standards set forth in those documents. Certain job functions are deemed essential because of the language used: *primarily*, *most important*, *essential*. Additional requirements are still requirements, some mentioned more than once in the governing documents, and some, such as the Christian commitment, clearly central to the university's mission to provide its students with excellence in education enlightened by Christian faith and values.

Librarians Librarians are issued faculty contracts with the same rights and responsibilities as other members of the faculty. Except as noted below, librarians will follow all procedures for the Comprehensive Faculty Evaluation.

Essential functions

- Teaching ("A faculty appointment ... is primarily a teaching position." PH 81, see also 86)
 - o Knowledge of the subject matter (PH 81) with time spent to remain current in the teaching field through private study and professional activities ("Teaching loads are limited so that faculty members may have necessary time for study, reflection and creative activity essential to their intellectual life and professional growth." PH 19, see also PH 78 (graduate faculty), 81, 82, and 96)
 - o Effective communication skills (PH 81)
 - O Carefully planned courses that follows a syllabus (FC) that is consistent with the course description in the university catalog and communicates to students the goals and requirements of the course along with methods of evaluation and "other policy items as directed by the Chief Academic Officer" (PH 92). Normal load: 12-14 hours/semester (PH 90). "Some professors will be called upon to teach during the evening hours as part of their teaching load." (PH 91)
 - o **Librarians** Effective library service to the university community with "high quality of performance in the librarian's area of primary assignment." (PH 83)
- Advising students ("One of the most important functions of faculty members" PH 91), which requires:

- o Familiarity with the schedule of classes (PH 91)
- o Familiarity with catalog requirements (PH 91)
- Ten regular office hours per week to provide counsel to students (FC, PH 86-7, 91)
- Serving on committees (FC, "Accepting the responsibility of ... committee assignments is recognized as an essential part of professional duties." PH 82)
 - o up to two, unless the one is Teaching Effectiveness Committee, Rank & Tenure, or Faculty Development (PH 79)

Additional requirements

- "[A] genuine commitment to Jesus Christ as personal Savior and Lord, a concern for an appropriate Christian witness to students, a willingness to support the community of faith—both within the local church and in the church universal" (PH 95-6, also 82)
- Attendance at commencements (FC, PH 95) and other major academic functions (FC), such as official convocations (PH 95), and faculty meetings (PH 75)
- Keeping course records for at least a year ("Maintaining appropriate records" FC)
- Making timely reports including periodic and final grade reports (FC, PH 87, 92)
- Observing university policy regarding copyrights (PH 97), which is described in Addendum E (PH 143-47)
- Compliance with final exam schedules (PH 98)
- As requested, meeting with prospective students and participating in previews and roundups ("Perform other duties incident to your faculty position which may reasonably be assigned by the administration" FC)

Components of the CFE

The system consists of three basic components:

- 1. A student survey instrument, currently the IDEA
- 2. An annual Faculty Activities Report (See Appendix A), along with any supporting documents.
- 3. An annual evaluation by the faculty member's dean, associate dean, or department chair (See Appendix B).

These basic components may be supplemented by a fourth:

4. Peer-to-Peer Mentoring comments on Course Design (see Appendix E-1) and, possibly, Classroom Performance (see Appendix E-2).

1. IDEA Student Ratings of Instruction System (SRI)

According to the IDEA website, "student voice matters": "In order to get a complete picture of instruction, we insist that students' voices be heard as they spend more time observing faculty

than anyone else on campus." And again, "Certainly, students are not experts qualified to evaluate us on, say, whether we used the best and most applicable course readings. But they are experts on what they experienced and learned in a course, and they ought to have a voice." (http://www.ideaedu.org/Services/Services-to-Improve-Teaching-and-Learning/Student-Ratings-of-Instruction, quoting Gannon, K., "In Defense (Sort of) of Student Evaluations of Teaching," *Chronicle of Higher Education*, May 2018).

The IDEA SRI is an online survey instrument that will be administered for every class each Fall, Spring, and Summer, including MayTerm. Survey results, including student comments, will be available to the appropriate chair and dean as well as to the faculty member. Comments that reflect an impact on student learning may be utilized by the dean and/or department chair for helping the faculty member to identify areas in which further development could improve quality of teaching.

The IDEA SRI allows the faculty member to determine essential and important objectives for each course and to describe the level of students taking the course. Faculty ratings are adjusted for these factors, as well as for student-reported levels of motivation, course difficulty, and desire to take the course.

Librarians The IDEA component of the Comprehensive Faculty Evaluation will not apply to librarians unless the librarian is serving as a classroom teacher.

2. The Faculty Activities Report

A template for the annual Faculty Activities Report is found at Appendix A. The purpose of this report, which should be submitted to the appropriate dean or associate dean by April 1 of each year, is to provide a structured format for assembling the evidence on which the Comprehensive Faculty Evaluation will be based. The sections of the Report are *Teaching, Professional Development and Scholarly Activity, University Service*, and *Other Service*, addressing performance within the academic year rather than the calendar year. The Teaching Effectiveness Committee has prepared checklists of activities that might be enumerated within each category, called "Assembling the CFE Faculty Activities Report." This checklist is available on HSU Central under Employee Resources, but in general the Faculty Activity report should be informed by the Faculty Job Description above and by the "Criteria for Excellence in College Teaching" portion of the HSU Personnel Handbook (PH 81-2).

- The *Teaching* component of the report should be informed by the first two sections of the "Criteria for Excellence in College Teaching." Results of the IDEA Student Rating Instrument and any peer comments and observations (see subsection 4 below) should be addressed here.
- Professional Development and Scholarly Activity should be informed by sections III, IV, and V of the "Criteria for Excellence in College Teaching" and also by the description of scholarly activities under Graduate Faculty in the HSU Personnel Handbook (PH 78), which identifies Boyer's four types of scholarship: Discovery, Integration, Application, and Teaching (Boyer, E. L. 1990)
- University Service is paragraph VI in the "Criteria for Excellence in College Teaching."
- Other Service is included in recognition of the important role that university faculty play in their professions, churches, and communities.

 Any participation in "appropriate national and/or regional professional organizations" should be documented here: Active participation in such an organization is one of three requirements for promotion to the rank of Professor (PH 83).

The faculty member's "Christian Faith and Professional Life" — paragraph VII of the "Criteria for Excellence in College Teaching" — should be given "special emphasis" throughout (PH 19).

Librarians Since effective library service to the university community is the primary obligation of the libraries, a high quality of performance in the librarian's area of primary assignment is the most important criterion for evaluation. The *Teaching* section of the Faculty Activities Report for librarians will include components to evaluate performance in the areas of liaison engagement, collection management, and, as appropriate, course design and instructional delivery. The *Professional Development & Scholarly Activity, University Service*, and *Other Service* sections will be the same as for all other faculty.

Adjunct Faculty Adjunct faculty will not file the Faculty Activities Report, but instead will provide an evaluation packet for each course as indicated below.

3. Evaluation by Dean or Chair

The faculty member's dean determines whether the dean, associate dean, or department chair will evaluate the annual Faculty Activities Report.

Using the form found in Appendix B, the evaluator will assign a rating to each section of the Faculty Activities Report based on the report itself, IDEA results, any comments of a peer reviewer (see subsection 4), and Evidence of Progress on Performance Improvement Plan, if one was required. The rating will be based on the following scale:

EE= exceeds expectations	Exceeds the expectations for performance set by the high
	standards of the HSU faculty. With commitment and skill, the
	faculty member exceeds the performance of most members of
	the HSU faculty according to the Criteria for Excellence in
	College Teaching, going above and beyond in contributing to
	the functioning of the department and the institution.
ME= meets expectations	Meets the high bar of expectations set by the HSU faculty's
	professionalism, work ethic, and teaching performance,
	satisfying the Criteria for Excellence in College Teaching and
	contributing to the functioning of the department and the
	institution.
BE= below expectations	Does not consistently meet the expectations set by the HSU-
	faculty's professionalism, work ethic, and teaching
	performance and falls short of the Criteria for Excellence in
	College Teaching. Improvement is required before the next
	evaluation.

UN= unacceptable	Does not meet the minimum standards of professional
_	performance required of all HSU faculty. Because performance
	is inconsistent with employment requirements, evidence of
	satisfactory progress on the assigned Performance Improvement
	Plan is required by February 1st of the next academic year.

Before the end of the Spring semester, the evaluator will meet one-on-one with the faculty member to discuss the rating given in each area and to suggest (in the case of a rating of "below expectations") or require (in the case of an unacceptable rating) actions that can be taken for improvement. A faculty member who believes the ratings to be based on incomplete information or influenced by inappropriate factors can request a joint meeting with the evaluator and the dean, associate dean, and department head, as applicable, to review the evaluation and can request a further review with the dean and provost. The faculty member will indicate agreement or disagreement with the evaluator's ratings and will have seven days after the last of those meetings to provide additional written support for that position.

Performance Improvement Plan (PIP)

The Faculty Member's Evidence of Progress on Performance Improvement Plan (Appendix C) is a self-evaluation by the faculty member for the purposes of demonstrating intentional activities to improve in areas identified as opportunities for improvement in the previous evaluation cycle. If any ratings were "Unacceptable," this report is due by February 1 of the following year. If all ratings were above "Unacceptable," the report can be filed by April 1 along with the Faculty Activities Report to address any areas rated "Below Expectations."

The faculty member's dean will prepare a response to all Evidence of Progress reports using the form in Appendix D. For those PIPs filed in response to one or more ratings of unacceptable, the Dean's Response is due by March 1, after which both the PIP and the Dean's Response will be reviewed by an ad hoc committee of three deans other than the faculty member's dean to determine whether continued employment is appropriate. The committee will make its recommendation to the provost, who will determine whether termination for failure to perform university duties in a competent and professional manner is appropriate. A terminated faculty member who holds tenure or is terminated prior to the expiration of a term appointment has the right to an appeal before the university president as delineated in the Personnel Handbook (PH 86).

More extensive evaluation may be done in special circumstances as determined by the chair, dean, or provost, and may include classroom observation.

4. Peer-to-Peer Mentoring

Peer-to-peer mentoring is part of a process geared toward improvement of course design, content delivery, and assessment methods.

Course Design

Each faculty member is encouraged to consult with one or more colleagues about the design of new or substantially revised courses and to discuss strengths and areas for possible improvement.

Faculty members in their first two years at Hardin-Simmons University are required to have this consultation with colleagues according to the schedule below. The faculty member and the peer have discretion in working together to decide the best process to implement this review and consultation, whether to work from a packet of printed documents or to look together at the course syllabus, required materials, lesson plans, assessment instruments, etc. A faculty member can select a peer from whom to receive consultation, or can request assistance from another faculty member, department head, associate dean, or dean in selecting a peer to serve in this role.

If the faculty member wishes to document the consultation, or if such documentation is required according to the schedule below, the peer mentor will provide comments and observations on the form found at Appendix E-1, referring as appropriate to items on the instructional design, instructional delivery, and instructional assessment checklists provided in "Assembling the CFE Faculty Activities Report" on HSU Central. The faculty member will have the opportunity to comment, and both peer and faculty member should sign the form before it is submitted, along with the Faculty Activities Report, on or before April 1.

Frequency of Peer Review and Mentoring

In the first two years at Hardin-Simmons University, every faculty member is required to participate in this peer-review process, consulting with a colleague on the course design of three courses per academic year. After the first two years, participation is optional—except for faculty coming up for consideration for tenure or promotion in the next year.

Adjunct Faculty For each course taught, adjunct faculty will provide to the dean or department chair an evaluation packet that includes a course syllabus, a copy of tests or testing materials, and an example of teaching materials from each course. The materials may include copies of notes, handouts, case studies, exercises, or other materials that the adjunct faculty member deems representative for the course being evaluated. The dean will assign a full-time faculty member with appropriate qualifications to evaluate the packet and review it with the adjunct.

Adjunct faculty who have taught for the University for more than three semesters and have provided a minimum of three evaluation packets may, at the discretion of the dean, be evaluated on a schedule that is acceptable to the dean instead of every class each semester that an adjunct faculty teaches.

Classroom Observation

Observation of classroom teaching is not a required component for the CFE, though a faculty member may ask a peer, dean, or chair to observe his or her classroom teaching at any time for personal feedback or to provide evidence of teaching effectiveness (See Appendix E-2). In addition, classroom observation may be required as part of a Performance Improvement Plan outlined by a dean or chair in the Dean or Chair Evaluation of Faculty (Appendix B). In either case, multiple observations of classroom teaching are ideal in supplying a sufficient sampling for evaluation. If an in-class observation affects the classroom dynamic, observation of classroom teaching can be accomplished by video capture.

Adjunct Faculty The dean has the discretion to arrange a classroom observation of adjunct faculty by a qualified faculty member using the form at Appendix E-2.

Choosing the peer reviewer

The peer reviewer will be selected cooperatively by the faculty member and the dean or chair from a pool of possible evaluators identified by the dean or chair. A peer reviewer could be an:

- Internal content peer (at HSU, possibly in the same department) who possesses the same content expertise as the individual being evaluated.
- Internal non-content peer (at HSU, but not in the same department) who does not possess same content expertise as the individual being evaluated, but possesses expertise in a similar or related content area.
- External content peer (not at HSU), if necessary.

Some faculty members could not be a peer reviewer:

- Anyone who is related by marriage, romantic relationship, or through family ties.
- A peer reviewer who has done an evaluation on the same faculty member within the past three years.

Nothing in this section prohibits the appropriate dean or chair from conducting additional evaluations of either course design or classroom performance at his or her discretion.

Schedule for the Comprehensive Faculty Evaluation

Each term, Fall, Spring, and Summer, faculty members will complete a Faculty Information Form for each course to facilitate the administration of the IDEA survey instrument.

April 1 of each year is the due date for submission to the faculty member's dean (or dean's designee) of the Faculty Activities Report, and, if applicable, the peer reviewer's comments on course design or classroom performance.

If the previous evaluation contained any unacceptable ratings, these must be addressed in the Faculty Member's Evidence of Progress on Performance Improvement Plan (Appendix C) by February 1 of the following year. Otherwise, the Evidence of Progress can be filed with the Faculty Activities Report on April 1 to address any areas rated "Below Expectations."

Before the end of the Spring semester, the Dean or Chair Evaluation of Faculty must be completed and the Evaluation reviewed and signed by both the evaluator and the faculty member. Following the meeting with the evaluator and any appeals, a faculty member will then have seven days to provide supporting documentation of the faculty member's response to the evaluation if so desired.

The dean or chair will prepare the final report for the CFE, the Faculty Performance Summary (Appendix F), and provide copies to the faculty member and to the provost. The provost, at the provost's discretion, may request the full Dean or Chair Evaluation of Faculty (Appendix B) to file with the Faculty Performance Summary.

Final Report for the CFE: FACULTY PERFORMANCE SUMMARY

Sample:

FACULTY PERFORMANCE SUMMARY for Professor ABC	
IDEA Student Rating Instrument (average of adjusted Summary-	3.8
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	EE
Professional Development & Scholarly Activity	ME
University Service	BE
Other Service	ME

Administrative Responsibility of the CFE

The responsibility for administration of the Comprehensive Faculty Evaluation System ultimately lies with the provost and the president of the university. Within this administrative purview:

The Teaching Effectiveness Committee is charged with serving the faculty as a source for guidance and technical expertise, and as an advisory committee to the provost and Deans Council for implementing and revising the faculty evaluation process. The committee will also be charged with reviewing and evaluating exceptions and special circumstances which may exist for departments or individuals (see "Exceptions and Special Circumstances" below), and with making recommendations to the appropriate dean and provost. The provost will give final approval.

The Manager of Surveys and Evaluations in the department of Institutional Research and Analytics is charged with administration of the IDEA, under the direction of the provost.

For schools that have discrete departments, deans will determine whether the dean, associate dean, or department chair complete the Dean or Chair Evaluation for each faculty member. For evaluation of the *faculty* role of associate deans, program directors, and department chairs, deans will fill the role of evaluator, using the form Dean or Chair Evaluation of Faculty (Appendix B) as described above. For evaluation of the *administrative* role of associate deans, program directors, and department chairs, deans will fill the role of evaluator as described below, using the form Dean Evaluation of Associate Deans, Program Directors, and Department Chairs (Appendix I).

The deans are responsible for keeping permanent copies of all completed forms.

Exceptions and Special Circumstances

While it is obvious that no faculty evaluation process perfectly fits each individual department or faculty member, the university will strive for continuity and congruence in the evaluation process

and content across schools, departments and individuals. In cases where this is not feasible, exceptions may be made. Exceptions of this nature will be first approved by the dean, then the provost, who may consult the Teaching Effectiveness Committee for recommendations and guidance. For example, the IDEA is limited in its ability to provide valid assessment of classes with less than a critical mass. In some cases, classes may be combined to provide a critical mass of students, or, where that is not feasible, the survey may be waived. In rare cases, the department or school may choose to develop an alternate instrument. These exceptions should be few, and should occur only in the most demanding situations. If exceptions are made, care should be taken to approximate the information on the IDEA as closely as possible in order to allow for congruence of process and content across the university. The provost has final approval of all such exceptions.

Associate Deans / Program Directors / Department Chair

Each year, deans will evaluate associate deans, program directors, and department chairs in their administrative roles as well as their faculty roles. A survey instrument (Appendix G) will be administered online to all faculty in the department, program, or school before the end of the Spring semester, with results going to the area dean and to the associate deans, program directors, and department chairs. On or before May 31, associate deans, program directors, and department chairs will submit to the area dean a narrative report of all administrative activities for the year using the form found in Appendix H.

Using the form found in Appendix I, deans will evaluate each associate dean, program or extension director, and department chair and will review the evaluation with the person evaluated before October 1 of the following academic year.

Deans

Each year, deans will be evaluated in their administrative roles as well as their faculty roles. A survey instrument (Appendix J) will be administered online to all faculty in the college or school before the end of the Spring semester, with results going to the dean and the provost. On or before May 31, each dean will submit to the provost a narrative report of all administrative activities for the year, along with a description of new projects or initiatives and of problem management.

The provost will evaluate those reports and will review them with each dean before October 1 of the following academic year.

Comprehensive Schedule

Due Date	Action Item
April 1	Faculty Activities Report, including Evidence of Progress on PIP if required (Appendix A)
	Peer-to-Peer Documentation for Course design & Classroom Observation if applicable (Appendix E)
End of Spring semester	Dean or chair completes Evaluation Form and meets with faculty member (Appendix B)
	Faculty survey of Department Chairs, Program Directors, Associate Deans, and Deans administered
One week after meeting with Dean or Chair	Faculty submission of additional evidence to support agreement or disagreement with Dean or Chair Evaluation
May 31	Chair, Program Director, and Associate Dean Activities Report to Dean
	Dean Activities Report to Provost
October 1 of the next academic year	Dean completes Evaluation Forms and meets with each Chair, Program Director, and Associate Dean
,	Provost completes Evaluation of Dean Forms and meets with each Dean
February 1	Faculty Member's Evidence of Progress on PIP, if any ratings from Dean or Chair Evaluation were "Unacceptable" (Appendix C)
March 1	Dean's Response to Faculty Member's Evidence of Progress on PIP, if such was filed, and meeting to discuss (Appendix D)



HSU Comprehensive Faculty Evaluation System Faculty Activities Report

Name:
School or Department:
Current Rank:
Current Tenure Status:
Academic year:
List all relevant information from the past 12 months to be reviewed for each of the following categories.
Section 1. Teaching. Actions taken to improve courses and enhance student learning
IDEA Student Rating Instrument (average of adjusted Summary-Evaluation scores): Last 12 months: Previous 12 months:
Number of courses taught in academic year: Number of different preparations: Number of graduate courses: New Course Preparations:
New Course Freparations.
Reflections on actions to improve or enhance teaching:
Section 2. Professional Development & Scholarly Activity. Scholarly & creative activities related to teaching or the teaching field

Section 3. University Service. Nonteaching duties, including committee work, sponsorships of student organizations, attendance at faculty meetings, commencement, and other major academic functions
Committee memberships:
Number of advisees seen in academic year:
Cooperative efforts in supporting academic program(s):
Section 4. Other Service. To the profession, the church, or the community
National or regional professional organization (if a participant):
Level of Participation (Offices held, committee memberships, presentations, etc.):
☐ Faculty Evidence of Progress on Performance Improvement Plan attached (if relevant
Faculty Member's SignatureDate:



HSU Comprehensive Faculty Evaluation System Dean or Chair Evaluation of Faculty

Name of Faculty Member Bei	ng Evaluated:	
School or Department:	Academic Year:	
Scale:		
EE= exceeds expectations	Exceeds the expectations for performance set by the high standards of the HSU faculty. With commitment and skill, the faculty member exceeds the performance of most members of the HSU faculty according to the Criteria for Excellence in College Teaching, going above and beyond in contributing to the functioning of the department and the institution.	
ME= meets expectations	Meets the high bar of expectations set by the HSU faculty's professionalism, work ethic, and teaching performance, satisfying the Criteria for Excellence in College Teaching and contributing to the functioning of the department and the institution.	
BE= below expectations	Does not consistently meet the expectations set by the HSU-faculty's professionalism, work ethic, and teaching performance and falls short of the Criteria for Excellence in College Teaching. Improvement is required before the next evaluation.	
UN= unacceptable	Does not meet the minimum standards of professional performance required of all HSU faculty. Because performance is inconsistent with employment requirements, evidence of satisfactory progress on the assigned Performance Improvement Plan is required by February 1 st of the next academic year.	

Circle the appropriate rating. All scores require written ju	stificati	on.		
Teaching EE ME BE UN				
Comments: (provide specific detail in support of rating)				
☐ Thorough, accurate syllabi				
Professional Davidonment P. Scholarly Activity	EE	ME	BE	UN
Professional Development & Scholarly Activity Comments: (provide specific detail)	CC	IVIL	DL	UIN
Comments: (provide specific detail)				
University Service	EE	ME	BE	UN
Comments: (provide specific detail)	LL	141-	DL	0
Comments. (provide specific detail)				
Attendance at faculty meetings & major academic functions?				
Keeping regularly scheduled office hours?				
Timely filing of required reports?				
Compliance with university policies?				
		. 45	5.5	
Other Service	EE	ME	BE	UN
Comments: (provide specific detail)				
\square Evidence of active participation in an appropriate national or re	egional o	rganizat	ion	

Performance Improvement Plan (for Below Expectations or Unacceptable ratings) Requirements with assessment measures and timeline for implementation		
'	' 	
Dean/Chair Signature	Date:	
Faculty Member's Signature	Date:	
☐ I wish to provide a written response to the today's date	is evaluation and will do so within 1 week	



Faculty Member's Evidence of Progress On Performance Improvement Plan (PIP)

Due February 1 if any rating "Unacceptable" Otherwise, file with Faculty Activities Report April 1

Name of Faculty:
Academic Year PIP Assigned:
 For each element of the Performance Improvement Plan assigned at the end of the last academic year, describe in detail how you responded to and/or implemented the recommendations. Provide examples of any documents, activities, or work-product that illustrate your response.
Element 1
Progress:
Element 2Progress:
Element 3
Progress:
(Etc.)

II. Describe the goals you intend to accomplish during the next year that would enhance your professional growth and/or enhance your teaching skill and effectiveness. Also list any goals that would support the University in the achievement of its mission.

Faculty Member's Signature	Date:
raculty Member 3 Signature	_ Date



(Etc.)

Dean's Response to Faculty Member's Evidence of Progress On Performance Improvement Plan

Scale			
G	Good	Progress adequately addresses the concern in this area.	
Α	Acceptable	Progress on the concern in this area. Further improvement must be documented in this year's Faculty Activity Report.	
I	Insufficient	Minimal progress inconsistent with continued employment.	
Eleme	nt 1.		
Progress:		G A	
Eleme	nt 2.		
Progress:		G A	
Eleme	nt 3.		

Appendix D

Dean's Signature:	Date:
Provost's Signature:	Date:
Faculty Member's Signature	Date:
☐ I wish to provide a written response to the today's date.	nis evaluation and will do so within 1 week of



Peer-to-Peer Mentoring Course Design

Name of Faculty Member:	Course subject:
Name of Peer Reviewer:	
We consulted together on the course desithe following:	ign of the course referenced above, reviewing
	Office with the HSU attendance policy, a mic dishonesty, and statement of reasonable
\square Appropriate level of work required of s	tudent
\square Methods of Evaluation — Tests and ot	her assignments
\square Incorporation of Canvas for posting gro	ades, course material
☐ Appropriateness of required and recon	nmended course materials
☐ Appropriateness of course content concatalog	sistent with course description in university
☐ Appropriateness of course content for development	students' academic & professional

Peer Reviewer's comments and observations:	
Faculty member comments:	
I □ did □ did not make changes in my course as a result Additional comments (which might include changes ma	· ·
Signature of Peer Reviewer:	Date:
Signature of Faculty Member:	Date:



Peer-to-Peer Mentoring Classroom Observation

Name of Faculty Member:	Course subject:	
Name of Peer Reviewer:	Course number:	
The Peer Reviewer observed the Faculty The instructor*:	y Member's class on	(date).
☐ Communicated the expected learner and/or skill(s) to be mastered were clear.)	outcome(s) directly or indirectly. (Knowledge
☐ Connected facts, terminology, fundar future learning. (Assisted learners to unde knowledge base.)		
☐ Provided an opportunity to apply lear thinking, solve problems, demonstrate known		•
☐ Maximized the amount of time for installers not be substained learner engagement. Minimal not be substained learner engagement.		use. Pacing of
☐ Communicated clearly and accurately communication enhanced lesson. Written c students.)	v. (Oral communication seemed effec	
☐ Provided the opportunity to analyze a points of view. (Demonstrated skill in as Facilitated informal exchange of meaning	sking questions asked at critical thi	•
☐ Selection and use of instructional mat of learning outcome(s). (Thoughtful and e technologies, manipulatives, videos, etc.)	effective use of materials, including to	exts,
*Demonstration of all elements may not be nec Overall effectiveness of lesson:	essary—or sufficient—to show excellenc	e in teaching.
	afi ai a m t	
☐ Unsatisfactory ☐ Satisfactory ☐ Pro	oticient	

Peer Reviewer's comments and observations	:	
Faculty Member's Comments:		
Signature of Peer Reviewer:	Date:	
Signature of Eagulty Members	Date:	
Signature of Faculty Member:	บิสเษ	



Final Report for the CFE Faculty Performance Summary

chool:	
Dean's Signature:	
Eagulty Mambau	
Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	
Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	
	_
Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	

Faculty Member:	
IDEA Student Rating Instrument (average of adjusted Summary-	
Evaluation scores)	
ACTIVITIES REPORT:	
Teaching	
Professional Development & Scholarly Activity	
University Service	
Other Service	



Associate Dean / Department Chair Evaluation Faculty Survey

Name of Person Being Evaluated:	

What is the level of your overall satisfaction with this person's:

	Very Dissa	tisfied			Very sfied
Service in this role?	1	2	3	4	5
Management skills?	1	2	3	4	5
Interactions with you?	1	2	3	4	5

Please rate your agreement or disagreement with these descriptions of your Associate Dean or Department Chair using the scale below where 1 = "Strongly Disagree" to 5 = "Strongly Agree" to rate your agreement/disagreement with each item. Or, use code 6 to report the item is not applicable to you or to indicate you don't have enough information to judge on that item.

My associate dean/dept. chair		St	rongly			
	Disagr	ee	Str	ongly A	gree	N.A./N.I.
Is generally positive and constructive in providing guidance.	1	2	3	4	5	N.A.
Is knowledgeable about applicable university policies and procedures.	1	2	3	4	5	N.A.
Makes faculty teaching assignments and schedules fairly and equitably.	1	2	3	4	5	N.A.
When evaluating faculty, applies performance criteria and standards fairly and consistently.	1	2	3	4	5	N.A.

Appendix

G

honest and forthright way.	1	2	3	4	5	N.A.
Collaborates effectively with faculty in planning and problemsolving.	1	2	3	4	5	N.A.
Carries out responsibilities in a timely way.	1	2	3	4	5	N.A.
Comments and observations:						



Associate Dean / Program Director / Department Chair Evaluation

Activities Report Submitted to Dean

Name of Reporting Person:
Department/Program/School:
Academic year:
List all relevant information from the past 12 months to be reviewed for each of the
following categories.
Section 1. Relationship to Faculty
Faculty survey results:
Narrative:
Section 2. New Projects/Initiatives (curriculum development/program changes, etc.)
Section 2. New Projects/Initiatives (curriculum development/program changes, etc.) Narrative:
Section 2. New Projects/Initiatives (curriculum development/program changes, etc.) Narrative:
Narrative:
Narrative: Section 3. Report Writing (ALOC and, if applicable, 5-year Program Review, other)
Narrative:
Narrative: Section 3. Report Writing (ALOC and, if applicable, 5-year Program Review, other)
Narrative: Section 3. Report Writing (ALOC and, if applicable, 5-year Program Review, other)
Narrative: Section 3. Report Writing (ALOC and, if applicable, 5-year Program Review, other)

Section 4. Problem Management (if applicable)
Narrative:
Section 5. Budget Management (if applicable)
Narrative:
Trainative.
Section 6. Course scheduling (if applicable)
Narrative:
Section 7. Faculty Evaluations (if applicable)
Narrative:
Section 8. Committee work (Grad Council, Faculty Meetings (grad and general),
other)
Narrative:

Section 9. Program Viability		
Average class size:		
% classes with ≥10 (UG) or ≥5 (GR):		
Trend in admissions (Program Directors):		
Narrative and strategies for growth:		
Signature of Chair/Program Director/Associate Dean		
	Date:	



Department Chair / Program Director / Associate Dean Evaluation

Dean Evaluation of Associate Dean / Program Director / Chair

Ν	2	n	1	Δ	•
١V	а	11	ı	c	•

Department/Program/School:

Academic year:

Scale

EE	Exceeds Expectations	Consistently exceeds standards of professional performance. In this category, contributions considerably advance the functioning of department, program, or school.
ME	Meets Expectations	Consistently meets standards of professional performance. In this category, makes meaningful contributions to functioning of department, program, or school.
BE	Below Expectations	Does not consistently meet standards of professional performance. In this category, contributions to functioning of department, program, or school are less than needed. Improvement required.
UN	Unacceptable	Does not meet minimal standards of professional performance. Performance is inconsistent with continuing as associate dean, program director, or chair.

Section 1. Relationship to Faculty	EE	ME	BE	UN
Faculty survey results:				
Comments (provide specific detail):				

Section 2. New Projects/Initiatives (if applicable)

EE ME BE UN

Comments (provide specific detail)				
Section 3. Report Writing (if applicable) Comments (provide specific detail)	EE	ME	ВЕ	UN
Section 4. Problem Management (if applicable) Comments (provide specific detail)	EE	ME	ВЕ	UN
Section 5. Budget Management (if applicable) Comments (provide specific detail)	EE	ME	ВЕ	UN
Section 6. Course Scheduling (if applicable) Comments (provide specific detail)	EE	ME	BE	UN

Section 7. Faculty Evaluations (if applicable)	EE	ME	BE	UN
Comments (provide specific detail)				
Section & Committee Mork (if applicable)	- F	NAT.	DГ	1181
Section 8. Committee Work (if applicable) Comments (provide specific detail)	EE	ME	BE	UN
Comments (provide specific detail)				
		2.45	5.5	
Section 9. Program Viability	EE	ME	BE	UN
Average class size: % classes with ≥10 (UG) or ≥5 (GR):				
Comments (provide specific detail)				
,				
Dean's Signature_	Date:			
	- -			
Signature of Chair/Program Director/Associate Dean:				
	D	ate:		
☐ I wish to provide a written response to this evaluation a	nd will do s	o withi	n 1 we	ek of
today's date.			0	



Dean Evaluation

Faculty Survey

Name of Person Being Evaluated: ______ Academic Year: _____

Dean of					
Introduction:					
school, college, dean). The prin	dvance for provi , or library (area nary use of this on anal developmer	dean) or of the evaluation will b	general educati se to provide co	ion or graduate nstructive, forr	e dean (council mative feedback to
Instructions:					
	ur feedback with veness you belie				nind. Indicate the ck in the box as
Question 1. Ov	erall Mission M	anagement . Th	e dean leads fac	culty members	(and staff as
appropriate) in	delivering high	quality program	ns, quality teach	ing, service to	the university,
service to the c	community, and	other mission r	elated activities.		
Very Ineffecti Effective	ve	•••••		Very	N/A or No Info
1	2	3	4	5	N/A
Please provide	comments. Com	nments should i	nclude specific e	examples.	
Question 2. Str	ategic Planning	. The dean artic	ulates a clear vis	sion for his or h	ner area of

Appendix J

goals; follows through with implementation of plans.

responsibility; leads in developing goals, objectives, enabling strategies, and indicators that align with the university's strategic plan; promotes innovation and creative approaches to achieving

Very Ineffective	ve		• • • • • • • • • • • • • • • • • • • •	Very	N/A or No Info
1	2	3	4	5	N/A
Please provide	comments. Com	nments should in	nclude specific e	examples.	
		he dean is open			-
-		ersity communit a timely manner	-	· ·	nds to issues and d staff.
Very Ineffective	ve		• • • • • • • • • • • • • • • • • • • •	Very	N/A or No Info
1	2	3	4	5	N/A
Please provide	comments. Com	nments should in	nclude specific e	examples.	
Question 4. Col	legiality . The de	ean builds conse	ensus, collegialit	ty, and morale	within the area or
	ve			Very	N/A or No Info
1	2	3	4	5	N/A

Please provide comments. Comments should include specific examples.

Question 5. Fac				s for on-going o	development of
faculty and staff					
Very Ineffective	re	• • • • • • • • • • • •		Very	N/A or No Info
1	2	3	4	5	N/A
Please provide o			<u>'</u>	· · · · · · · · · · · · · · · · · · ·	
conducts faculty procedures and	evaluations, postandards.	romotion, and t		according to es	
1	2	3	4	5	N/A
Please provide o	comments. Com	ıments should i	nclude specific	examples.	

<u>Question 7. Resource Management</u>. The dean advocates for the area of his or her responsibility in budget and resource allocation in support of university priorities. The dean acts as a responsible steward of resources.

Appendix J

Very Ineffecti Effective	ive				Very	N/A or No Info
1	2	3	4		5	N/A
Please provide	comments. Com	nments should	include spe	cific example	es.	
Occastion 8 Oc	U Doufoumou	How eatisfi	ad are year	···ith the eve	I porfor	
Question 8. Ov dean?	verall Performan	<u>ice</u> . How satisfi	ed are you	with the ove	rali pertori	nance of this
Very Ur	nsatisfied	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	Very	Satisfied
1		2	3	4		5
Please provide	comments. Com	nments should	include spe	cific example	es.	

Addendum K

HSU MEMORANDUM

TO: HSU FACULTY

FROM: Faculty Development Committee

SUBJECT: 2015-2016 Cullen Fund Guidelines

DATE: August 20, 2015

The Faculty Development Committee has adopted the attached **GUIDELINES FOR USE OF THE CULLEN FUND FOR FACULTY ENRICHMENT.** Please read the Guidelines carefully and contact the representative from your area if you have any questions.

POLICIES

The policies are extended in an attempt to make the limited resources available to as many faculty members as possible and on as fair a basis as possible. The attached Guidelines including the policies detailed below will be followed.

I. SABBATICALS

A. Approximately 70% of the estimated available funds will be set aside for faculty sabbatical

leaves.

B. The deadline to submit sabbatical requests to the Faculty Development Committee is the

third Monday in September by 5:00 PM. (September 21, 2015).

C. Those faculty who are granted sabbatical funds will not be eligible for other faculty

development funding during the academic year.

II. OTHER FUNDING CATEGORIES

A. Professional Conferences

- 1. Professional Conferences with Presentation Program Responsibilities will be funded up to \$1,600.
- 2. Professional Conference with other Program Responsibilities will be funded up to \$1,200.

3. Professional Conference without Program Responsibilities will be funded up to \$800.

B. Dates for submission

- 1. Requests for fall conferences will be taken on or after August 24, 2015.
- 2. Requests for spring conferences will be taken on or after November 2, 2015.
- 3. Requests for summer conferences will be taken on or after February 1, 2016.
- 4. Applications will be reviewed as they are received. Given the limited amount of development funds, faculty are encouraged to submit their application as soon as they may. An estimated total cost of the event, even if it exceeds the cap, is appreciated for accounting purposes.
- C. Tenured faculty or faculty members holding tenure-track contracts may apply for support at

the following levels:

	Teaching Loads	<u>Funding</u>	Level
	at least 18 hrs/academic year (or full-time equivalent)	full	
•	at least 9 hrs/academic year	1/2	of
maximum	at least 6 hrs/academic year	1/3	of
maximum			

- D. Eligible faculty members may apply for support for only one event per year.
- E. The per diem meal limit is \$50.00.
- F. The Committee will also consider requests to fund the cost of renting a vehicle (faculty member submits estimate on application).
- F. No Cullen Professorship awards will be funded this year.
- G. The mileage reimbursement rate in effect for this academic year is \$.575 per mile. This

figure reflects current IRS allowances for car and van usage and is subject to change during

the year.

GUIDELINES FOR USE OF THE CULLEN FUND FOR FACULTY ENRICHMENT

The following statements should be used as guidelines for utilization of the Cullen Fund resources by the

faculty. They should not be taken as all-inclusive, but as indicative of the structure of committee operations. Faculty members should contact their area representative or the chairman of the committee when questions or concerns arise.

GENERAL GUIDELINES

- A. The Cullen Fund was not intended to replace any departmental budget funds. Faculty members should ensure that their departmental and/or graduate funds have been or will be spent on non-Cullen activities. Please indicate this in the appropriate place on the form. If departmental funds are to be used, the departmental funds should be deducted from the amount requested in the Cullen proposal.
- B. A faculty member who receives funding is to work through the Business Office, presenting the usual documentation for expenditures. Cullen funds can be available to the faculty member up to 30 days prior to the commencement of the event or leave that has been approved in order to facilitate early-purchase discounts, packages, etc. It is the faculty member's responsibility to indicate on the check request form when the money is needed. Otherwise, the check generally will not be processed until one week prior to the event. Any money not spent on justified expenses must be returned to the Cullen Fund. A Reconciliation Form for each activity funded must be submitted to the Comptroller before any new proposal will be considered.
- C. In press releases related to grants from the Cullen Fund, acknowledgment of the Cullen Fund should be made.
- D. Proposal forms are available on HSU Central under "Employee Resources," "Faculty Forms & Information." The faculty member is requested to have the proposal to the committee a minimum of **two weeks** before the event takes place. Applicants should understand that it can take up to two weeks to process the application through the committee and the office of the Vice President for Academic Affairs and still allow enough lead-time before the funds will be needed.
- E. The Faculty Development Committee normally meets Thursdays as needed at 9:30 am. In order for an application for Cullen funding to be considered at a Thursday meeting, the proposal must be in the hands of the Committee chair by noon on the preceding Tuesday. This allows time for the chair to distribute copies of the agenda and proposals to committee members in advance of the Thursday meeting. The committee will consider a proposal received after noon Tuesday at the next regularly scheduled meeting of the committee. The committee never approves proposals for funding "after the fact."
- F. Attempting to ensure economical use of travel funds, the committee considers an automobile to be the best travel means to meeting sites within a 200-mile

radius of Abilene. When travel to make airline connections or large groups are involved, ground transportation is preferred. Individuals may have legitimate reasons to fly out of Abilene. We encourage faculty to be economical when making appropriate travel accommodations.

G. The Faculty Development Committee will not fund requests for events primarily designed for students. Cullen funds are intended to support activities that promote the professional development of individual faculty members.

SPECIFIC GUIDELINES

I. Sabbaticals

What is sabbatical leave?

Sabbatical leave contributes to the improvement of the professional resources and teaching effectiveness of faculty members. Such leave will be granted for doctoral and post-doctoral studies, research, writing, composition, teaching or travel abroad, or for other programs of exceptional worth.

Who is eligible?

Tenured faculty members and those with a tenure-track contracts who are completing their sixth consecutive academic year of service at Hardin-Simmons University are eligible to apply for sabbatical leave. For the purpose of determination of eligibility for sabbatical leave, the term "academic year" shall include only the fall semester and the following spring semester of each year. An approved sabbatical may be taken during the summer period after the close of the sixth consecutive academic year, or during the seventh academic year. Faculty members having taken sabbatical leave will begin accumulation of the next six consecutive academic years of service with the academic year following the sabbatical.

How do I apply?

Application is open to all who are eligible and wish to submit a proposal to the committee. The committee requires a proposal outlining the study to be undertaken and its worth to the individual. Approval will be based on such factors as overall merit, availability of substitute faculty, etc. Consideration of proposals will be prioritized by the number of years of service at HSU since one's last sabbatical, or the total number of years of service if the one making the proposal has had no prior sabbatical. In the case of ties after this prioritization, the following tiebreakers will be utilized in the order given; (1) total years of service to HSU, (2) rank of the faculty member, (3) random selection process. Any faculty member whose application is denied the first year solely for lack of funds will be given priority for the following year.

Are there any restrictions?

Sabbatical leave should be taken away from the Abilene area, unless exceptional circumstances are approved by the committee. It is understood that all faculty taking sabbatical leave are free from teaching responsibilities at the University and should not teach at Hardin-Simmons University while on sabbatical leave. The number of faculty members on leave during one period is limited by the availability of faculty for teaching assignments and the financial resources available.

How much is the grant?

The regular funding level for full year and long-term (fall or spring semester) sabbaticals is one-half of the contract amount for the next academic year not to exceed the mean average salary for the rank held at the time the leave is taken. The funding level for summer sabbaticals is one-third of the contract amount for the current academic year not to exceed \$21,000. The committee will consider requests for additional funding provided that a detailed budget is submitted to justify the request.

What else should I know about the grant?

The normal funding rate for sabbatical stipends is considered as a block grant, and a listing of anticipated expenses is not required. A faculty member on summer sabbatical will be entitled to full fringe benefits enjoyed by the faculty member while on campus. Faculty members on full semester or full year sabbaticals are responsible for their portion of medical benefits; the University continues to pay its portion of their medical coverage. Social Security taxes are paid from the Cullen fund. Since the awarding of a sabbatical involves a stipend and not salary, no retirement contributions are involved during the period of leave.

Faculty members should speak to the Controller about the best way to handle expenses related to their sabbatical. The University, with proper documentation of expenses, can deduct them before tax instead of the faculty member having to do it on their tax return. The University handles sabbaticals as an expense reimbursement.

If a faculty member seeks and receives additional financial support for a sabbatical leave, the Cullen Fund will provide stipend funds so that the total faculty income does not exceed 133% of the contract salary for that academic year.

Do I have to do anything when my leave is over?

On conclusion of the sabbatical leave, the recipient must complete one academic year of service at HSU or return the money received for the sabbatical to the Cullen Fund. The recipient must also file with the committee a report of activities during the period of the leave. A copy of this report will be placed in the Richardson Library for perusal by other faculty. A copy should also be forwarded to the Vice President for

Academic Affairs to be placed in the faculty member's permanent personnel record. A public presentation of sabbatical objectives and results is encouraged but not required, for example, a presentation at a faculty colloquium.

Are there any other types of sabbatical leave?

One Honors Academic Year Sabbatical leave will be available and funded in a sum of \$300 per month, plus all amounts specifically designated by the grantor and expended for travel (including meals and lodging while traveling and family expenses), research, clerical help, or equipment, totaling the equivalent of the next year's salary. This is perceived as being awarded only in view of an especially deserving project, supported by a detailed, convincing prospectus. The proposals will be judged on the basis of the value of the project to the professional development of the teacher, to the discipline, to the University, and to future students. These considerations should be determined whether there are several proposals or only one. It is further suggested that the kind of project this grant seeks to fund would result in a concrete contribution to the teacher's field, e.g., a book, composition, artistic work, a patent, or other major lasting contributions. The recipient is required to do the project away from the Abilene area and have no other employment responsibilities during the entire academic year.

Another category of sabbatical leave is that of a resident sabbatical. This is seen as an opportunity for those who for whatever reason are unable to leave the Abilene area for an extended period of time. It is suggested that one grant (no more than two) be available each for a deserving project. The grant will be based on one-half of the contract salary to be taken for either one long semester or the full academic year. All other sabbatical leave requirements such as quality of proposal and expected benefits will apply. This grant will not be available for a summer project. The recipient must not assume any university duties or receive any compensation for work unrelated to the sabbatical project.

II. Extended Study

What is Extended Study leave?

The purpose of Extended Study leave is to enhance the teacher's own competence, improve current curriculum, and improve classroom performance. The time period to be funded will be a minimum of four (4) weeks and a maximum of eight (8) weeks. If the study was extended or the time extended beyond eight weeks, the faculty member would be responsible for his/her own expenses except for return passage.

Who is eligible?

Faculty who, in the previous academic year before the project, taught a minimum classroom load of 9 hours for one long term and/or 15 hours for the past two long terms are eligible to apply for Extended Study leave.

How do I apply?

For summer study, proposals must be submitted by noon on the first Monday in March. For other study periods, an optimum lead time would be three months with flexibility allowed for unique situations.

Are there any restrictions?

The goal of the Extended Study leave must have direct relationship to teaching responsibility, must produce something, and must be away from Abilene. It must not be part of a primary terminal degree or a "student" trip. If granted this will be the faculty member's only Cullen funded activity for the year.

How much is the grant?

Depending on funds, a maximum of two grants will be offered each year and will be equitably distributed. Faculty with one or two years of service will receive a maximum award of \$3,000. Faculty with three or more years of service will receive a maximum award of \$4,000. Under extraordinary circumstances, the committee may exceed the above maximum awards of the applicant can demonstrate and document the need for additional funding.

Do I have to do anything when my leave is over?

Recipients of Extended Study leave must:

- Create a report or paper written with the purpose of publication and/or presentation in a professional conference.
- Write a report to be filed in the HSU Library for a permanent record.
- Make a public presentation on the HSU campus in whatever forum deemed appropriate by the school dean.
- Make a substantial financial accounting.

- A. The committee will consider funding request applications for professional conferences, as well as workshop and institute participation. A faculty member holding a tenure tract contract is eligible to request Cullen funds after serving one academic year at Hardin-Simmons University. Faculty members not returning to teach at HSU in the following academic year are not eligible for funding after the Spring semester. To encourage a wide range of professional development, the committee will consider applications for:
 - 1. Conference with Presentation Responsibilities -- Intended for faculty presenting research, such as reading a paper based on such research. Only one HSU faculty member will be able to receive funding to present a jointly authored paper.
 - 2. Conference with other Program Responsibilities -- Intended for faculty participating in conferences, though not as a presenter of original research. This tier could apply to those who serve as respondents on conference panels or those whose attendance is required as an officer, conference coordinator, board member, performer, adjudicator, etc.
 - 3. Conference without Program Responsibilities -- Intended for faculty attending national/regional conferences or conventions without any program responsibility.
 - 4. Workshops or Institutes -- An activity which qualifies as a workshop will normally involve one or more of the following: designation by the providers that the meeting is a workshop; direct participation such as group think sessions and discussions, or a project between sessions (committee service not included); limited scope (i.e., one small area of a discipline covered in depth); relatively small number of participants; and/or materials supplied to participants.
 - a. In some disciplines, workshops are held in combination with regional or national conferences. The workshop or combination of workshop/conference must be at least one full day in duration to qualify for funding in the workshop category.
 - b. Faculty should apply for a funding level for workshop and institute applications commensurate with the participation levels described in the conference categories above.
 - c. The committee requests that a copy of the brochure/flyer advertising the event be attached to the workshop or institute application as documentation for evaluating the proposal against the above guidelines.

IV. Research

A. The committee will consider funding applications for independent research submitted on the appropriate form. Proposals should be thoroughly documented, including a detailed budget of expenses. Faculty members are reminded that the Academic Foundation funds research proposals. The

- committee encourages the use of this funding agency for independent research proposals when possible.
- B. The committee will also consider applications for assistance with expenses related to the publication of scholarly and creative productions by individual faculty members. These could include expenses such as permission fees, photocopying, and postage. In light of the great variety of productions generated by a university faculty, the committee prefers to examine closely each proposal (that meets the following guidelines) for its merit, rather than to list specific types of projects it will and will not consider.

Addendum C/Revised March 2016

Academic Foundation Project Funding Application

Requested by:
Department/ School/ College:
Project(s) to be funded:
Total amount requested:
(Please provide an itemization of the total requested as well as item priority on the Application worksheet on the back.)
Approved by (Academic Department):
How would this project enhance the academic experience for students at HSU?
Estimated number of students benefited by this project:
<u> </u>
Is this project part of equipment or supplies that is or can be budgeted by the school?

Are you soliciting other means of funding for this project? Explain.
Will this be a one-time project or one that will require annual donations to sustain?
Are you willing to provide quarterly updates regarding the progress of this project along with information and photos for publication in the Academic Foundation newsletter?
Signed Date
(You may attach a separate one-page letter detailing your project if you like.)

Addendum L (continued)

Funding Application Worksheet

Total Amount Requested	Itemized Requests	Itemized Amounts	Priority

- Note total amount of funds requested in column 1.
- List description of itemized requests in column 2 if the total requested is to be divided among several specific projects.
- Note specific cost of itemized requests in column 3.
- In case funding of the total project cannot be approved, prioritize the itemized requests according to their order of urgency.

installments if the entire amount cannot be funded this year.				

Addendum M

Intellectual Property and Fair Use Guidelines

Hardin-Simmons University Copyright Policy

It is the policy of Hardin-Simmons University that faculty, staff, administrators, and students shall strive to obey Intellectual Property laws and licenses. The University is aware that the rights extended to our community by Fair Use are not delineated in Copyright Law. The Richardson Library's brochure "Intellectual Property and Fair Use Guidelines" provides guidelines that may be used to assist in staying within the boundaries of fair use.

Since individuals are at risk if they violate the Copyright Law and licenses of Federal law as noted in the US Code Title 17 section 504(c), each community member is responsible for evaluating his own risk. The act allows a judge to award statutory damages for copyright infringement of \$750 - \$30,000 per incident, \$150,000 for willful violations.

Ownership of Copyrights

Except as qualified below, a member of the university is entitled to ownership of copyright and royalties or other income derived from their works, including books, films, cassettes, software, works of art, or other materials.

Copyright shall be owned by the university, unless other arrangements are contracted, if production of the work:

- a. Used substantial university financial, staff, or other assistance
- b. Made extensive use of special or rare university holdings, such as rare book collections
- c. Made significant use of voice or image of students or staff in a product,
- d. Used substantial creative contribution by staff or students to the preparation of the product
- e. Used the name or insignia of the university or any of its units (other than for purposes of identification of individual faculty members) to identify or to promote the distribution of a product, or other identification or promotion that implies the approval or endorsement by the university or one of its units.

Whenever a copyrightable work is created by a member of the non-teaching staff as part of the individual's university responsibilities, the work shall be treated as a work-for-hire under the terms of the Copyright Act of 1976.

Student will own the copyrights to their theses, however, a student must, as a condition to a degree award, grant royalty-free permission to the university to reproduce and publicly distribute copies of his/her theses.

Fair Use Guidelines

There are four factors that determine Fair Use; (1) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. This document was drafted with the assumption that the nature of usage is for supporting university curriculum. The guidelines below are designed to help identify the remaining requirements. Those wishing to use copyrighted materials for uses other than for supporting university curriculum should identify the applicable restrictions and abide by them.

Fair Use Guidelines for Printed Materials

Limit to:

For Teachers Individual Use:

- Single chapters
- Single articles from a journal issue or newspaper

For Multiple Copies for Classroom Use:

• A short story, short essay or short poem whether or not from a collective work

Poetry: A complete poem if less than 250 words or, from a longer poem, an excerpt of not more than 250 words.

Prose: (a) Either a complete article, story or essay of less than 2,500 words or

- (b) an excerpt of not more than 1,000 words or 10% of any prose work, whichever is less, but in any event a minimum of 500 words.
- One chart, graph, cartoon, or other illustration from a book, periodical, or newspaper (in some cases such illustrations are copyrighted individually and cannot be used under fair use)

Caution:

- Do not copy from works intended as consumables. These include workbooks, exercises, standardized tests and test booklets, and answer sheets.
- Copying is not to substitute for the purchase of books or originals.
- Copying may not be directed by a higher authority than the individual teacher.
- No charge may be made to the student beyond the actual cost of photocopying.
- Be sure usage meets the definition of spontaneity:
 - (a) The copying is at the instance and inspiration of the individual teacher, and

(b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Be sure to include:

- Any copyright notice from the original
- Appropriate citations and attributions to the source

OBTAIN PERMISSION for materials that will be used repeatedly by the same instructor for the same class especially from semester to semester.

Fair Use Guidelines for Using Audio/Visual Materials

Use:

- Sparingly
- Only if faculty member or institution possesses a legal copy of the work.
- Only in a classroom, with the faculty member present, and as part of the curriculum
- Only if access limited to students enrolled in the class

Be sure to include:

- Any copyright notice on the original
- Appropriate citations and attributions to the source

OBTAIN PERMISSION for materials that will be used repeatedly by the same instructor for the same class especially from semester to semester.

Fair Use Guidelines for Digitizing and Using Other's Work on Electronic Reserves/Black Board

Limit materials to:

- Single articles or chapters
- Several charts, graphs or illustrations; or other small parts of work
- Small part of materials required for the course
- Copies of material that a faculty member or the library already possesses legally
- Students enrolled in the class and administrative staff if needed

Be sure to include:

- Any copyright notice on the original
- Appropriate citations and attributions to the source

OBTAIN PERMISSION for materials that will be used repeatedly by the same instructor for the same class especially from semester to semester.

Obtaining Permission

When the copyright owner is the publisher of the work, the request should be sent to the permissions department of the publisher in question. If the address of the publisher does not appear at the front of the material, it may be obtained from The Literary Marketplace (for books) or Ulrich's International Periodicals (for journals), both published by the R.R. Bowker Company. When the copyright owner is the author, the request should be directed to the author either in care of the publisher's permissions department, or at the author's address. For purposes of proof, and to define the scope of the permission, it is important that the permission be in writing.

Many publishers have registered with the Copyright Clearance Center, 21 Congress Street, Salem, MA 01970. This organization can facilitate obtaining permission to copy.

An excellent source for more information is: http://www.utsystem.edu/ogc/intellectualproperty/permissn.htm

Electronic Data Bases

Our subscription electronic databases are licensed to Hardin-Simmons for our use. Intellectual property licenses take priority over the Copyright Law! Before you copy or distribute material from electronic databases be sure you understand the license agreements between Hardin-Simmons and the electronic database publisher. If you need help, contact a university librarian.

Broadcasted Television Programs

There are a number of restrictions placed on the use of videotapes made from broadcasted television programs.

- (a) A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained for a period not to exceed the first 45 consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- (b) Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school days in the 45 day calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the 45 calendar day retention period
- (c) Off-air recordings may be made only at the request of, and used by, individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

- (d) A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
- (e) After the first 10 consecutive school days, off-air recording may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- (f) Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- (g) All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

WHEN U.S. WORKS PASS INTO THE PUBLIC DOMAIN

A public domain work is a creative work that is not protected by copyright and which may be freely used by everyone. The reasons that the work is not protected include: (1) the term of copyright for the work has expired; (2) the author failed to satisfy statutory formalities to perfect the copyright or (3) the work is a work of the U.S. Government.

DATE OF WORK PROTI	ECTED FROM	TERM
--------------------	------------	-------------

Created 1-1-78 or after	When work is fixed in tangible medium of expression	Life + 70 years ¹ (or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation ²
Published before 1923	In public domain	None
Published from 1923 - 63	When published with notice ³	28 years + could be renewed for 47 years, now extended by 20 years for a total renewal of 67 years. If not so renewed, now in public domain
Published from 1964 - 77	When published with notice	28 years for first term; now automatic extension of 67 years for second term
Created before 1-1-78 but not published	1-1-78, the effective date of the 1976 Act which eliminated common law copyright	Life + 70 years or 12-31-2002, whichever is greater
Created before 1-1-78 but published between then and 12-31-2002	1-1-78, the effective date of the 1976 Act which eliminated common law copyright	Life + 70 years or 12-31-2047 whichever is greater

- 1. Term of joint works is measured by life of the longest-lived author.
- 2. Works for hire, anonymous and pseudonymous works also have this term. 17 U.S.C. § 302(c).
- 3. Under the 1909 Act, works published without notice went into the public domain upon publication. Works published without notice between 1-1-78 and 3-1-89, effective date of the Berne Convention Implementation Act, retained copyright only if efforts to correct the accidental omission of notice was made within five years, such as by placing notice on unsold copies. 17 U.S.C. § 405.

Courtesy of: Lolly Gasaway, University of North Carolina, http://www.unc.edu/~unclng/public-d.htm

For more complete information on fair use guidelines see: http://www.copyright.gov/circs/circ21.pdf.

Addendum N



Information Technology User Policy

POLICY STATEMENT

Hardin-Simmons University (AHSU@) maintains various Technology Systems, including personal computer hardware and software applications, electronic mail ("e-mail") and Internet access. HSU provides these systems to assist employees in conducting HSU business and students in pursuing their educational endeavors. All users are expected to use these systems in a reasonable manner, acting responsibly at all times and consistent with HSU's affirmation of Christian ideals and principles.

Anyone who violates this policy or uses HSU Technology Systems for improper purposes shall be subject to disciplinary action, from loss of privileges to use HSU Technology Systems up to and including termination of employment and/or expulsion from the university.

GUIDELINES & PROCEDURES

I understand that all HSU-provided Technology Systems, including all hardware and software components, belong to HSU. Additionally, all communications generated, composed, sent or received using HSU-provided devices or services are, and remain, HSU property. Such communications are not the private property of any user.

I understand that I have no right of privacy with respect to HSU's software, e-mail, or Internet access. My having a password does not mean that I have any right of privacy in my e-mail, Internet access, or software.

I agree to not intentionally use HSU Technology Systems to:

- create, print, display, download, send or receive any offensive, threatening or disruptive
 messages. Examples include any pornographic or racist messages, cartoons or jokes or any
 other comment that inappropriately or offensively addresses someone's age, color, sex, race,
 religion, national origin or disability; or
- 2) illegally send/upload or receive/download or otherwise transfer copyrighted materials (including software, music, and video).

I further agree that if I receive any of the above types of material from another person, I will immediately delete the material and advise the senders that they are to not send such material again.

I understand that HSU reserves the right to review, audit, intercept, and access e-mail messages that I send or receive and may monitor my Internet access. By using these media, I waive any privacy rights I may have in these communications. If I am found to have intentionally created or sent abusive or inappropriate e-mail or to have accessed inappropriate material through the Internet, I know that I will be subject to discipline, up to and including termination and/or expulsion from the university.

By my signature below, I affirm that I have read this policy and understand that when I use, open, or access HSU's software, e-mail, or Internet, I have no right to privacy in their use or the communication of information. I understand that violation of this policy may result in discipline, from loss of HSU Technology Systems privileges up to and including termination and/or expulsion from the university.				
Date	Signature			
	Printed Name:			

Addendum O



Conflict of Interest Disclosure Statement

In re: Conflict of Interest Disclosure Statement

I have received and read the University's Conflict of Interest Policy approved by the Board of Trustees on October 16, 2009 and I am in compliance with that policy statement, except as set forth on the reverse side.

Except as noted, neither I nor, to the best of my knowledge, any member of my immediate family has any interest or is engaged in any activity which might be interpreted as a violation of the policy statement.

I understand that, unless and until I am advised in writing to the contrary, any interest or activity reported herein shall not constitute a violation of the Conflict of Interest Policy of the University.

Signature	
Name	
Address	
Office or Position	

Please return to: President's Office Hardin-Simmons University Box 16000 Abilene, TX 79698

Drone and Model Aircraft Policy (Unmanned Aircraft Systems)

(for Student and Personnel Handbooks)

Definitions:

- Unmanned Aircraft Systems (UAS) include objects commonly referred to as drones and are regulated by the Federal Aviation Administration (FAA).
 UAS are unmanned aircraft and all of the associated support equipment, control station, data links, telemetry, communications and navigation equipment, etc., necessary to operate the unmanned aircraft, regardless of the size or weight of the device.
- Model Aircraft. For the purpose of this policy, self-propelled Model Aircraft are covered in this policy in the same manner as UAS.

Policy. HSU prohibits students, employees and other persons from possessing or operating a UAS on any university-owned property or the air space surrounding any university-owned property, or in close proximity thereto. This prohibition applies to all persons on campus, including students and employees, and includes air space around campus buildings or other facilities, campus residential facilities, other open spaces, athletic events, and otherwise.

Persons demonstrating a bona fide need to operate a UAS may make written application for a special use permit from the Vice President for Finance or their designee. Persons who operate UAS as part of their duties (including but not limited to course instruction or demonstration, club or extra-circular activities, research, surveying, filming, or athletics) must be licensed by the FAA and comply with all relevant state and federal regulations, including FAA regulations and the most current version of the Small Unmanned Aircraft Regulations (Part 107) then applicable.

Violation of Texas law. Failure to abide by this policy may result in a range of student or employee disciplinary sanctions and may also violate Texas law. Texas Government Code Sec. 423 provides that a person commits a Class C misdemeanor offense by using an unmanned aircraft such as a Drone (UAS) or Model Aircraft to capture an image of an individual or privately-owned real property with the intent to conduct surveillance on the individual or property captured in the image. A person who discloses, displays, distributes, or otherwise uses that image commits a Class B misdemeanor. "Image" means not only sound and digital video or photos, but also includes any capturing of sound waves, thermal, infrared, ultraviolet, visible light, or other electromagnetic waves, odor, or other conditions existing on or about real property or an individual located on that property.



New University Marketing Project Process

Marketing Project Requests

All marketing project requests are received via our online project request form. Completed forms are automatically added to Marketing's Basecamp project management software where a project is created. Basecamp facilitates the collection and communication of all items related to each request. A copy of each request is manually saved to the Filemaker database for record keeping. The project coordinator of the University Marketing (UM) team finalizes this process by adding remaining project details to Basecamp, and manually creating an electronic folder the marketing team uses to store all design files needed to complete the request.

The available UM request forms are:

- Design Requests
- Advertisement Requests
- Visual Media Requests
- Internal or External Communications Requests
- Webpage Update Requests
- Business Card, Letterhead, Envelope, and Name Badge Requests

Project Prioritization

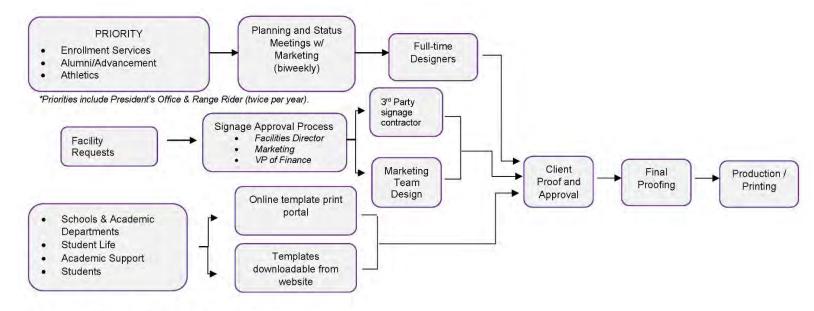
Our prospective students and their families are our biggest audience to whom we showcase HSU. They represent our primary audience in our marketing efforts. Our secondary audience is our alumni and friends followed by those who interact with our athletics department and teams. As we continue to grow and adapt, UM primarily provides prioritized and strategic support to three major departments:

- Enrollment Services
- Alumni & Advancement
- Athletics

All other requests will be reviewed and approved/disapproved based on available creative resources. Additional options include templates and third-party contractors.

Requestors will receive an **email** that gives more information about if marketing will accept their request for completion – and if other options are available (see below).

MARKETING REQUEST PROCESS



*Fine Arts will continue to have dedicated part-time designer(s).

Templates:

UM is working with a third-party to develop a series of templates that departments can utilize for their most common design needs.

- **Example 1**: "Department A" is requesting a **postcard mailer** to advertise a departmental event to their students. While UM is not able to provide an original design for this mailer, the HSU website is able to provide a design template that the department can populate with their information and provide to students either in electronic or print format.
- Example 2: "School B" is looking to publish a short letter to their faculty and staff that indicates some important policy changes. While UM is unable to help them design an infographic or document, a series of stylized MS Word templates have been added to the website that any school or department can use to type up their letter. This template could easily be kept and reused for future correspondence needs as well.

Other examples of templates that are available are:

- Postcard mailers
- MS Word templates
- Posters
- Event programs
- Room signage
- PowerPoints
- Half-Page and Full-Page Flyers

Outsourced Third-Party Designer

The UM department will continue to expand our capability via the employment of third-party design contractors. All third-party design contractors are paid hourly. Departments will receive a cost estimate for the third-party design from the UM. The department can then execute a requisition charging the department's budget if the department chooses to purchase the third-party design.

Creative Process:

UM will work with requestors for each approved project. Before work can begin, these major details must be defined:

- Plan
 - Objective
 - o Audience
 - Budget
 - Concept
- Produce
 - o Write
 - o Create
 - o Distribute
 - Follow Up

Development and Weekly Discussion

UM will meet bi-weekly with Enrollment Services, Alumni & Advancement, and Athletics to allow time to provide project updates, gather request details, facilitate questions, and brainstorm future goals. This will ensure UM is properly securing the needs of our priority areas.

Additionally, during these discussions, long-term goals will be analyzed and documented so that HSU can move forward in developing the most effective marketing plans for our campus.

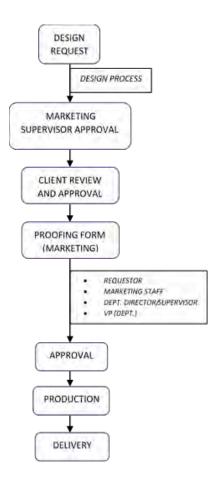
Final Proofing Process

For new designs or for designs that were substantially updated before a project is completed, our marketing team will originate a proofing packet that includes the final project deliverables. The final proofing process will ensure the project contains fewer errors, aligns with the purpose of the institution, and informs pertinent university team members of the project prior to delivery and use.

The proofing process will begin with UM staff reviewing the project deliverable, followed by the project requestor, their immediate supervisor, and the corresponding Dean and Vice President.

Once the proofing process has been finalized and final approvals received, the marketing project deliverable will be ready for use or production.

All designs and products related to HSU, even those created by a third-party, will need to complete the proofing process before production can begin.



Production/Printing

Once the appropriate proofers have reviewed and approved a project design via the university proofing process, UM will verify all revisions are completed and will communicate to the department that the design is eligible for production. UM will select a vendor and begin the production process automatically, unless otherwise notified by the department. UM works with several local vendors, as well as multiple remote and online vendors. UM constantly is checking and comparing to ensure that third-party vendor items are of the highest quality and reasonable price.

#1 Key Terms

Blanket PO: A purchase order that is valid for a specified period of time and authorizes multiple orders during that time period, as long as total dollars on the PO are not exceeded.

Change Order: A written modification or addition to a purchase order, which amends the originally issued PO in some way (source of funding, add or deleting items, canceling the order). The need for processing the Change Orders must be fully documented, reviewed, and approved by the approver and issued to the applicable vendor in writing BEFORE the vendor can take action on it.

Emergency: Failure to anticipate or plan for a need is not considered an emergency. For Procurement and Payment Services purposes, an emergency is a circumstance in which damage to University facilities, personnel or serious damage to University programs will result if prompt action is not taken. Emergency Purchase Orders are considered on their individual merits.

Encumbered Purchase Order: A Purchase Order for which departmental funds have been specifically set aside by account number. Invoice: An original, itemized bill, which includes a description and unit price of the items purchased, an invoice number, invoice

Lease-Purchase: A lease that actually represents the purchase and/or financing of equipment. Contact the accounting office for assistance in determining if a transaction constitutes a lease-purchase.

Purchasing Card: The company credit card available to approved HSU employees for small dollar purchases. See the Purchasing Card section for details.

Purchase Order (PO): The form that The Accounts Payable generates and sends to a vendor which formally states all terms and conditions of a proposed transaction as submitted by the department on a Purchase Requisition. Each Purchase Order reflects the unique PO number assigned to that purchase.

Purchase Requisition (PR): The online form that a department sends to Accounts Payable (electronically via self-service on HSU Central) which describes the requested materials or services and is the basis for the PO issued by Accounts Payable.

Quotation (or Quote): A quotation or quote is provided by a seller to a prospective buyer. It is a specific statement of price, terms of sale, and description of the goods or services which the seller offers. The Request for Quotation (RFQ) is used to obtain less-formal oral or written offers from yendors.

Request for Bid (RFB): A request to potential suppliers (vendors) for a bid on goods or services to be purchased.

Request for Proposal (RFP): A formal request to qualified supplies (vendors) for a bid on goods or services to be purchased. An RFP is used for annual or one time purchases, greater than \$250,000. See #14.

Vendor: One who sells something; a "seller" or supplier.

date, vendor name, and address for remittance.

#2 Fiscal Code of Ethics

Policy Statement

Employees who purchase goods or services, or are otherwise involved in the University purchasing process, shall further demonstrate the following behaviors:

- Conduct all purchasing activities in accordance with University policies, laws, regulations, contracts, grants and donor restrictions, while remaining alert to the legal ramifications of purchasing decisions.
- Avoid the acceptance of gifts, entertainment, favors, or services from present or potential suppliers which might influence or appear to influence purchasing decisions.
- Provide an environment in which all business concerns large or small, majority or minority owned are afforded an equal opportunity to compete for University business.

#3 Allowable/Reimbursable Expenses/Expenditures

Policy Statement

All expenditures must be prudent and directly benefit Hardin-Simmons University. Please see section #9-10 for how to create a requisition. All expenditures should be appropriate and reasonable considering the department's budget and financial priorities. Documentation as to this benefit should be made available. Only purchases for business purposes will be allowed and reimbursed by the University. Please see the travel policy (#5) for items related specifically to travel. Examples of allowable/reimbursable expenses/expenditures include the following:

Office Supplies

General office supplies such as files, envelopes, pens, highlighters, post-it notes, notepads etc. should be purchased through the Office Depot University account.

Toner and Paper

All toner and printer paper is purchased through The Help Desk for Technology Services. If such supplies can be purchased at lower cost from other suppliers please contact the AVP for Technology services.

Professional Memberships

Annual dues to professional memberships and/or licenses may be allowed if relevant to the employee's job. These types of expenses may be paid by the University as long as there is a direct and documented benefit to the University.

Conferences, Workshops, Seminars

Conferences, workshops and seminars may be necessary for professional development. These types of expenses should be moderate and consistent with growing skills and knowledge related directly to the position and corresponding area served in the University.

Business Meals

Meals incidental to a business meeting that involve substantive business discussions and include primarily only HSU employees may be provided if, for reasons of continuity, the meeting extends through a traditional meal time period. Such business meals should be infrequent and should generally be served at the meeting site.

Meals served during interview situations, for guest lecturers, visiting scholars and other distinguished guests of the University are limited to actual amount paid. The number of University employees participating should be kept to a minimum.

Meals with development officers and donors are by definition business meals and must meet the documentation requirements below. Meals for student engagement must follow the business meeting criteria and documentation requirements below. These meals will be closely monitored for appropriateness and documentation.

Documentation requesting payment/reimbursement of business meals must include all of the following:

- Guest List of all in attendance that denotes each participant's association with HSU.
- Itemized bill (credit card receipt only is **not** sufficient).
- Detailed statement of the business purpose.
- Full agenda, which includes time and location of the meeting.

Gift Cards

Gift cards are considered a taxable form of payment. If you choose to purchase a gift card as a door prize or honorarium please go through the requisition process (#10), stating in the comment section the purpose of purchase. Please submit the individual and amount to the Payroll Office.

Marketing Materials and Business Cards

University Marketing will assist in design of University forms, publications, brochures, and related matter. All printed materials and designs will be coordinated with the University Marketing office and requested through the corresponding online form on the HSU website: https://www.hsutx.edu/about-hsu/leadership-administration/university-marketing/marketing-request-forms/

Items Not Listed

For any type of expenditure or expense not addressed above please see policy #4 and #5 to determine if it is an HSU allowable expenditure.

#4 Sales Tax

Policy Statement

The University, a non-profit organization incorporated in the State of Texas, is exempt from sales tax on the cost of merchandise when the merchandise is purchased for the use of the University and is paid for by the University. The University is also exempt from the state's Hotel Occupancy Tax for Texas.

Procedures

- In order to obtain the exemption, you must present the exemption verification letter (appendix i) as well as Form 01-339 (appendix ii) at retail stores.
- If you are traveling for business purposes, please provide the hotel with the exemption verification letter (appendix i) as well as Form12-302 (appendix iii).
- The University will not reimburse or pay for sales tax on any items, with the exception of restaurants.

#5 Non-Reimbursable Expenses

Policy Statement

Personal meals, gifts, receptions, and other related expenses bought for University employees are not reimbursable and not approved University expenses unless approved by the appropriate Dean or Vice President. Individuals must pay these expenses personally. If a University purchase cardholder charges such expenses to a University purchase card, the purchase card holder must reimburse the University for the costs and may forfeit the right to use a University purchase card. Examples of non-reimbursable personal expenses include, but are not limited to, the following expenditures:

- 1. Expenses associated with seasonal gatherings and meals, including gifts and cards. The University has annual seasonal events that the University sponsors. Any other such seasonal events are personal.
- 2. Expenses associated with birthdays, weddings, and baby celebrations.
- 3. Expenses associated with employee departures. The University has an annual event for departures.
- 4. Expenses for meals that do not have a Hardin-Simmons University business purpose.
- 5. Expenses associated with social gatherings that only include University employees.
- 6. Refreshment items such as coffee, paper goods, water, and candy, except for The HSU Welcome Center and employee, faculty, and student lounges.
- 7. Alcoholic beverages (with the exception of donor activities through Advancement).
- 8. Entertainment such as tickets to athletic events, movies, golf fees etc. (with the exception of donor activities through Advancement).

#6 Travel Policy

Policy Statement

Hardin-Simmons University pays all necessary, appropriate, and reasonable business-related travel expenditures incurred by its employees. Employees are responsible for carefully managing University resources by incurring moderate and economical expenses consistent with the business purpose of the travel. This policy outlines allowed expenses related to travel and procedures related to travel.

Air Travel

Flights should be arranged by the most direct route and at the lowest airfare available. Travelers should be seated in economy class. All upgrades are personal expenses and must be paid for by the employee. First class air travel and airline clubs are not covered by the University. The cost to check any baggage necessary for the purpose of the trip (e.g. luggage, meeting materials, and equipment) are reimbursable.

If a traveler must cancel an airline ticket, and receives a credit towards a future purchase, the credit must be used towards the traveler's next University business trip. The University will not reimburse travelers for tickets obtained with frequent flier miles. When flying with American Airlines, British Airways and Iberia, please add the Business Extra Account number in order for the University to receive credit. This number can be used in addition to your personal AAdvantage number. Add the HSU Business Extra account to your account by logging in to your AAdvantage Account and choosing "reservation preferences." Scroll down to "book preferences" and enter "763631" to the "Business Extra number."

Rental Vehicles

The University negotiates discounted rates for vehicle rentals. When transportation is necessary, renting a vehicle versus driving a personal vehicle is preferred, so that the vehicle is under the University's insurance coverage. The University partners with Enterprise and National Car Rental.

The University's insurance policy provides collision insurance for travelers renting a vehicle for use on University business. Collision insurance offered by the rental company should be declined and will not be reimbursed by the University.

Please See #7 (Fuel Card Policy) and #8 (Car Share Program).

Personal Vehicles

The use of a personal vehicle for a business trip must be approved by the office of the VP for Finance prior to the trip. If approved, the University will reimburse the employee for business mileage at the University's mileage rate in effect at the time of travel. This reimbursement covers the cost of fuel, liability insurance, and the wear and tear on employee vehicles. In cases where two or more authorized travelers ride together, only one employee will be reimbursed for the mileage allowance. When a traveler uses his/her personal vehicle, the traveler is assuming the risks to the vehicle and its occupants. The traveler should have appropriate insurance since the University is not responsible for injuries or damages.

If an HSU employee does not choose to seek reimbursement, the employee can drive their own car to any HSU related event as long as the employee is not transporting students, accepts full liability and responsibility for any expenses or damages while driving, and waives any personal damage claims while driving.

Commuting Mileage vs Business Mileage

Commute is defined as, the distance between your home and your place of work. The time you spend driving between home and work, no matter how far, is your commuting distance. The IRS does not generally allow deductions for commuting expenses. Everyone needs to get to work, employees and business owners alike, so this expense is not part of your business.

Generally, your tax home is your regular place of business or post of duty, regardless of where you maintain your family home. It includes the entire city or general area in which your business or work is located.

Transportation Expenses

Necessary and reasonable charges are reimbursable while traveling on University business including tolls, parking, public transportation, shuttle buses, and taxis for travel to and from airports, meetings, and hotels. Gasoline for business-related trips will be not be reimbursed. If traveling in a rental car, employees must use a University Fuel Card, to save on Texas fuel tax (see #7).

Lodging

Travelers will be reimbursed for lodging accommodations that are necessary and reasonable. The University will reimburse the cost of a single room. Expanded accommodations for family members and/or guests are the responsibility of the traveler and will not be reimbursed. The University has obtained tax-exempt status in Texas and avoids payment of hotel tax in Texas. The University will not reimburse an individual the hotel tax if they fail to obtain the exemption. The Texas Hotel Occupancy Tax Exemption Certificate may be obtained from the Accounts Payable office and online.

Internet Charges

The University expects travelers to use the most economical means of accessing the Internet when traveling. Travelers will be

reimbursed for reasonable, business-related Internet charges incurred (e.g. hotel Internet access charges) while traveling on University business.

Travel Meals

The University will reimburse up to \$50 per day for the cost of meals purchased while traveling on business. A reasonable exception will be considered for travel to major cities and internationally. Please provide the dates traveled in the comment section of the requisition or University reconciliation. An itemized receipt must be provided for reimbursement. The University does not reimburse for meal costs when meals, including a continental breakfast, are provided through the hotel charge or conference registration fee. Snacks, coffee breaks, and refreshments are not an allowable reimbursable University travel expense.

Personal Items

The University will not pay for medications, bandages, and other pharmacy items purchased while traveling.

#7 Fuel Card Policy

Policy Statement

All University fuel purchases should be made with the use of a University issued fuel card. In instances that a fuel card is not used, employees will provide the Accounts Payable Department with clarification as to why, and the Accounts Payable Department will determine whether the University or the employee should make a reimbursement.

The Accounts Payable Department will obtain and issue fuel cards and PIN numbers for positions approved by the Accounts Payable Department for the purchase of authorized fuel transactions for vehicles used in the course of University business. Employees who have not been issued fuel cards may check out a fuel card from the Accounts Payable Department as needed. Employees accept responsibility for the secure and proper use of the card. It is the responsibility of the employee to report any lost or damaged cards to the Accounts Payable Department.

Fuel cards and their associated PIN numbers are the property of Hardin-Simmons University and are to be used for University business purchases only. Neglect or abuse of the fuel cards or PIN numbers will result in the suspension of the fuel card and possible permanent revocation. Fraudulent use of the card and/or PIN number will result in disciplinary action, which may include employment termination and/or legal action.

Procedures

- 1. Fuel cards should be used to purchase fuel for rental vehicles, University owned vehicles, and personal vehicles, upon prior approval (See #11 Travel Policy), used in the course of University business.
- 2. Fuel cards can only be used for the purchase of fuel and cannot be used at vendors that are categorized as other than fuel stations.
- **3.** Hardin-Simmons' fuel cards are provided by USBank Voyager. Authorized departments and personnel may use the issued fuel card at any filling station that accepts USBank Voyager fuel cards.
- **4.** The cardholder or card user will secure and retain all itemized (detailed) receipts.
- 5. Departments and personnel will complete a monthly reconciliation of all fuel charges and budget numbers to be charged. Reconciliation and receipts must be submitted to the Accounts Payable Department no later than the 2nd of the following month.

Fuel Vendors

The University fuel cards are provided by USBank Voyager and can only be used at locations that accept Voyager fuel cards. Listed below are the vendors currently accepting Voyager cards:

Fuel Vendors				
7- Eleven	Fast Stop	Lil Champ	Smith's	
AAFES	Fastrac Markets	Love's Country Stores	Smokers Express	
Admiral Petroleum	FFP Marketing	Mac's	Speedway	
Aloha Petroleum	Fina	Mapco Express	Spirit	
Ameristop	Finish Line Fuels	Marathon	Sprint	
Amoco	Flying J	Maverick Country Stores	Stewart Shops	
BP	Food Chief	MFA Oil	Stripes	
Casey's	Freedom Value Center	Mirastar	Sunoco	
Cenex	Fry's	MoloMart	SuperAmerica	
Certified Oil	Gas America	Murphy U.S.A	Tesoro	
CF Oil	Gas City	Mustang	Texaco	
Chevron	GASCARD	NEXCOM	The Pantry	
Chief Petroleum	Gate Petroleum	NOCO Express	Thorntons	
Citgo	Getty	Pacific Pride	Total	
Circle K	Giant	PDQ Food Stores Inc.	Total Puerto Rico	
City Market	Git-N-Go	Petro South	Town and Country	
Clark	Go Mart	Petro Stopping Center	Trade Mart	
Coastal	GOGAS	Phillips 66	Travel Centers America	
Conoco	Gulf Oil	Pilot Oil	Turkey Hill Minit Mart	
Crown	Handy Andy	ProFuel	U.S. Fleet	
Dairy Mart	Handy Way	QS	Uni Marts	
Dash-N	Hess	Quick Fuel	Unified Supermarkets	
Depot	Holiday	Quick Stop	Union 76	
Diamond Shamrock	Home Depot	Quick Trip	United Fuel and Energy	
Dillons Food Stores	Hucks	RaceTrac	US Oil	
Dulce/Duchess Shoppe	Irving Oil	Rich	USA Petroleum	
Eddins Walcher	Keystone	Roadranger	Valcro	
BTNA	King Soopers	Rotten Robbie	WaWa	
Express Shop	Kroger	Royal Farms	Wesco	
ExxonMobil	Kum & Go	Sapp Bros	Wilco	
BZ Mart	Kwik Fill	SC Fuel	WoodFord Oil	
Family Express	Kwik Mart	Sheetz		
Fas Gas	Kwik Star	Shell		
Fast Fuel	Kwik Trip	Sinclair		

Mobile App

USBank Voyager also has a free mobile phone app that you can download to your smartphone from the App Store for iOS devices. This app will find the closest locations accepting Voyager, compare prices, view locations on a map, and provide directions. Search for Voyager Mobile App and look for the blue icon below:



Fueling

The fuel card allows you to purchase fuel at any filling station accepting Voyager fuel cards. At the filling station, the employee will take the following steps to obtain fuel:

- 1. Enter or swipe the fuel card at the fuel dispenser.
- 2. Enter the fuel card PIN. Some stations may ask for a PIN number, driver number, fleet code, etc. All refer to the PIN number.
- 3. Fuel vehicle.
- 4. Obtain receipt.

Employees will turn in fuel receipts to the authorized employee in their department, if applicable, for review. The department will complete a fuel card reconciliation form provided by Accounts Payable and forward all receipts and form to the Accounts Payable Department no later than the 2nd of the following month.

#8 Driver Authorization and Rental Process

Eligibility

The following individuals are eligible to drive for the University:

- Employees of the University
- Students
- Volunteers

Criteria to be eligible:

- For a regular passenger vehicle, the individual must be 21 years of age or older.
- For a 15-passanger van, the individual must be 25 years of age or older.
- All drivers must pass a Motor Vehicle Record (MVR) background check.

Approval process:

- Complete Driving Authorization Form (available in the HR department).
- Turn in the Driving Authorization Form to HR.
- HR will complete the MVR background check.
- MVR background checks will be conducted annually on all approved drivers.
- Individuals who will drive a 15-passenger van must complete the van safety training annually and submit a certificate of completion to the Office of the VP for Finance.

Renting a Vehicle

For vehicles needed to travel to and from Abilene, please use the Car Share Program. If there are not any cars available through the Car Share Program, please use EHI Direct.

- The Car Share vehicles are parked on campus.
- Accounts for the Car Share program are set up by department.
- Please contact the administrative assistant for your department to schedule a Car Share vehicle.
- A member ID will be needed to schedule the rental.
- Once you have returned the vehicle to campus, please turn in the rental agreement and budget number to be charged to The
 Office of the VP for Finance.

For vehicles needed to travel to and from a location **outside** of Abilene, please use EHI Direct

- Individuals can rent vehicles from National and Enterprise.
- Accounts for the EHI program are set up by department.
- Please contact the administrative assistant for your department to schedule a rental vehicle.
- A billing number and account number will be needed to schedule the rental.
- Once you have returned the vehicle, please turn in the rental agreement and budget number to be charged to The Accounts Payable Office.

To rent a 15-passenger van, please contact The Office of the VP for Finance.

#9 Vendor Approval

Policy Statement

Creation and maintenance of vendor files in the Colleague Financial system is a process solely controlled by The Controller for Treasury, Budgeting, and Procurement. The Controller for Treasury, Budgeting, and Procurement is responsible for receiving the appropriate documentation from the requestor to establish a new vendor, changing vendor's information, and for ensuring that each vendor has only one master vendor file.

Definitions

DBA: doing business as.

W-9: form required for Taxpayer Identification Number and Certification for US companies.

W-8BEN: form required for foreign vendors.

Procedures

- If the vendor does not exist in Colleague, The Controller for Treasury, Budgeting, and Procurement will create a new vendor number using the information provided on the Vendor Request Form (Appendix).
- The Vendor Request Form should be completed by the requestor with a W-9 form attached for US vendors or form W-8BEN for foreign vendors. This form will ensure that the new vendor has a valid tax identification number and will also provide their legal name and business name, if applicable, along with their street address.
- A vendor will not be created until a Vendor Request form and W-9 is received.
- ACH is the preferred form of payment. Please provide bank information on the new vendor form.
- The completed paperwork can be turned into the Controller for Treasury, Budgeting, and Procurement.
- Creation of, or changes to, vendor numbers related to remittance of payment are made by The Controller for Treasury, Budgeting, and Procurement.
- Services performed by University employees will require additional review to determine whether they will be paid through Accounts Payable or Payroll. Please contact The Controller for Treasury, Budgeting, and Procurement regarding payments to University employees.
- Reimbursement requests do not require a vendor set up form.

#10 How to Process a Payment: Creating a Requisition, Making Changes, Approvals & Receiving

Policy Statement

All purchases of goods and services from vendors begin by initiating a Requisition through Self Service on HSU Central. **This shall** occur prior to ordering the product or service, <u>not</u> when it is time to pay for the product or service.

Upon conclusion of determining a vendor, purchase and payment is accomplished using Self Service on HSU Central. Listed below are the steps taken to process payment:

- 1. Requisition is created completed by department
- 2. Requisition is approved completed by department
- 3. PO is created completed by Accounts Payable
- 4. Product or service is purchased completed by department
- 5. Product is received completed by department
- 6. Invoice is sent to Accounts Payable completed by department
- 7. Voucher is created completed by Accounts Payable
- 8. Payment is issued completed by Accounts Payable

Steps for creating a Requisition

- 1. Log in to HSU Central.
- 2. In the Self-Service section, open the Employee menu and then open the Financial Information menu.
- 3. Select the Enter a Requisition for Goods and Services link.
- 4. Enter the Vendor ID or Name in the input box. Select the Submit button.
 - a. The best way to look up a vendor is by entering a key word from the vendor name in the input box. This will create a listing of vendors with the key word in their name. Search the list and select the correct vendor.
 - b. If you cannot find the vendor, you are searching for you can leave the vendor information blank by selecting the box labeled I do not wish to perform a Vendor Lookup. Contact Accounts Payable if this occurs.
- 5. Select the toggle box next to the vendor you want to select from the Vendor Lookup Results screen. Select the Submit button.
- 6. In the Enter a Requisition for Goods and Services screen use the purple hyperlink VIEW BUDGET to ensure there are funds available to cover the purchase and to make note of the GL account number to be used.
- 7. The Initiator field will default in with the Requestor's initials but should be changed to your approver's initials, who will also have access to see these documents. If you do not have this information, contact your approver.
- 8. The Ship To field will default to 01. Please enter the shipping address in the comments field located at the bottom section of the screen.
- 9. Leave the remaining fields in the top section as is.
- 10. In the bottom section, the following columns are required: Item Description, Quantity, Unit of Issue, Price, Cost Center (Department), and Object Code (Account Description).
- 11. In the Printed Comments field, type any information that needs to be relayed to the vendor.
- 12. In the Comments field, type any information that needs to be relayed to Accounts Payable Office.
- 13. In the Next Approver field, type the login ID for the appropriate approver. If you do not have this information, contact your approver.
- 14. Once complete, select the Submit button.
- 15. A requisition has been created and will automatically be forwarded to the indicated approver. You will see a requisition created screen.
- 16. Send the supporting documentation to the approver as well as the accounting office with the requisition number written on the top right corner.

Instances may occur when a requisition needs to be modified or deleted. It is the responsibility of the requisition initiator to make these changes. Requisition initiators will modify or delete all requisitions through Self Service on HSU Central.

Steps for Viewing, Modifying, and Deleting a Requisition

- 1. Log in to HSU Central.
- 2. In the Self-Service section open the Employee menu and then open the Financial Information menu.
- 3. Select the View/Modify/Delete Requisition link.
- 4. A list of open requisitions will populate. Note that in the screen below, the requisitions have one of the three status settings:
 - a. PO Created The requisition has been converted to a Purchase Order.
 - b. Outstanding The requisition has been approved.
 - c. Not Approved The requisition has not been approved.
- 5. Select the requisition number link in the first column of this screen to view the requisition.
- 6. The three columns on the right of the screen contain links that allow you to Receive, Modify, or Delete a requisition.
 - a. Receive Allows you to receive goods if a purchase order has been created. This can also be done directly from the Receive Goods and Services link (explained below).
 - b. Modify Allows you to modify a requisition. This includes increasing the line item description, adding additional line items, deleting just a particular line item, or allocating a line item to various GL account numbers.
 - c. Delete Allows you to delete the entire requisition if a Purchase Order has not yet been created.
- 7. To modify a requisition, select the purple hyperlink Modify.
 - a. To modify requisition header information such as confirmation email, ship to, Vendor ID alter the information in the input boxes at the top section of the screen.
 - b. To modify an existing line item, select the toggle box to the left of the line item at the middle section of the screen and select the Submit button.
 - i. Add new line items. To do this, enter the number of new line items in the field labeled Number of Line Items to Add and select the Submit button.
 - ii. Delete line items. To do this, select the toggle box to the left of the line item and select the Submit button.
 - c. To modify the Next Approver, type the login ID of your next approver in the Next Approver field and select the Submit button.
- 8. To delete a requisition, select the purple hyperlink Delete.
 - a. Select the Submit button. This will delete the requisition, and it will no longer be available.

Approval Process

Designated approvers will approve all Requisitions through Self Service on HSU Central. **This will occur prior to ordering the product or service, not when it is time to pay for the product or service.** Approval is tiered as followed based on the dollar amount of the transaction:

\$1 - \$1,000: Department Head \$1,001 - \$5,000: Dean/Director

\$5,001 - \$20,000: Vice President of the Area \$20,001 - \$100,000: Vice President for Finance

\$100,001+: President

Depending on the dollar amount of the transaction, multiple approvers may be required for the approval of a purchase.

Steps for Approving a Requisition:

- 1. Log in to HSU Central.
- 2. In the Self-Service section open the Employee menu and then open the Financial Information menu.
- 3. Select the Approve Documents link.
- 4. A list of open requisitions will populate. You will only see documents that you are to approve.
- 5. Select the Document Number link to view a requisition before you approve it. Be sure you approve of the purchase and that the correct GL account is used in relation to the purchase. If you do not approve the purchase or find changes that need to be made, contact the requisition initiator, so that they can correct or delete the requisition.
- 6. Select the toggle box in the first column labeled Approve to approve the requisition.
- 7. If the purchase amount is over your approval limit, type the login ID of your next approver in the Next Approver field.
- 8. Columns on the right indicate if the amount is over budget.
- 9. Once complete, select the Submit button. After you have approved a requisition, it will no longer be in your approval queue.
- 10. Once all approvals are complete, the requisition will be available to become a Purchase Order, which will be processed by Accounts Payable.

Steps for Receiving POs

Accounts Payable will create a Purchase Order for the department to use for the purchase of goods or services. It is the responsibility of the department to initiate the purchase transaction and to submit an invoice to Accounts Payable. Accounts Payable will not issue a check to the vendor until an invoice has been delivered to the Accounting Office and the goods or services have been received. Requisition initiators will receive all POs through Self Service on HSU Central.

- 1. Log in to HSU Central.
- 2. In the Self-Service section open the Employee menu and then open the Financial Information menu.
- 3. Select the Receive Goods and Services link.
- 4. A list of open POs will populate.
 - a. Filter requisitions by vendor or purchase order if your list is so large that you need to filter.
 - b. Record packing and shipping information in the designated fields Packing Slip and Arrived Via.
 - c. Locate the correct requisition lines to enter the quantity accepted and quantity rejected.
 - i. If you have any rejected quantities, you will be presented with the Enter Return Information screen where you can enter a Return Authorization Number, Reason Code, and Comment.
 - ii. If you do not check the Reorder box, the PO will close out.
 - iii. If you do check the Reorder box, the items you have not yet received will be on backorder status.
- 5. Once complete, select the submit button. You will see a confirmation screen.

Policy Statement

Departments have the option of requesting a Blanket Purchase Order for purchases. Blanket Purchase Orders are used for recurring purchases throughout a specific timeframe and when an allotted dollar amount is needed. In order to initiate a Blanket Purchase Order, please go through the requisition process and note "Blanket PO" in the comment section field. Blanket Purchase Orders do not require receiving goods and services. The Blanket PO will be closed out when the funds are depleted or year-end (May 31st), whichever occurs first.

#12 HARDIN-SIMMONS PURCHASING CARD POLICY

Policy Statement

Hardin-Simmons will issue purchase cards for employees as approved by the Vice President for Finance on a case-by-case basis. Employees must pass a credit check, conducted by Human Resources, to obtain a University purchase card. Annual credit checks will be performed on all corporate cardholders during the issue month of the card. Denied applicants or current cardholders that have their card revoked must use their personal card and apply for reimbursement for approved University expenses.

A University cardholder is the authorized user of the card. Cardholders are responsible for the secure and proper use of the card and are not authorized to share the card or card number with other parties. Cardholders must submit reconciled statements monthly to Accounts Payable.

Purchase cards are the property of Hardin-Simmons University, and are to be used for University business purchases only. Neglect or abuse of the purchase cards will result in the suspension of the purchase card, and possible permanent revocation. Fraudulent use of the card will result in disciplinary action, which may include employment termination and/or legal action.

Steps to Apply for a Purchasing Card

- 1. Complete a P-Card application located on HSU Central in the forms section under Accounting.
- 2. Submit application to accountspayable@hsutx.edu
- 3. Accounts Payable routes the application to Human Resources for a credit check. Human Resources gathers consent from applicant, if needed.
- 4. Credit check results are forwarded to the Vice President of Finance for review and approval.
- 5. The application is returned to Accounts Payable for processing.
- 6. A card will be issued if approved.

When to Use the Purchasing Card

While going through the online requisition process is always recommended, when time is of the essence or during travel, the purchasing card may be used without a requisition. Items purchased must be, in aggregate, within the cardholder's approval limit to avoid needing an approved requisition

Steps to Using the P-Card for Purchase

- 1. Prepare a requisition using the on-line requisition system on HSU Central. Note in the comment section that a P-Card will be used for payment.
- 2. Receive approval for the requisition.
- 3. Make a purchase and ensure that sales tax is not paid (See #4).
- 4. Submit the receipt(s) with requisition number.

Statement Reconciliation

All corporate purchase cardholders are responsible for reconciling their statements online by entering the appropriate budget number, requisition number and the business purpose of each transaction (see University instructions on HSU Central). Employees have 10 days after the statement end date, which is the 25th of the month, to reconcile the card. After reconciliation is complete, employees must forward their statement hardcopy to their designated approver. The purchase card approver has an additional 2 days to approve the reconciled statement. Approvers are responsible for approving statements online by reviewing the receipts and transaction detail. After approval is complete, approvers must sign the statement hardcopy and forward it and all itemized receipts to Accounts Payable for review. Copies of these receipts are acceptable.

The accounting office requires submission of all purchase receipts. If a receipt is missing, a Missing Receipt Form is required within two weeks or card privileges will be revoked or frozen. Employees are responsible for paying for items purchased on the HSU purchase card without receipts or timely submission of the Missing Receipt Form. HSU is not liable for non-business related purchases.

Corporate Purchase Card Check Out

- The HSU Accounts Payable Office maintains eight University purchase cards available for check out with limits of \$2,500 per card.
- ALL University purchase cards checked out from Accounts Payable require a Requisition through the requisition system on HSU Central (See #10). Please note in the comment section that it is for use of a University Purchase card.
- An employee who checks out a University card must return the card within 48 hours of check out, unless prior approval is given. If additional time is required, please provide explanation in the comments section of the requisition along with an anticipated return date.

Failing to follow HSU policies regarding corporate purchase card usage will result in loss of privileges

#13 Contract Approval Process

Policy Statement

This policy applies to all agreements or contracts, whether oral or written. Written agreements consist of documents obligating Hardin-Simmons University to any kind of payment or performance or delivery of a service or good. This policy outlines the guidelines for the review, approval and execution of all legally binding written contracts to which the University is a party.

Reason for Policy

The policy is intended to ensure that employees' commitment of University resources are properly budgeted, reviewed and approved, and that only authorized officials sign agreements.

This policy identifies University employees who are authorized to commit institutional funding and describes the necessary steps in the contract review process.

Applicability of the Policy

This policy applies to all University employees and governs all commercial and non-commercial transactions such as:

- Agreements to buy or sell goods, both tangible and intangible
- Agreements to provide or obtain services
- Volunteer and Internship agreements
- Memoranda of Understanding (MOUs) with government agencies and other organizations for the accomplishment of a particular purpose
- Promissory Notes and other instruments for the payment of money
- Application for or receipt of grants and sub-grants awarded by government agencies and private organizations
- Affiliation agreements
- Leases of movable property, such as tools, equipment, vehicles, etc.
- Leases, deeds and other conveyances affecting interests in real property, including construction agreements
- Waivers and releases
- Employment agreements
- Debt instruments and related documents
- Maintenance agreements
- Software license agreements, and
- Applications for official government documents, employment authorization documents, such as visas for employees and applicants for employment with non-resident alien status

Policy Elaboration

Approval/Execution of Contracts. Pursuant to HSU's Bylaws, the Board of Trustees has designated the following University officers as the only persons authorized to execute contracts on behalf of the University: **President, Provost, and Vice President of Finance**. No other employee has authority to bind the University on any contractual matter whatsoever unless specifically authorized in writing by the President.

Parties in a University Contract. No person, college, department, center, institute or other organizational unit has authority to contract in its own name; therefore, all University contracts should be in the name of "Hardin-Simmons University." If desired, the contract may thereafter reference the specific person, department, school, or college handling the contract with the notation: "Hardin-Simmons University, to the attention of (department, person, etc.)."

Legal Review. Every proposed contract shall be reviewed and approved by the Provost or the Vice President of Finance, who will determine whether a legal review is needed. Once approved, the responsible officer will execute the contract and forward it to the initiating employee.

IMPORTANT: The person initiating the contract is the person responsible for understanding all of the business details and required performance by HSU in the contract. Review by the Vice President of Finance is to assure adequate budgeting and auditing compliance. Review by Legal Counsel is to ensure legality and compliance with local, state and federal law.

It is the initiating employee's responsibility to assure that all business terms of the contract (description of goods or services provided in the contract, terms and conditions agreed during negotiation, price, start date, delivery deadlines, contract end date, renewal of agreement, etc.) are accurately stated in the agreement and that the best interests of the university are reflected in the terms of the agreement.

Conflicts of Interest. It is the responsibility of all University employees to ensure that the University does not knowingly enter into contracts that present conflicts of interest. University officials must accordingly exercise their authority in a manner consistent with applicable conflict interest policies. Questions regarding interpretation of University conflict of interest policies may be directed to the Vice President of Finance.

Unauthorized commitments or agreements. Hardin-Simmons University does not recognize any agreement as binding unless its signatory has contracting authority. Individuals who enter into agreements without authority may be personally liable for the performance of such agreements, whether oral or written. Employees who enter into unauthorized agreements may also be subject to disciplinary action, up to and including termination.

Risk Management Review. Contracts which may present a risk of accidental injury or loss to the University, its employees, students, or invitees, or to property owned, leased or loaned by or to the University, should require the other party to maintain appropriate liability insurance. The following contract provisions are discouraged and will not generally be approved.

Indemnity or hold harmless agreement in favor of other contracting party: These terms may cause Hardin Simmons to pay for damages caused by others and are not acceptable in Hardin Simmons' contracts.

Waiver of Subrogation: Any term which requires HSU to waive its right to be reimbursed for damages, which Hardin Simmons' own insurance has already paid, are not acceptable.

Additional Insured. Any requirement to add another party as an additional insured on Hardin-Simmons' liability insurance policy requires approval by the Vice President of Finance in conjunction with our insurance agent.

Limitation of Liability and **Limitations on Damages**: These terms limit the amount of damages caused the other party, or its related parties, and cause Hardin-Simmons to be unable to recover full damages.

Choice of Law: Any state other than Texas is not acceptable for a choice of law provision. Venue for court action should always be in Taylor County, Texas.

If you discover that any of these issues are addressed in your agreement, reference the section number in the Notes section of the Contract Approval form.

Definitions

For purposes of this policy, these terms have the following meanings:

"Contract" or "Agreement" means:

- Any writing that creates a binding obligation upon the University.
- Any checkbox or electronic signature that creates a binding obligation on the University.
- A promise or set of promises, which could arguably be legally enforced. These promises may or may not be in writing.
- A verbal or written agreement between two or more parties that creates an obligation to do or not to do something.

"Initiating Employee" is the University employee who initiates the contract approval process. This person has typically been involved in the negotiation process and is familiar with the purpose of the contract and all terms which have been promised by the other party. "Contract Administrator" is the University employee responsible for assuring that the contracting party performs its obligations as required in the contract, and that Hardin-Simmons performs its promised obligations under the contract.

Procedures

The following procedures are required for the approval of a contract:

- 1. Every proposed contract or agreement involving the University must be thoroughly read by the Initiating Employee using the Guide to Contract Terms for guidance. All promises and pricing details promised by the other party should be reduced to writing in the document.
- 2. Every proposed contract must be accompanied by a Contract Approval Form. The form must be completed for every proposed contract when it is presented to the authorized officer for his/her signature. Contracts not including the attached form or having incomplete forms will be returned to the initiating employee.
- 3. The proposed contract and completed Contract Approval Form should first be approved by the Dean or Vice President over the Initiating Employee's department.
- 4. After the appropriate Dean or Vice President signs the Contract Approval form, the form should be forwarded to either the Provost, for matters arising in academic divisions, or to the Vice President of Finance for financial and operational matters, each of whom will determine the need for a legal review by Legal Counsel.
- 5. An allowance of at least five (5) business days is needed to complete the contract review and approval process. If your contract must be executed sooner than this, circle "yes" on the Contract Approval Form question, "Is execution of this contract urgent?" and fill in the "Date Needed By" provided on the form.
- 6. Review the Contract Approval Form. Each person reviewing the contract must sign and date the time of their review.
- 7. If extensive revisions, specific comments, or special instructions are included in a review, the contract will be returned to the Initiating Employee for further instructions.

- 8. After review and execution by the Vice President of Finance, Provost or other officer, the contract will typically be returned to the Initiating Employee to forward to the other party.
- 9. When the original contract is signed by the other party and returned to the Initiating Employee or other University employee, it must be returned to the Finance Office. The Vice President of Finance will keep the ORIGINAL, executed contract for Audit purposes.
- 10. The Initiating Employee has the responsibility for assuring that the Contract Administrator ("CA") is properly advised on all responsibilities of Hardin-Simmons under the contract and shall advise the CA when the contract is executed. The CA is responsible for maintaining a copy of all contracts over which they have responsibility.
- 11. Any subsequent changes or other revisions to the contract must be initialed by the University officer signing the contract and must be initialed by the other party at the time the contract is countersigned. If a significant number of revisions are needed, or if initialing changes is likely to cause confusion, the other party may be asked to provide a "clean" copy of the contract with all changes by both parties incorporated into a final agreement.
- 12. The Contract Administrator, in conjunction with the Vice President of Finance or Provost, are responsible for tracking any automatic or other renewal deadlines of each contract.
- 13. The Contract Administrator is responsible for monitoring the other party's performance and compliance with all terms of the contract, and for assuring that Hardin-Simmons fulfills all of its obligations and promises in the contract.

Related Forms/Documents/Policies

- Contract Approval Form (Appendix V)
- HSU Insurance Requirements Addendum (Appendix VI)

Contact

For questions regarding the daily operations of this policy contact: Jodie McGaughey, Vice President of Finance Ext. 1508

#14 Bid Process

Policy Statement

Any purchase over \$20,000 requires purchasing through the bid process. Bidding goods and services encourages competition among supplies. Through the bidding process, the University has the opportunity to find the best pricing and service. The bidding process is designed to identify the supplier who can meet the buyer's requirements for the best price, as well as meeting goals and objectives.

Request for Quote (RFQ)

The request for quote (RFQ) should be used for standard items. Price, delivery, and inventory are usually the most important elements of the RFQ. The RFQ should meet the following standards.

- 1. The product(s) should be described in detail.
- 2. Specifications should be clear, concise, and complete.
- 3. Quantity, quality requirements, packaging, payment terms, shipping and delivery requirements should be included.

Request for Proposal (RFP)

An RFP should be used for more complex projects, for services, and for long term contracts, when there are important considerations other than price. The RFP usually begins with a statement of purpose or goals and objectives. The RFP should meet the following standards:

- 1. Clearly define an acceptable level of performance for the supplier and a definite time frame for achieving this goal.
- 4. Request the supplier to describe qualifications of parties involved in the process.
- 5. The product(s)/service(s) should be described in detail.
- 6. Specifications should be clear, concise, and complete.
- 7. Quantity, quality requirements, packaging, payment terms, shipping and delivery requirements should be included.

Procedures for Preparing an RFP/RFQ

- 1. At least three bids should be submitted.
- 2. All suppliers should receive identical copies of the RFP/RFQ.
- 3. A deadline should be established for the submission of all bids. If the deadline is extended for one supplier, it must be extended for all.
- 4. When the bids are received, they should be signed and dated.

Procedures for Evaluating Bids

- 1. Time should be taken to review the bids carefully.
- 2. Narrow the field by determining which suppliers are responsive. A responsive bid provides ALL information requested and addresses ALL issues.
- 3. Consider price, suppliers past performance, after-sale support, and services.
- 4. In certain situations, the selection may be chosen directly by the VP of Finance.

Hardin-Simmons University Social Work Student Handbook



Cynthia Ann Parker College of Liberal Arts Abilene, Texas



Social Work Student Handbook



TABLE OF CONTENTS

Introduction	3
Social Work Education & Accreditation	4
Social Work Program Mission and Goals	5
Social Work Curricular Design and Sequences	7
Social Work Curriculum	9
Degree Plan	10
Field Education and Instruction	14
Admission to the Program	14
Advising of Social Work Majors	17
The Social Work Club	18
Phi Alpha Honor Society- Sigma Beta Chapter	19
Faculty and Program Evaluation	19
Extra-Curricula Opportunities	20
Grievance Procedure	20
Termination from the Social Work Program	20

Introduction

This Handbook is provided to help you understand the Social Work Program at Hardin-Simmons University and to supplement information contained in the HSU Undergraduate Catalog. The content of this Handbook has been written by Social Work Program Faculty. You may access a copy of this Handbook on our webpage at: http://www.hsutx.edu/academics/cap/socialwork

The Social Work Program is open to all qualified applicants and does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation.

We hope that you will find the information useful in creating a meaningful plan of study for yourself as a social work major or minor. *

^{*}The Social Work Program Faculty reserves the right to set standards and change course requirements for the major in Social Work in accordance with the guidelines of the Council on Social Work Education. Such requirements for the Social Work minor are also subject to change.

Social Work Education and Accreditation

The Council on Social Work Education (CSWE) is the accrediting body for Social Work Education. CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation, the CSWE Office of Social Work Accreditation (OSWA) administers a multistep accreditation process that involves program self-studies, site visits, and COA reviews. The Social Work Program at HSU has been fully accredited by CSWE since 1985.

HSU Social Work Program History

The first social work faculty member, Dr. Dannis Cooper, was hired in 1971 to begin developing social work courses at Hardin-Simmons University. Social work courses were offered, but as accreditation became a requirement in social work education in the 1980's, HSU began the process of formalizing the social work major and seeking accreditation. The first Director of Field Education, Doris Thornton, was hired in 1984 and developed the Field Education curriculum. The social work faculty applied for accreditation in 1985 and the program was in candidacy through the Council on Social Work Education during that time. The program became fully accredited in 1986, retroactive for the graduating class of 1985. The program has remained fully accredited since that time.

Social Work is a twentieth-century profession concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate stress. These interactions between people and social institutions occur within the context of the larger societal arena. Therefore, the major purposes of social work may be defined:

- 1. Help develop new resource systems to meet the needs of people.
- 2. Establish initial linkage between people and resource systems and among various resource systems to make them accessible to one another.
- 3. Facilitate interaction between individuals within resource systems to promote the effective and humane operation of these systems, and to make them responsive to people's needs.
- 4. Facilitate ongoing interactions between resource systems to enable them to work together effectively.
- 5. Help people to develop and utilize effectively their own internal problem-solving and coping resources.

The knowledge of the profession used to carry out these purposes is derived from the social and behavioral sciences. Problems aggravated by the growing complexity of society have greatly increased the need for social work services. Such services are offered in a growing number of diverse settings including hospitals, industries, schools, government institutions, and community-based rehabilitation centers. These join with traditional sites such as settlement houses, child care facilities, counseling agencies and institutional settings.

The Social Work Foundation is made up of essential knowledge content which all social workers must demonstrate in order to practice effectively. CSWE as the standard setting organization for the Profession and has provided curriculum content guidelines for the Social Work Program to follow. Historically, the five professional foundation areas were: *Human Behavior and the Social Environment (HBSE)*, *Social Welfare Policy and Services*, *Social Work Practice*, *Research and Field Education*. In the Sequence Objectives section of this handbook is an explication of how the program continues to use the Foundation through course and sequence objectives to education our students.

The official document distributed by CSWE that explicates the Professional foundation and curriculum guidelines is titled *Educational Policies and Accreditation Standards 2015 (EPAS)*. Copies of this important document are available in the Social Work Program office or by going to www.cswe.org and download your copy. Students are strongly encouraged to read and be familiar with the EPAS document.

Social Work Program Mission and Goals

HSU Social Work Program Mission

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service; and,
- Produce leaders and advocates in policy development and service delivery forhuman rights and social and economic justice within a global context.

The mission of Hardin-Simmons University and the Social Work Program are consistent. The University emphasizes an academically challenging undergraduate education in the context of the Christian faith. The Social Work Program's preparation of its students with appropriate knowledge and skills is academically challenging. The value system emphasized by the Social Work Program are consistent with the core values of the profession; service, social justice,

integrity, importance of human relationships, dignity and worth of the person, competence, human rights, and scientific inquiry. Further, the values emphasized are consistent with the Baptist understanding of Christianity which includes the centrality of Jesus Christ who, in a compassionate manner, consistently and predominantly served those who were not of mainstream society, but rather those who were oppressed and in need. The program goals relate to the purposes and values of the social work profession:

HSU Social Work Program Goals

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
- 4. To foster student's development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
- 5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

The philosophical foundation of the Social Work Program is based on two historical social values: (1) the dignity and worth of the individual and (2) the need of society to generate a supportive environment.

The educational foundation the Social Work Program is based on the value that the profession places on the ability to conceptualize, to theorize and to utilize knowledge, values and skills in the practice of social work. The University expresses concern for these same values in its focus on...academic excellence... and in preparing ...individuals for life and livelihood in a changing world.

The curriculum is designed to prepare students for beginning social work practice with individuals, families, groups and communities. The content presentation will provide each student the opportunity to examine, practice and integrate the concepts necessary to develop and refine specific knowledge, skills and values for such practice. Concepts from biology, ego psychology and a variety of developmental theories will be used to study the individual. Concepts from social policy, ecological systems theory and a variety of related topics such as

political science, economics, and organizational theory will be used to study the environment.

Specific concepts regarding role, socialization, behavior, communication, learning and adaptation will be used as a knowledge base for understanding the ecology of the person in the environment and to develop appropriate skills for intervention.

Social Work Curricular Design and Sequences

The curriculum within the Social Work Program constitutes the program's formal educational structure while achieving the core competencies through intentional curricular design. The explicit curriculum must be approved through the Liberal Arts Curriculum Committee, the General Education Council, and must receive final approval from the faculty at large and the University Registrar. The HSU Social Work Advisory Council assists in designing the curriculum by reviewing curricular additions or changes, making suggestions for enhancement of the curriculum, and informally approving additions or changes in the curriculum.

The curricula of the Social Work Program are sequenced in a manner that ensures the mastery of the professional foundation content and program mission and goals in a logical and consistent order. The student should note that the course descriptions in the University Undergraduate Catalog identify the prerequisites that control the order in which the courses may be taken.

Liberal Arts Base

The HSU Social Work Program operates as an autonomous program within the multi-disciplinary Cynthia Ann Parker College of Liberal Arts. The Social Work Program's faculty and staff believe that the context which promotes a Christian education and competency-based focus readily fulfills the requirements and expectations in social work education. This atmosphere resonates with the social work profession in providing opportunities for students to apply ethical principles and critical thinking through practice experiences while incorporating diversity, advocating for human rights and promoting social and economic justice. Curricula and practices have been developed to promote such educational experiences as well as incorporating opportunities for skill development relevant to the 9 social work competencies and 31 practice behaviors outlined in CSWE EPAS 2015.

It is essential that the social work student have knowledge of the liberal arts perspective in order to enhance her or his environmental context. The student must be capable of thinking and knowledgeable about interacting with society. Knowledge also of the cultural environment should be gained in the areas of science, history, literature, philosophy, and language. The Southwest is rich with a variety of cultures, and for the social worker to be successful in intervention skills, a general knowledge from the liberal arts perspective is essential.

Human Behavior and Social Environment Sequence

This sequence is covered in courses SCWK 2360 HBSE I and SCWK 2365 HBSE II. These courses teach systems approaches to understanding human behavior within families, groups, organizations and communities. Also closely examined is the development of the individual

throughout the life span with particular focus on the biological, psychological, and social development of the individual as she or he interacts with societal and cultural groups.

Social Welfare Policy and Services Sequence

This sequence is covered in courses SCWK 1350 Introduction to Social Work; SCWK 3360 Social Welfare Policy I and SCWK 3365 Social Welfare Policy II. The introductory course focuses primarily on the development and history of the profession and a broad overview of how social work practice is carried out in various settings. Through this course the student is provided a service-learning opportunity to experience firsthand the activities of helping professionals. Students serve in a volunteer capacity for a social agency in the community for a required 30 hour minimum over the course of the semester. The course helps the student validate her or his decision to become a social worker.

In the Policy courses, the student examines the institution of social welfare from a historical and functional viewpoint. Social welfare programs are analyzed and examined with an emphasis upon their support of the needs of special populations, including ethnic minorities and women. The student learns several models of social welfare policy and is introduced to the economic and political processes which impact upon policy and services.

Social Work Practice Sequence

The practice sequence consists of SCWK 2303 Social Work Practice I, SCWK 3370 Social Work Practice II, and SCWK 3375 Social Work Practice III. These courses are built on the knowledge foundation established through the HBSE and Policy courses. Students utilize an understanding of the social work process to develop skills in problem-solving with individuals, families, groups, communities and organizations. Students are again provided service-learning opportunities in Practice I and Practice III. In Practice I, students serve in a volunteer capacity for a social agency in the community for a required 30 hour minimum over the course of the semester. In Practice III, students will complete a "Group Community Project" that exposes them to group processes and community practice.

Social Work Research Sequence

The Research sequence consists of SCWK 3380 Research Methods in Social Work and SCWK 4310 Senior Research Seminar I and SCWK 4320 Senior Research Seminar II. SCWK 3380 focuses on various research methodologies, both qualitative and quantitative and teaches the student how to utilize empirical methods for practice assessment. Program evaluation is covered as well as helping students understand the ethical responsibility of research. SCWK 4310 and SCWK 4320 focus more in detail on teaching students to evaluate practice, policy and programs in conjunction with their field placement. The use and evaluation of research reports is also included in this course. Students should recognize the essential nature of theory building through research, use scientific inquiry to inform their practice, and recognize how their practice informs research. This concept is emphasized in each of the social work courses.

Field Education Sequence

This sequence is covered in SCWK 4450 Field Instruction I and SCWK 4552 Field Instruction II. The objectives for this sequence are designed to provide the student with a supervised learning experience which provides for the integration of theoretical learning with practice experience. Students also gain a broader understanding of the structure and function of resource and delivery systems within an agency and the community as impacted by policy.

Students are provided intense supervision while learning in a field agency and understand how to utilize this supervision to improve their own practice. Throughout the field experience, students gain understanding of how to evaluate their own values and ethics and relate this to work with culturally diverse groups.

The field instruction is the capstone sequence for the social work program, and it is the final educational milestone before entry into the profession. The 9 social work competencies and 31 practice behaviors are evaluated at specific intervals during the student's field placement.

The Social Work Curriculum

The curriculum of the HSU Social Work Program is structured to provide students with a liberal arts foundation in a Christian setting while incorporating specific and perpetual efforts to provide a learning environment focused on competency-based education. The 9 social work competencies are operationalized through the 31 practice behaviors. These are identified in each course syllabus in the course objectives/competencies with explicit outcome measures obtained through course assignments.

HSU's Social Work Program was designed to be a true four-year program integrating service learning into each year of formal education. Students enter lower level courses during the freshman and/or sophomore year, completing Introduction to Social Work, Human Behavior and the Social Environment courses, and beginning the Social Work Practice series. Social Work majors are enrolled in social work courses throughout their educational experience at HSU, with an opportunity to be enrolled in a minimum of one social work course each semester. The intent is to keep the students connected to social work, both academically and professionally.

This academic and professional connectedness promotes active, participatory learning and a coherent integration of knowledge, values, and skills between the classroom and the field. The connectedness of our students is vital in keeping their learning active, coherent and integrated between the classroom and the field.

The Program Faculty reserves the right to set standards and change course requirements for the major in social work. See example below for a suggested four-year plan.



HARDIN-SIMMONS

UNIVERSITY

The Social Work Department
Box 16218/Abilene, TX 79698-6218/ 325-670-1281 or 325-670-1275
Four Year Course Plan
Bachelor of Behavioral Science Degree in Social Work

Freshman Year

FALL		SPRING	
SCWK 1350 Intro to SCWK	3	SOCI 1301 Intro to SOCI	3
ENGL 1301 or 1302	3	COMM 1301 Intro to Comm	3
FYSM 1300	3	CSCI 1303 Computer Science	3
BIBL 1301 or 1302	3	REL 2345	3
PSYC 1301 Intro into PSYC	3	Fine Arts, (Art, Music, or Theatre)	3
KINE Wellness for Life (1170)	<u>1</u>	KINE	<u>1</u>
	<u>16</u>		1
		Sophomore Year	
BIOL (2410 preferred)	4	SCWK 2303 Practice I	3
SCWK 2365 HBSE II	3	SCWK 2360 HBSE I	3
SOCI 2302 Social Problems	3	PHIL 2335 Applied Ethics	3
POLS	3	ENGL 2301, 2302, or 2303 Lit	3
HIST 1300	3	MATH	3
		KINE	<u>1</u>
	<mark>16</mark>		16
		Junior Year	
SCWK 3370 SCWK Practice II	3	SCWK 3375 SCWK Practice III	3
SCWK 3360 Social Welfare Policy I	3	SCWK 3365 Social Welfare Policy II	3
Science (not Biology)	3	SCWK 3380 Research Methods	3
SCWK Advanced Elective	3	SCWK Advance Elective	3
ENGL 3300 Writing Course	3	PSYC Advanced Elective	3
	<mark>15</mark>		15
		Senior Year	
SCWK 4310 Senior Seminar	3	SCWK 4320 Senior Seminar	3
SCWK 4450 Field Instruction I	4	SCWK 4552 Field Instruction II	5
SCWK Advanced Elective	3	Electives	3
SOCI Advanced Elective	3	Electives	3
	13		14
Hours required: 121 minimum		Residence Credit: 30 hours	
Advanced hours: 30 in major, 42 mini	mum	Cumulative and Major GPA: 2.0	
Chapel Required		Grades of C or above transfer	

Updated April 2020

Social Work Courses to be taken sequentially with C or above required **SUBJECT TO FURTHER CHECKING BY CATALOG REGULATIONS**



The Social Work Department

Box 16218/Abilene, TX 79698-6218/ 325-670-1281 or 325-670-1275

Four Year Course Plan

Bachelor of Science Degree in Social Work and Psychology

Freshman Year

	Fres	shman Year				
FALL		SPRING				
SCWK 1350 Intro to SCWK	3	SOCI 1301 Intro to SOCI	3			
ENGL 1301 or 1302	3	COMM 1301 Intro to Comm	3			
FYSM 1300		PSYC 3303	3			
BIBL 1301 or 1302	3 3	REL 2345	3			
PSYC 1301 Intro into PSYC	3	Fine Arts, (Art, Music, or Theatre)	3			
FSSC Wellness for Life (1170)	1 16	FSSC	1			
` ,	16		1/16			
Sophomore Year						
BIOL (2410 preferred) or ENVS	3 (1 Lab)	SCWK 2303 Practice I	3			
SCWK 2365 HBSE II	3	SCWK 2360 HBSE I	3			
MATH (1310 or higher)	3	PSYC 3306/3337	3			
POLS or PHIL	3	ENGL 2301, 2302, or 2303 Lit	3			
HIST 1300	3	MATH (1310 or higher)	3			
FSSC	<u>1</u>	, ,				
	16 or 17 if lab		15			
Junior Year						
SCWK 3370 SCWK Practice II	3	SCWK 3375 SCWK Practice III	3			
SCWK 3360 Social Welfare Policy I	3	SCWK 3365 Social Welfare Policy II	3			
PSYC3307/3340/4340	3	PSYC 3308/SCWK 3380 Research Methods	3			
PHYS, GEOL, CHEM or PHSC	3 (1 Lab)	PSYC 4335	3			
ENGL 3300 Writing as Discovery	3	Science Elective (poss. Lab)	<u>3</u>			
3	15or 16 if lab	4	15 or 16 if lab			
Senior Year						
SCWK 4310 Senior Seminar	3	SCWK 4320 Senior Seminar	3			
SCWK 4450 Field Instruction I	4	SCWK 4552 Field Instruction II	5			
SCWK Advanced Elective		PSYC Upper Level Elective	3			
PSYC Upper Level Elective	3	PSYC Upper Level Electives	3			
PSYC Upper Level Elective	3 3 <u>3</u>					
• •	16		<u>14</u>			
Hours required: 125 minimum		Residence Credit: 30 hours				
Advanced hours: 30 in PSYC, 42 SCWK		Cumulative and Major GPA: 2.0				
Chapel and Writing Proficiency Required		Grades of C or above transfer				

Updated April 2019

Social Work Courses to be taken sequentially in the order given **SUBJECT TO FURTHER CHECKING BY CATALOG REGULATIONS**

Social Work as a Minor

The Social Work Department

Box 16218/Abilene, TX 79698-6218/ 325-670-1281 or 325-670-1275

The Social Work minor is <u>not</u> preparation for professional social work practice and is only intended to enhance the students' overall knowledge, skills and professional ethical practice in their chosen field of study. In order to become a professional, licensed social worker you must obtain a degree in social work from a program accredited by CSWE. For more information please contact the Social Work Department.

The social work minor requires completion of 18 hours of social work courses. Students minoring in social work are required to take 9 hours in SCWK 1350 Introduction to Social Work; SCWK 2360 HBSE I or SCWK 2365 HBSE II; and SCWK 2303 Social Work Practice I. The remaining 9 hours are to be taken in advanced and elective social work courses. For more information please consult the University Catalog and contact the Social Work Department.

Below are samples of courses to be taken as a Social Work minor:

REQUIRED MINOR COURSES (9 hours needed):

SCWK 1350 Introduction to Social Work (Fall or Spring)

SCWK 2360 Human Behavior and the Social Environment I (Spring); or

SCWK 2365 Human Behavior and the Social Environment II (Fall); and

SCWK 2303 Social Work Practice I (Spring)

ADVANCED COURSES AND ELECTIVES (9 hours needed):

SCWK 2360 Human Behavior and the Social Environment I (Spring); or

SCWK 2365 Human Behavior and the Social Environment II (Fall);

SCWK 3310 Social Justice (Fall)

SCWK 3320 Child Welfare Services (Fall)

SCWK 3330 Social Statistics (Fall)

SCWK 3360 Social Welfare Policy I (Fall)

SCWK 3365 Social Welfare Policy II (Spring)

SCWK 3370 Social Work Practice II (Fall)

SCWK 3375 Social Work Practice III (Spring)

SCWK 3380 Research Methods (Spring)

SCWK 4360 Healthcare Issues in Society (Spring)

SCWK 4370 Aging in Society (Spring)

Courses are only offered in the semester shown below (SCWK 1350 is a prerequisite to all other SCWK courses):

FALL	SPRING
SCWK 1350 Intro to SCWK	SCWK 1350 Intro to SCWK
SCWK 2365 HBSE II	SCWK 2360 HBSE I
SCWK 3370 SCWK Practice II	SCWK 2303 Practice I
SCWK 3360 Social Welfare Policy I	SCWK 3375 SCWK Practice III
SCWK 3310 Social Justice (Advanced Elective)	SCWK 3365 Social Welfare Policy II
SCWK 3320 Child Welfare Services (Advanced Elective)	SCWK 3380 Research Methods
SCWK 3330 Social Statistics (Advanced Elective)	SCWK 4360 Healthcare Issues in Society (Advanced Elective)
	SCWK 4370 Aging in Society (Advance Elective)

^{***}Other social work courses are available but are not approved for course work for a minor in social work.

Hours required: 18 minimum

Cumulative GPA: 2.0

Social Work Upper Level Elective Courses

SCWK 3310 Social Justice Issues

This course is an elective, available to all HSU students interested in learning more about ethics and social justice issues. This course provides a study of applied ethics guiding professional practice through exploration of social justice issues facing the criminal justice and social work professions. An examination of the standards, codes of conduct, and professional responsibilities for both fields is conducted. The focus of this course is on the resolution of ethical conflicts and making ethical decisions through application of ethical principles, standards, and strategies of ethical reasoning. The course is offered as needed.

SCWK 3320 Child Welfare Services

This course is an elective, available to those students who have completed SCWK 2360 and SCWK 2365. It should be of interest to those who are interested in advancing their knowledge and skills in child welfare settings. This course provides a general study of social work services designed to enhance the welfare of children and families. Emphasis is on societal problems which cause problems for children and families and on the activities, policies and programs which provide services to deal with those problems.

SCWK 4360 Health Care Issues in Society

This course is an elective, available to those students who have completed SCWK 3370 and SCWK 3375. It should be of interest to those who are interested in advancing their knowledge and skills in settings for health care. This course provides a general study of issues related to health care. Attention is given to analyzing major health policy issues, adaptation of social work theory to health care settings, with emphasis on principles and skills used in the helping process. Particular focus will be on understanding the psychosocial and cultural dimensions of the patient role and emphasizing the impact of illness on the individual and family.

SCWK 4370 Aging in Society

This course is an elective, available to those students who have completed SCWK 3370 and SCWK 3375. It should be of interest to those who are interested in advancing their knowledge and skills in settings for the aged. This course provides a survey of the various social issues facing aging people. Special attention will be given to how social work and social welfare provide services to this population group. Specific issues will include health, abuse, income security, and day care, as well as sociological research on aging.

Field Education and Instruction

Social work education provides a very unique learning opportunity in the senior year. Students are placed in a social service agency within the community for two semesters. Learning takes place "by doing". A professional social worker directs the student's learning as she or he becomes involved in the structure and services of the agency.

There are many advantages to field education. First, students are in a real work situation which allows refinement of the competencies and practice behaviors taught in the classroom. Upon successful completion, students know better what to expect in a first job after college graduation. Along with that, students have opportunities to meet professional social workers within the placement agency as well as those that relate to that agency from other areas of practice. Decisions about what type of social work practice or field the student would prefer to work in are more easily made after these experiences.

This is an exciting, busy time for social work students. There is a weekly seminar on campus which gives students an opportunity to develop a support system for themselves. They also become involved with the local branch of NASW, the National Association of Social Workers, by attending the monthly meetings.

There is a formal application which begins the placement process. This takes place during the SCWK 3375 course. Students have opportunities to evaluate their own personal and academic strengths and to work with the field coordinator to develop specific learning objectives for the practical learning experience. Students are placed in the agency that can best meet their learning needs. After the decision is made regarding the agency placement, students sign an agreement detailing their responsibilities throughout the placement. A handbook is provided to detail all the goals and objectives and assignments of field instruction for the student. A field instruction coordinator from the faculty coordinates the placements, tracks student progress and leads the weekly integrative seminar.

As field instruction requires the student to concentrate maximum effort to its completion during the senior year, *no student will be allowed to enroll in the Field Instruction courses while on academic probation*. Additionally, enrollment in Field II (SCWK 4552) requires that the student make a C or better in Field I (SCWK 4450). Students successfully completing Field I (SCWK 4450) are automatically approved for Field II (SCWK 4552) and continue in the same agency placement.

Admission to the Program

The Social Work Department selects students into the Social Work major. This selection process is designed to ensure that faculty and students will make the best decision possible about a professional career.

Proceeding into The Program:

- 1. The student enrolled in Introduction to Social Work will have an **EXIT** interview prior to the end of the semester. The purpose of this interview will be to:
 - a. discuss any concerns about the student's suitability for the profession or performance in the class that indicate potential problems regarding admission to the program. At this interview, recommendations to the student may include corrective action, counseling, etc.
- 2. Advise the student whether or not permission is granted to proceed to the next level of social work classes.

Criteria for Formal Admission

Admission to the Social Work major is based upon the following criteria established by the Social Work Program.

- 1. Satisfactory completion of Introduction to Social Work with the required interview.
- 2. Overall GPA minimum of 2.0.
- 3. Evaluation of all material required in the Pre-Admission interview.
- 4. Evidence that the student will be able to academically complete the Social Work Program.
- 5. Evidence that the student will be able to practice social work in an ethical and professional manner.

Pre-Admission Interview

Near the completion of the HBSE course series, the Program Director or assigned faculty will schedule Pre-Admission Interviews for those students meeting the criteria for admission and will meet individually with each student applying for admission. The student will submit a formal application to the department before an interview can be scheduled. The student may also be requested to furnish further information to enhance decision-making.

Three decisions may be made regarding admission:

- 1. Unconditional admission to the Program
- 2. Conditional admission to the Program
- 3. Denial of admission to the Program

In order to remedy problem areas or academic deficiencies, students may be referred to various University services, as needed. These may include: Writing lab, Counseling services, or the Student Success Seminar.

Following the completion of the semester, the student will be notified in writing of the decision to grant admission to the program. Students admitted "conditionally" may be required to complete a Social Work Major Contract agreement in order to resolve deficiencies or issues in order to remain in the social work program.

Post-Admission to the Social Work Program:

Students are assigned to a faculty advisor for academic and professional advising. The faculty advisor assists the student with course scheduling, academic, and professional self-assessment. Students are required to see their faculty advisor at least one time per semester. For additional information see the *Advising* section in this Handbook.

Students Denied Admission to the Social Work Program:

Students who are denied admission to the Program may appeal this decision within ten school days by the following procedure.

- 1. Inform the Social Work Department Head in writing that the decision to deny admission is being appealed. The Department Head will review all information obtained from the pre-admission interview plus any additional information the student may wish to have considered and will meet with the student within ten school days of notification of the appeal. The Department Head has the authority to admit the student into the Program.
- 2. The student has the further right of appeal by filing a grievance with the Social Work Department Head. Procedure to be followed is found in the *Grievance* section of this handbook.

Advising of Social Work Majors

Advising is for the purpose of assisting the student in the accomplishment of two important goals. One is to ensure that the student enrolls in the essential courses which allow the completion of the degree in social work. Your advisor is responsible for guiding you through the degree planning process and selection of those courses which satisfy your individual plan. The second goal is oriented towards assisting you in making decisions on issues affecting your professional education.

Advising begins when the student first enrolls in the university and continues each semester thereafter. The student's advisor maintains a file which contains the following information:

- 1. Admissions documents
- 2. Copies of grades from registrar
- 3. Mid-term reports
- 4. Degree plan
- 5. Course selection forms
- 6. Transcripts
- 7. Any other notes or correspondence which pertains to your academic or professional life

After graduation this file is used as a basis for employment or graduate school reference.

Advisement Procedure

A. New enrolling students:

New students enrolling in the university for the first time will be provided a suggested four-year plan leading to the degree in social work and will be informed of the application process for acceptance into the social work program. During the first academic year you are advised to take the liberal arts courses which underpin the social work curriculum and also satisfy the University Core requirements. The critical advising time is during the pre-registration week which is when new courses for the following semester are selected. The registrar announces the dates of this week through the *Brand* (school newspaper), HSU Central, the University Calendar and other public media. Prior to the announced week the student should make an appointment with her or his advisor and report with one document: Registration Form (obtained from the Registrar's Office).

B. Transfer students:

Transfer students are advised by similar means as originating students. The student's academic record will be analyzed to determine if the liberal arts courses are completed and acceptable as certified by the registrar. A degree plan will be prepared by the advisor in conference with the student at a time of earliest convenience to her or his arrival.

C. Life and Work Experience:

These experiences can be valuable, important, and enhance social work coursework and field experience. However, *no academic credit can be given for life or work experience.*

D. Conferences:

Advising occurs each time students have a conference with their advisor and is not limited to schedule planning. The following issues may be discussed at various conference times:

- 1. Discussion of extra-curricular activities which affect your professional growth.
- 2. Discussion of elective course choices relevant to social work interests.
- 3. Review of academic performance.
- 4. Discussion of problems or concerns about her or his personal attributions and values as they relate to social work.
- 5. Planning for Field Instruction in cooperation with the Field Coordinator.
- 6. Career planning.

Students are encouraged to plan at least two conferences each semester with their advisor. When midterm progress reports are received by the advisor any students with unsatisfactory marks will be requested to make an appointment with their advisor to discuss their academic situation.

D. Transfer of Social Work Credits:

No credits are automatically transferred to the Social Work degree. However, credits transferred from another CSWE accredited program may be acceptable if the student can demonstrate that the essential content material has been covered and they are compatible with our program objectives. Documentation the student must provide to demonstrate compatibility includes; (1) course syllabus, and (2) college catalogue. Also, transferred courses must have been completed with at least a grade of "C". If it cannot be determined that the credits are compatible with or equivalent, then they will be disallowed. The Social Work Program faculty retains the right to accept or reject any work completed at another school.

E. Degree Plans:

The degree plan is the student's formal academic contract with the University. The student should be familiar with University policies which are explicated in the *Undergraduate Catalog*. In general practice, a student advisor, in conference with the student, develops a degree plan after the student has completed approximately 45 hours. The student should make an appointment with the advisor for the planning process and follow the advisors' instruction at that time. Be aware that the degree plan is not official until the registrar has signed it and returned a copy to the student. Also, *it is the students' responsibility to request a degree plan audit by the registrar prior to her or his last semester in school*.



The Social Work Club

HSU has an active Social Work Club which meets monthly on campus. The purposes are to facilitate communication and fellowship among the social work majors and faculty, to promote interest in social work issues and to promote social action and service both within and outside the campus community.

Officers form an executive committee and work together to plan both social and service activities. Each officer serves as chairman of a committee which plans, advertises and directs each activity. A faculty sponsor serves as a consultant, working with the president. This type of leadership allows students to develop their own skills while directing their own activities. This accounts for the high interest and participation by the membership and the high visibility of this group on campus.





Phi Alpha Honor Society- Sigma Beta Chapter

Purpose: "Through knowledge – the challenge to serve" The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

The Sigma Beta Chapter of Phi Alpha Honor Society for Social Work was established in November 2011 in order to provide social work students with additional opportunities to promote humanitarianism, human and civil rights, and social and economic justice through participation in Chapter projects, events and activities. As members in good standing, our students can apply for Phi Alpha awards and scholarships. This is a student lead organization with student officers and faculty advisors to guide and direct the organization. For more information about Phi Alpha, please go to their website http://phialpha.org/

Qualifications for Membership

- 1. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements.
 - a. Declare social work as a major.
 - b. Achieved sophomore status.
 - c. Completed 9 semester hours of required social work courses.
 - d. Achieved an overall grade point average of 3.0 and 4.0 scale.
 - e. Achieved a 3.25 grade point average in required social work courses.
 - f. Local chapters may require higher eligibility requirements.
- 2. A graduate student is eligible for membership after the following national requirements and meeting local chapter requirements.
 - a. Completed one term of course work with 9 semester hours of required social work courses
 - b. Achieved a minimum GPA of 3.5 (based of 4.0 scale)
 - c. Local chapters may require higher eligibility requirements
- 3. Local chapter requirements
 - a. Submit application to social work office and include Lifetime membership dues of \$30.00. Application can be found online at:
 https://www.hsutx.edu/academics/undergraduate-majors-minors/social-work-degrees/

Faculty and Program Evaluation

Students have a unique opportunity to evaluate the faculty and program through specific mechanisms. Each course provides an evaluation process at its conclusion whereby the student is asked to complete a course evaluation form. This form is extremely important to the improvement of instructional expertise of the faculty member. These course evaluations are used by the faculty to address issues such as effective teaching techniques, fairness in grading, and classroom conduct. The student is especially encouraged to participate fully and constructively in this process.

Faculty, on an informal basis, seek feedback from students throughout their courses in each semester by providing students an opportunity to discuss any concerns or issues, or to provide positive feedback on teaching techniques, course assignments, testing, fairness in grading, and classroom conduct. This is frequently requested openly in the classroom and students are encouraged to communicate with their professors on an individual basis as well.

Extra-curricular Opportunities

There are many opportunities in the Abilene area for the student to begin developing a professional identity as a social worker. In addition to club, honor society, and course activities which are addressed in other sections of this handbook, there are numerous social agencies that utilize volunteer services. These services may allow the student to have contact with clients as well as provide a valuable administrative service to the agency. For a complete list of agencies please contact the Social Work office or visit our website at https://www.hsutx.edu/academics/undergraduate-majors-minors/social-work-degrees/

An additional opportunity for contact with professional social workers is through attendance of the local branch meetings of the *National Association of Social Workers*. Membership is not required for attendance of the meetings and an opportunity to meet prospective field instructors and employees is available. Additional information may be obtained in the Social Work office or by going online: www.naswtx.org or www.socialworkers.org

Grievance Procedure

Student complaints or grievances about the Social Work Program should be made directly to the Department Head. When the grievance cannot be worked out to the students' satisfaction a written request should be made to the Department Head for a grievance committee hearing. Upon receiving the request, the Department Head will, within seven school days, appoint an *ad hoc* grievance committee made up of one senior social work student, a program faculty member, and a member of the field practicum faculty. This committee will hear the grievance and make recommendations to the Dean of the College of Liberal Arts about how the issue should be resolved. The grievance committee will make their report within seven school days.

Student grievances about Program faculty should be worked out with the faculty member involved. When the results are unsatisfactory, then the student should consult with the Department Head or when appropriate, with the Dean of the College of Liberal Arts.

Students are encouraged to be familiar with the *University Student Handbook* for appropriate information on how student life grievances are addressed.

Termination from the Social Work Program

Ordinarily students withdraw from the Program voluntarily when they find that they are not interested in social work as a career and wish to change majors or transfer schools. On a rare occasion it may become necessary to terminate a student from the Program involuntarily.

The following situations are considered cause for termination:

- 1. Failure of any course which will preclude the student from advancing through the curriculum sequence.
- 2. Failure to fulfill the agreements of the *Social Work Major Contract* and *Field Instruction Student Agreement*. The Social Work Major Contract includes the professional performance agreements made between the student and the program at the time of pre-admission interview and included in the results of the interview, and any additional contracts completed in order to remedy problem areas.
- 3. Failure to make adequate academic progress. A student will not be allowed to enroll in Field Instruction Courses while on academic probation.

The following procedure will be used when the Program faculty considers it necessary to terminate a student from the program.

- 1. The student will be notified in writing to appear for a conference with the Department Head or designated Program faculty.
- 2. The student will be given a written statement outlining the reasons why she or he is being considered for termination.
- 3. The student will be given five school days to respond in writing to the statement.
- 4. Upon receiving the student's response, the Department Head will discuss with the student issues involved and attempt to resolve them through additional assignments designed to correct the situation. Examples of these may include:
 - A. Agreement by the student to seek individual therapy.
 - B. Repeating a course while being temporarily suspended from the Program.
 - C. Designating a time limited probationary period.
- 5. The student is then given five school days to accept or reject the additional assignment. If accepted, a personal contract will be written with the Department Head which will lead to good standing.
- 6. If the conditions are rejected, the student will be terminated from the Program.
- 7. The student has the right to appeal this decision to the Dean of the College of Liberal Arts.

^{**}Students are strongly encouraged to read and be familiar with the *University Student Handbook* which details their general rights and responsibilities.

Hardin-Simmons University Social Work Field Instruction Manual



Cynthia Ann Parker College of Liberal Arts Abilene, Texas



Social Work Program Field Instruction Manual



FOREWORD

This Field Instruction Manual has been prepared for the purpose of assisting social work students, faculty, and field instructors to understand the objectives, policies and procedures governing the field instruction component of the Social Work Program at Hardin-Simmons University. This revision from January 2019 replaces and supersedes any earlier versions.

Lauren Cantrell, LMSW Assistant Professor Director of Field Education in Social Work

TABLE OF CONTENTS

Foreword	2
Table of Contents	3
SOCIAL WORK PROGRAM HISTORY, VISION, MISSION, AND GOALS	4
CRITERIA AND PROCESS FOR STUDENT PLACEMENT, AGENCIES, AND INSTRUCTORS	6
Purpose of Field Instruction	9
AGENCY, STUDENT, AND UNIVERSITY ROLES	10
TEACHING METHODOLOGY	12
ORIENTATION TO THE AGENCY	15
FACILITATING THE LEARNING PROCESS	16
Assessment and Evaluation	17
CSWE EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS 2015 SOCIAL WORK	
COMPETENCIES AND PRACTICE BEHAVIORS	18
FIELD PRACTICUM HOURLY REQUIREMENTS	23
Additional Policies and Procedures	24
PAPERWORK AND ASSIGNMENTS	30
GRADING PROCEDURES FOR FIELD INSTRUCTION	32
Appendices	33

SOCIAL WORK PROGRAM HISTORY, VISION, MISSION, AND GOALS

History

The first social work faculty member, Dr. Dannis Cooper, was hired in 1971 to begin developing social work courses at Hardin-Simmons University. Social work courses were offered, but as accreditation became a requirement in social work education in the 1980's, HSU began the process of formalizing the social work major and seeking accreditation. The first Director of Field Education, Doris Thornton, was hired in 1984 and developed the Field Education curriculum. The social work faculty applied for accreditation in 1985 and was in candidacy through the Council of Social Work Education.

The program became fully accredited in 1986, retroactive for the graduating class of 1985. The program has remained fully accredited since that time. Both Dr. Cooper and Mrs. Thornton maintain an ongoing relationship with HSU and the Social Work Program. The programs offer the Doris S. Thornton Alumni Social Work Award annually to a graduating senior displaying outstanding academic achievement in social work practice and field. After the retirement of Dr. Cooper in 2010, the program established an annual research award to be given to a graduating senior for excellence in social work research.

The Social Work Program, like the University, provides intellectual, spiritual, cultural, and social opportunities, serving as a catalyst for the advancement and enrichment of its students and the community. The program combines its commitment to academic excellence with a concern for the overall development of each individual student with a distinctive Christian social work perspective.

Vision

HSU Social Work will be a premier social work education program in West Texas, developing competent and effective social work professionals to meet the needs of individuals, families, groups, organizations and communities, and to serve those who are the most vulnerable and oppressed in society.

Mission

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social, economic, and environmental justice, dignity and worth of the individual, importance of human relationships, human rights; and scientific inquiry, and who are characterized by integrity, competence and service; and,

Produce leaders who advocate for changes in policy, resource development, and service
delivery for the rights and justice of the most vulnerable and oppressed within a global
context.

Goals

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
- 4. To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
- 5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.
 - To grow the undergraduate social work program to better meet the increasing needs of society and develop innovative and adaptive methods of educating new social work professionals.

CRITERIA AND PROCESS FOR STUDENT PLACEMENT, AGENCIES, AND INSTRUCTORS

Placement Process and Criteria: Students who are completing Social Work Practice III (SCWK 3375) and have met the program requirements for entering Field I (SCWK 4450) are expected to make formal application to the university Director of Field Education during the semester *prior* to their anticipated agency placement. In addition to the *Application for Field Placement* (Appendix A) each student will complete the *Student Educational Needs Assessment* (Appendix B), the *Student Statement of Understanding* (Appendix E), and the *Student Agreement* (Appendix F). The student is responsible for getting these materials to the Director of Field Education and for scheduling an interview as outlined in the Practice III course assignment schedule. Students are encouraged to come to this meeting with some clearly defined learning goals for the field instruction component. The conference time is then used to consider the learning needs of the student and university expectation of the field experience.

The students identify three appropriate agencies in which to interview from an agency list provided by the Director of Field Education. However, decisions about actual placement of a student are based on which agency can provide the best setting and educational circumstances to meet the learning needs of the individual student. As the field instructor plays a vital role in the teaching and evaluation of the student, students will not be allowed to do field instruction in the same agency where they are employed, except in rare circumstances when that agency best meets the student's learning needs. Should the placement be at the agency of employment, specific planning must occur between the student, field instructor, and Director of Field Education to assure that learning needs and work needs are clearly defined and that the accountability structure for each role is in place prior to placement.

Once three agencies have been approved by the university Director of Field Education, each student is expected to schedule appointments to interview with the three assigned field instructors. The purpose of these interviews is to establish initial expectations for both the student and the instructor and for each to assess the potential for a positive learning experience. The agency-based field instructors complete the interviews with HSU students, complete the interview feedback form, and then provide the feedback information to the Director of Field Education and provide notification of the students selected for field placement in order of preference.

The Director of Field Education approves placement offers and notifies the field instructors of placement approvals. The field instructor has the right to accept or reject the placement. If accepted, the field instructor notifies the student to formally offer placement. The student can either accept or reject the placement. Should the placement be accepted by both parties, the student telephones the assigned field instructor to verbally accept the placement and to establish a time and date to begin the field placement in the Fall semester. Each student will be expected to sign two agreements detailing her/his commitment to the field instruction course: *Student Agreement* (Appendix F); and *Student Statement of Understanding* (Appendix E). The University and the Agency will sign an agreement regarding the role of each in the field education of the student: *Agency-University Agreement* (Appendix G). Final agreements for enrollment in SCWK 4450

should be completed prior to the Fall semester. Formal placement cannot begin until the field instructor attends mandatory field instructor training and the student attends the first Field Seminar Class meeting.

Enrollment in Field II (SCWK 4552) requires that the student make a C or better in Field I (SCWK 4450). Students successfully completing Field I (SCWK4450) are automatically approved for Field II (SCWK 4552) and continue in the same agency placement. For those students who expect to be placed in another agency for the second semester, a written request must be submitted to the university Director of Field Education and must identify agencies of interest for SCWK 4552 at least two weeks prior to their final evaluation for 4450. The Director of Field Education will review the student's reason for the request; mid-term evaluation scores; agency, theory, and the self-evaluation papers; and will consult with the student and field instructor to determine an appropriate placement. Final decision-making must be completed by the end of the semester.

Agency Criteria: It is essential that this "practice arena" be able to provide experiences which can fully implement the objectives of the course. Each placement will be individually planned to best meet the learning needs of the student while having the following common elements inclusive of the 9 Social Work Competencies and 31 Practice Behaviors (CSWE 2015). Each agency should:

- 1. Be recognized as an integral part of the social service community.
- 2. Possess legal sanction to operate and identifiable accountability to the community.
- 3. Provide direct client services to allow students to engage in the generalist intervention model.
- 4. Provide opportunities for student participation in staffing and other meetings to observe and experience the decision and policy making process.
- 5. Provide opportunities for student participation in in-service training session and other activities which allow for identification with the profession.
- 6. Provide opportunities for the student to participate in a variety of treatment modalities and services with micro, mezzo, and macro client systems from diverse cultural backgrounds.
- 7. Offer professional and staff support to assist the student with expectations of the agency and the learning experiences.
- 8. Express interest in hiring graduates with a bachelor's level degree.

Field Instructor Criteria: Experienced direct service providers with professional social work credentials/licensure recognized by the school and community will be used to teach field instruction and supervise students. Social workers selected as field instructors will have:

- 1. A minimum of two years post-graduation from an accredited social work program
- 2. A demonstrated commitment to the knowledge, values, skills, and ethics of the social work profession
- 3. The ability to oversee the day to day work of the student and to guide learning activities by selection and evaluation of student assignments

- 4. The ability to structure one-hour weekly supervision conferences for teaching and overseeing assigned tasks with the student; to participate in formal mid-term and final evaluation conferences with the student and field placement director, including completion of evaluation forms required by the university
- 5. Commitment to participate in mandatory field instructor training approximately two weeks before the beginning of the Fall semester, monthly luncheon seminars, and other training opportunities provided by the university to enhance the ability to teach students

**In order to utilize agencies which provide services for under-served and vulnerable populations which do not have a professionally trained and licensed social worker, a master level professional who is actively involved with the agency (i.e. a part of the governing board or a contracted consultant) and is credentialed or licensed may substitute with approval by the university Director of Field Education.

PURPOSE OF FIELD INSTRUCTION

The Hardin-Simmons University Social Work Department understands that Field is the signature pedagogy of Social Work education. Social work practice, as its name would suggest, is not merely an academic endeavor. Those who earn degrees in this field are not referred to as social thinkers or social feelers, but rather as social *workers*. To be certain, a great deal of thought and emotion are expected of students throughout their course work at Hardin-Simmons, but the ultimate goal for every student is the transformation of intellectual and social-emotional learning into professional action.

Therefore, just as emerging doctors learn to treat patients during clinical rounds and emerging educators are evaluated as student teachers, all emerging social workers are required to participate in a field practicum emphasizing application of social work competencies and refinement of generalist social work practice behaviors.

The primary function of social work field instruction is to "*learn by doing*". Each student is placed in a community agency which has the appropriate legal and professional sanctions to provide social services to clients in need. Field instruction is organized around the need to help students:

- Approach the generalist intervention model in an orderly and disciplined manner; Helping or Change Process Engagement, Data Collection, Assessment, Planning, Intervention, Evaluation, Termination/Follow Up
- Build on his/her own unique experiences and capabilities as applied in the field setting
- Integrate new learning into his/her social work practice
- Function adequately within the social service delivery system
- Work responsibly and with sensitivity to people from different backgrounds, cultures, races, religions, and lifestyles, following the NASW Code of Ethics and meeting the CSWE Competencies and Practice Behaviors
- Evaluate the use of self and systems in the helping process

To meet CSWE Educational Policy B2.2.9, before field placement can be finalized, the agency field instructor must complete the *Agency Information* form (Appendix C), and the *Field Instructor Information* form (Appendix D) to document the "credential and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE accredited program and have two years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective" (CSWE 2015, p 13), and professional social work supervision of the student in field placement.

AGENCY, STUDENT, AND UNIVERSITY ROLES

Agency Role: The role of the agency in field instruction is to provide the student educational experiences which are planned to promote the development of professional and personal maturity and to bring the capacity for thinking, feeling, and doing into balance. It is essential that the student see their role primarily as a student pre-professional – "one who is learning." Learning activities will provide opportunities for the student to integrate classroom knowledge with practice experience, meeting the CSWE Competencies and Practice Behaviors. This beginning level of professional development requires a respect for the knowledge base and willingness to invest in learning the theoretical framework.

Field Instructor Role: A professional social worker who is directly accountable to the field agency will serve as the student's field instructor. The field instructor's role is to be an educator working with the student "to practice and refine the nine core competencies of social work through the 31 accompanying practice behaviors by applying the processes and theories learned in all previous social work course material for the purpose of generalist social work practice." The field instructor is expected to coordinate and direct the student's agency learning experience. Students need exposure to the total structure and range of services of the agency to understand its function, professional and supportive roles of the staff, the client population, and method of delivering service. Students also need exposure to clients from diverse cultural and ethnic groups and opportunities to observe the effects of institutional discrimination against women and other minorities. It is appropriate to utilize an agency "task supervisor." A task supervisor must be approved by the Director of Field Education and is another designated agency professional who, under the knowledge, supervision, and direction of the field instructor, may assign tasks to the student. Such tasks can include observing, assisting, or working with other agency related professionals in their daily work in order to enhance overall learning experiences and opportunities in meeting student learning needs. The agency field instructor maintains responsibility for weekly supervision with the student as well as the overall learning experience and outcomes in the agency setting.

The Field Instructor provides opportunities for the student to:

- 1. Work with increasingly complex tasks while functioning as a team member providing direct and/or indirect services to clients. Students should begin as observers with simple tasks such as completing a summary recording of an interaction. As the student progresses, she/he will provide service under the direction of a team member. Finally, the student will be responsible for the planning, provision of helping service to clients, completion of appropriate documentation, and evaluation of the success of the interaction/intervention.
- 2. Be involved in direct services to clients from the full range of cultural, racial, and socioeconomic groups served by the agency.
- 3. Participate in the social work process to work with a client system toward change, engagement, data collection, assessment, planning, intervention, evaluation, termination, and follow-up.

- 4. Experience the various intervention modalities utilized in the agency and collaborate with other disciplines providing services for clients.
- 5. Complete summary and process recordings in addition to whatever recordings are required by the agency. Relate the agency services to governmental policies concerned with funding and accountability issues.
- 6. Participate in staffing and in-service training where possible, as well as informal interactions with professional staff to work on development of a professional identity; deal with the risks involved in the process of integrating "knowing", "understanding", and "doing."
- 7. Participate in the evaluation process to objectively assess own practice.

Social Work Program Role: The role of the Social Work Program is to provide the student opportunities and assignments to evaluate their progress in integrating the competencies and practice behaviors and toward making appropriate use of self within the generalist practice of social work. The student can expect the social work faculty to select appropriate agencies and field instructors, to develop professional liaison relationships with each, and to provide appropriate information to facilitate the student's field learning.

The Director of Field Education has responsibility for:

- 1. Curriculum design and development of appropriate educational tasks.
- 2. Directing the Integrative Seminar.
- 3. Developing, collaborating, and presenting annual mandatory field instructor training. Mandatory field instructor training is to take place approximately two weeks prior to the beginning of the Fall semester annually, and as needed in the event field instructor and/or field agency changes are made after the initial annual training is conducted.
- 4. Arrangement of meetings, seminars, workshops to coordinate university expectations with agency opportunities for student's learning, teaching content from the professional foundation areas, and evaluating every aspect of field education.
- Recruitment and decision-making regarding selection of agencies and field instructors for student placement.
- 6. Coordinating placement of students with field instructors.
- 7. Provision of appropriate information about students assigned to field instructors to assist in the orientation to the field experience.
- 8. Acting as collaborator with or consultant to field instructors as they track a student's progress.
- 9. Acting as a mentor for students in relation to their adjustment to the field experience.
- 10. Provision of opportunities for students to evaluate their field experience.
- 11. Assigning a grade for the student's performance, in consultation with field instructor.
- 12. On-going evaluation and development of the overall field component.
- 13. Working in consultation with the Social Work Department Chair, the Social Work Advisory Council, field agency/field instructors, and field students to maintain an up-to-date Field Manual outlining all policies relevant to Field Education at HSU.

TEACHING METHODOLOGY

Field Instruction I (SCWK 4450) consists of 14 hours per week for 15 weeks or 210 total placement hours in a local social service agency. Learning activities are directed by a professional social worker directly accountable to the agency. The field instructor works in collaboration with the university Director of Field Education to assess and plan the student's learning needs. The initial focus is on agency structure for service delivery. The student is oriented to the agency by the field instructor and support staff to understand the role of social work in linking people to resources, services, and opportunities. The student becomes aware of the client population's needs as served by the agency.

Content from the Introduction to Social Work course and the Social Welfare Policy class supports this understanding, as does the content from HBSE I and II. Content from Practice I, II, and Research becomes applicable as the student participates in agency activities and interactions with the field instructor and support staff. The Integration Seminar, conducted on campus by the Director of Field Education or designated faculty, is used to clarify understanding and to make formal connections between conceptual material and practice experiences. The student demonstrates her/his level of competency through weekly log entries which process the "new learning" experiences through discussions in the integrative seminar, through the formal written assignments, and agency and case presentations.

While becoming aware of how service delivery within the agency relates to content from academic courses the student begins to focus on being able to identify and assess interactions of clients within their environment. This is initially done by observing a professional social worker interviewing clients. As the student understands agency policy, client needs, and agency services she or he begins to collect data, make assessments under the direction of the field instructor, set goals, and employ a plan for services. The student begins to provide services under the direction of the field instructor. As the student actively participates in service delivery, she or he completes detailed recordings of the activity. About this same time the Director of Field Education and the field instructor meet at the agency with the student for a mid-term evaluation, *HSU Fall Field Evaluation* (Appendix L). When the student clearly demonstrates knowledge of the agency, responsible work behavior, awareness of self, use of supervision, use of social work values, and skills for purposeful interaction she/he is able to work alone with clients utilizing the scheduled supervision hour with the field instructor for feedback and greater learning about self.

Students begin to focus on specific interests for the second semester by assessing what personal learning goals need further attention using *Student Educational Needs Assessment* (Appendix B). Recordings of work with clients is continued throughout this time. Depending on the interest of the student and the agency, special assignments may be developed to meet individual learning objectives. Final evaluations are done at the agency to review the same areas as mid-term using *HSU Spring Field Evaluation* (Appendix P). This provides the student a visible assessment of the level of learning since mid-term. The last written assignment is a self-evaluation paper using *Self-Evaluation Paper Guidelines* (Appendix O) to specifically assess the student's learning as it relates

to field objectives. Both of these evaluation tools focus on the values and ethics of practice, as well as knowledge and skills.

Integrative Seminar

The integrative seminar meets on campus each week for one and one-half hours and is not counted in the total placement time. Activity relates to the learning needs of the students. The first semester begins with an orientation about the process of field instruction. This involves discussions about the structure of agency systems and the rationale for the structured field assignments. The seminar begins relating course content to specific agency activity with heavy emphasis on policy, human behavior, and practice content. This leads to a dialogue about emotional and physical safety in the field placement and the process of supervision. Social work interns begin formal presentations about their agencies and cases within the agencies which generally coincides with agency midterm evaluations. Shortly after mid-semester group cohesion begins to develop which provides support and peership. The focus shifts to time and stress management, human diversity issues, ethical dilemmas, and other topics encountered in the "real world" of social work. The seminar leaders, which includes the Director of Field Education and students, utilize activities and exercises designed to assist the student in understanding how he/she learns, copes with stress, and deals with authority. Students use the rest of the semester to refine their understanding of agency functioning and to integrate course content for problem solving and linkage to resources for specific clients.

The Latin term for the word seminar means "to seed." The integrative seminar is designed to give the senior social work student an opportunity to reflect upon academics as one demonstrates actual performance in the field. The seminar is not a lecture-type class. The HSU Director of Field Education will provide a formal structure for the seminar in the form of assignments and feedback, but the students will do most of the work. "To seed" one's self implies active participation in the learning process. This involves an active exchange of ideas and experiences to test practice knowledge, values, and skills. It can be a support group wherein each student is nurtured through critical or negative learning experiences. Each student should be able to use the seminar to learn how to accept and respond to criticism and to be critical of others in a constructive manner.

During Field II (SCWK 4552), the student is concurrently enrolled in Research (SCWK 4390) in order to utilize research skills to evaluate her/his own practice. The format is similar in design to the first placement with the student increasingly becoming more responsible for service delivery. The student is expected to provide services for larger systems, i.e. families or groups, and to involve themselves in increasingly more responsible tasks, such as interfacing with other action and target systems.

Written assignments include case presentations, case summary recordings, and a *Major Integration Paper* (Appendix Q). The students must utilize the HSU conceptual framework for practice and integrate knowledge, values, and skills from all professional foundation areas to discuss the client, worker, agency, provision of service, and professional issues which might impact at any level.

The integration seminar increasingly becomes a forum for processing ethical dilemmas and applying critical thinking to practice situations. Prior to Spring Break, the seminar shifts focus to planning for employment, licensure, and graduate school. Aggressive efforts are made to develop a resume, contact agencies for job opportunities, and complete the university's placement process, all while continuing to share agency experiences. The seminar also addresses preparatory steps for students planning to take the State Licensure Exam, prior to or following graduation, and assisting those seeking graduate school placement in pursuit of a master's degree in social work.

Evaluations follow the same procedure as in Field I (SCWK 4450) using a more detailed tool, *HSU Spring Field Evaluation* (Appendix P), which rates self-awareness, identification with and commitment to the values and ethics of the profession, professional skills, working with client systems, functioning with the agency, and community involvement.

During both field placement semesters, students are expected to be active on campus and in their community through attendance and participation in a minimum of three NASW meetings or events, and at least three HSU Social Work Club meetings, events, or projects. The objective is to expose students to a variety of professional social workers in the community and to create visible evidence of the activities of social work majors on campus. It also provides students with leadership opportunities on campus and in the community. Other professional meetings, conferences, and events can substitute for NASW involvement if approved by the Director of Field Education.

ORIENTATION TO THE AGENCY

The student is responsible for learning the agency programs, policies, and services. The field instructor will provide orientation to the physical setting, introduction to staff members, and acquainting the student with agency resources. The student should take the initiative to obtain access to:

- 1. Agency manuals, brochures, and flow charts which define purposes, procedures, and role of staff members
- 2. Description of services provided by the agency
- 3. Description of client population
- 4. Description of the agency's role within the social work community

The field instructor may include this information in the student's orientation to the field placement. If not, the student is responsible to ask as soon as possible. The following practical things should be decided upon during the orientation period:

- 1. Field placement schedule
- 2. Specific assignment of a workspace
- 3. Introduction to staff
- 4. Tour of the physical plant and instructions for use of telephone, fax, copy machines, etc.
- 5. Dress code
- 6. Expected behavior

FACILITATING THE LEARNING PROCESS

Learning is individual and personal. It is an active process through which behavior is changed through the student's personal experiences. The field instructor can assist the student to make the mental connection between a behavior and a desired outcome, therefore, allowing the student opportunities to take on new identities as an emerging professional. Since actual learning can only be inferred the field instructor can monitor the written and verbal communications and the behaviors utilized in the interactions with clients to identify and reinforce desired behaviors. Feedback from the field instructor can also assist learning by identifying and correcting mistakes before they become habit. Other way to assist learning include:

- 1. Dialogue with student about how academic concepts relate to actual practice. Field instructors are to review student assignments prior to students turning them in for grading in Seminar class. Students and Field Instructors should discuss timeframes for completion of assignments, referencing the Seminar assignment schedule due dates to accommodate the Field Instructor's, student, and Seminar schedules and allow adequate time for review of and amendments to the student's work/assignment.
- 2. Exposing the student to the total social work process making sure to provide feedback about the student's performance
- 3. Assigning cases with potential for change to provide the student opportunities to develop intervention skills
- 4. Allowing the student to participate in as many tasks as the agency allows in the provision of service, such as making home visits, referrals, collaboration, and recordings

ASSESSMENT AND EVALUATION

Team members involved in the student's learning provide on-going assessment of the student's progress. The field instructor meets weekly with the student to evaluate specific tasks relevant to student development as a professional in the agency and community, to provide appropriate supervision and consultation, and to assess the student's ongoing progress toward student learning goals and objectives, social work competencies, and practice behaviors. During the weekly supervision (minimum of 1 hour required) the following will occur:

- The student is responsible to develop an agenda for each supervisory meeting defining how he/she expects to utilize the time. The field instructor may add to this agenda as needed in order to fully meet the above expectations.
- The field instructor reviews the activity section of the weekly log during this time and signs it as documentation that the student has shared it with the field instructor. This not only documents the student's weekly activities, supervision agenda, and discussion, but also serves as verification of the hours completed.
- The field instructor or a designated team member evaluates each written assignment before the student turns it in to the university seminar leader. It is essential that the written work coming out of an agency accurately reflects the student's activity and the agency's function/role in the situation.

At mid-term and end of the semester the student, the field instructor, and the Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals. (accomplished during field work) Due to meeting all placement criteria students should advance through the field experience with minimum difficulty. Experience indicates the first three weeks of a new placement are the most stressful. The student will require more structure and support during this time. If for any reason the student is unable to continue through the field process as defined, the field instructor should inform the Director of Field Education and both work with the student to assess the problem and the potential for successful completion of the placement. At mid-term and end of the semester the student, field instructor, and Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals. Utilizing the appropriate Fall or Spring Field Evaluation tool:

- The student should complete a draft self-evaluation
- The field instructor will complete a draft evaluation of the student
- The student and field instructor will meet to discuss, compare, and negotiate evaluation ratings and comments in preparation for the evaluation meeting with the Director of Field Education
- In accordance with the field seminar assignment schedule, a mid-term evaluation meeting and a final evaluation meeting will be conducted at the agency with the Director of Field Education, the student, and the field instructor

• Other designated agency personnel may be called upon to assist in the evaluation process when appropriate, such as a task supervisor, other agency social worker, or other designated staff working with the student on a regular basis as part of their field placement

CSWE EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS 2015 SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decision by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social,

economic, political, and cultural exclusion, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts in their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social worker understands quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practices

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individual, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individual, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, an on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse

clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand ow their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed intervention to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in intervention, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on-goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and across levels.

(CSWE - Council of Social Work Education, 2015)

Reference:

"2015 Educational Policy and Accreditation Standards." *Council on Social Work Education (CSWE) - Accreditation*, www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS.

FIELD PRACTICUM HOURLY REQUIREMENTS

According to the Council of Social Work Education all accredited Social Work Programs must provide a minimum of 400 hours of field education at the baccalaureate level and 900 hours at the master's level (CSWE, Accreditation Standard 2.2.5, pg. 13). At Hardin-Simmons University we surpass these guidelines in our BSW program, requiring students to complete a minimum of 450 hours of field placement education.

For Field I (SCWK 4450) the student will spend approximately 14 hours per week for fifteen weeks in field placement to accumulate a total minimum of 210 hours. For Field II (SCWK 4552) the student will spend approximately 16 hours per week for fifteen weeks in field placement to accumulate a total minimum of 240 hours.

Each semester every student is responsible to develop a typical weekly schedule with the help of the field instructor and is due during the second class period, *Class, Work, and Field Instruction Schedule* (Appendix H). A copy should be given to the Director of Field Education and the field instructor. All schedule changes should be forwarded using the same procedure. The work pattern can be flexible but should include three consecutive half days of at least four hours each. The student is expected to set up an accepted schedule with the field instructor and maintain this schedule in the same way as the professional staff of the agency following agency policy. **If illness or emergency occurs, it is the student's responsibility to notify the agency prior to any absence and to arrange make up time with the field instructor.**

If there are opportunities to attend appropriate meetings/workshops the student may substitute these hours for the regular schedule. Problems regarding work overload or inappropriate work should be immediately identified to the field instructor and discussed within the framework of the student's learning goals. In the rare event that the student and field instructor are unable to agree on appropriate tasks, the university Director of Field Education is available to join the discussions so that all three might work together to make plans appropriate to the student's learning needs, as well as the needs of the agency and the requirements of the university.

Students in field placement observe all official university holidays and should plan for them in the scheduled time. The student and field instructor may decide together about how to handle agency holidays not recognized by the university based on agency personnel working on said holidays. Caution: Total hours at the agency are required regardless of agency, university, and personal holiday schedules.

ADDITIONAL POLICIES AND PROCEDURES

Employed Social Worker Field Practicum Option

On rare occasion, it is possible that students may have a practicum placement at the agency that employs them, providing the educational experience is a "new learning arena" of social work knowledge, values, and skills. This learning must be clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented, and clearly measurable objectives consistent with the expectations for social work interns doing field work. The time spent in preparation, performance of activities, supervision, and evaluation is counted toward the required hours for the field practicum.

Change in Field Practicum

Any student enrolled in the social work program may seek a change in her or his field practicum when problems unrelated to the student's performance make the continuation in the field agency an issue. It is the function of the university's Director of Field Education and the student's field instructor to determine whether the problem is performance or non-performance. *Examples of some non-performance problems are:*

- Inadequate agency resources to support field placement. For example, lack of student office space, lack of clients leading to student's lack of cases, insufficient supervisory time, loss of field instructor due to illness, change of jobs, etc.
- Learning experiences in agency are too narrow. For example, lack of opportunities to work with individuals, families, and groups or to assume multiple intervention roles: counselor, broker, and advocate.
- Misplacement error based on paper credentials of students and field placement. For example, agency learning experiences are too advanced for the student or the converse. It is more of a problem of an unanticipated mismatch than a difficulty in student performance.
- Agency reorganization. For example, during the academic year the agency substantially changes its administrative structure which creates a chaotic situation for the student and/or the changes adversely affect available learning opportunities.
- Personality or ideological clash between field instructor and student. For example, both
 the student and field instructor are committed to the social work professional, clients and
 the generalist model, but on a day to day interpersonal level either one or the other is not
 able to get past the issues on which they clash and it is blocking their ability to achieve
 "goodness of fit" and enjoyment of field instruction.

Request to Terminate Field Practicum (Procedure)

- 1. The university Director of Field Education and student discuss the problem. The student may have another member of the faculty present if desired.
- 2. The university Director of Field Education, the student intern, and the agency-based field instructor discuss the problem and explore alternative solutions. At this point, it is the field instructor's responsibility to inform the Director of Field Education of the difficulties. If a solution is not found within the agency a decision to terminate the placement is made by the agency-based field instructor in consultation with the university Director of Field Education.
- 3. The student is expected to complete the termination process in the initial placement which includes administrative requirements of the agency, as well as termination contacts with assigned clients. The original field instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the school record. The student may submit a response to the field instructor's evaluation. **In rare situation an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting or for social work practice in general, then the university Director of Field Education must be involved in order to review the situation to provide the student with due process and to develop further plans.
- 4. The student and Director of Field Education determine whether or not replacement is advisable and if so, explore options for another placement. A decision to replace the practicum site is then made.

Procedure for Replacements

Replacement is initiated by the Director of Field Education who selects and facilitates the most suitable replacement. An interview with the new field instructor and agency is required. Information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the Director of Field Education, and the new field instructor.

Administrative Termination of Field Practicum (Procedures)

A request for the consideration of termination from field may be initiated by the field instructor, the agency executive director, social work faculty, or the student. Administrative termination of the field practicum of any student enrolled in Field Instruction I or II may take place after consultation and approval of the Social Work Department Chair. The student is notified of the termination by the University Director of Field Education or Social Work Department Chair. In all cases a written statement which documents the issues and/or concerns is to be prepared by the person initiating the action.

At the request of an agency field instructor:

A student may be removed from the field placement agency for documented unethical and/or unprofessional conduct or for lack of progress in attaining field instruction learning objectives. The student will be apprised orally and in writing of the specific nature of the concerns about her or his behavior, lack of progress in learning, or unsatisfactory performance. In an effort to arrive at a resolution of the situation, a meeting will be held with, at minimum, the student, the field instructor, and the Director of Field Education. The student's advisor will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts, give all parties involved an opportunity to raise their concerns, and to explore possibilities for resolution of the problem.

The possibilities include:

- Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient
- Removal from the agency for documented cause resulting in a failing grade
- Removal from the agency without grade penalty and replacement in another agency to complete the course requirements

In the event the situation is not resolved as a result of this meeting the matter will be referred to the Social Work Department Chair. Serious obstacles to the student's learning in the agency may be addressed through a request for removal by the student.

The following steps would be taken:

- The student will discuss the situation with the field instructor
- If the issue remains unresolved the student will consult the Director of Field Education to discuss the issues and the rationale for the requested move
- If the matter is still not resolved, the Director of Field Education will convene a meeting of the student, the field instructor, and the student's advisor. The purpose of such a meeting would be to ascertain the facts, to give all involved parties an opportunity to voice their concerns, and to serve as a basis for decisions.

The Director of Field Education, with the student and the field instructor, will then proceed to make a decision in the matter. Possibilities include:

- Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient
- Removal from the agency for documented cause, resulting in a failing grade
- Removal from the agency without grade penalty and replacement in another agency to complete the course requirements

Professional Suitability and Professional Unsuitability

Hardin-Simmons University, the university's social work department, the Director of Field Education, and the agency-based field instructors expect students to conduct themselves in an orderly and cooperative manner with respect and commitment to the social work profession's mission, purpose, and standards set forth in the NASW Code of Ethics. The students are also expected to adhere to the field agency's mission, purpose, and the standard of conduct set for in their agency's policies and procedures.

Attendance in the Field

Attendance in the field placement and the integrative seminar is mandatory. Per university policy, a student missing more than 25% of the class (three or more sessions) may not receive credit for the course.

Violation of NASW Code of Ethics

In instances where the student's problem is not primarily academic but has arisen because of a violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student may be terminated from field practicum and is also subject to dismissal from the Social Work program by the Director of Field Education and Social Work Department Chair. Refer to the NASW Code of Ethics for complete information.

Academic Dishonesty

Hardin-Simmons University does not tolerate academic dishonesty and has policies in place to address these issues. Academic dishonesty is essentially a violation of the NASW Code of Ethics and leads to the same consequences in regard to field instruction. Review the Academic Dishonesty Policy in the University Student Handbook.

Violation of University Policies

Hardin-Simmons University has adopted rules, policies, and procedures that define rights, privileges, prohibited conduct, and procedures to be followed. Refer to the University Handbook for full knowledge of policies. Refer to the University Student Handbook for the Grievance Policy for Students Protesting Grades.

Confidentiality and Client's Rights:

It is the responsibility of the student to become familiar with the agency protocol regarding these matters and to discuss with the field instructor and the university Director of Field Education how these are best observed by the student in compliance with the Social Work Code of Ethics. Clients deserve their right to confidentiality be upheld; therefore, violations of agency/client confidentiality will not be tolerated.

Continuance in the Program

Students who are unable to secure a satisfactory field placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to termination from the program.

Student Statement of Agreement

This signed statement attests that the student has read and understands the content of the Social Work Field Instruction Manual. The statement is signed by the student prior to beginning field instruction. (Appendix F)

Sharing Sensitive Student Information

Relevant student information, written and oral, may be shared between involved parties (Social Work Chair, University Director of Field Education, and Agency Field Instructor). This information will be shared to assist with appropriate field placements, to enable informed choice by field instructors, to protect clients, to protect students, and to facilitate the learning process. The university Director of Field Education may share relevant student information from oral and written communications and field seminars with field instructors. It is likewise expected that field instructors will share relevant information from field placement with the Director of Field Education. Students, the Director of Field Education, and field instructors will have knowledge of this policy before the placement begins. "Relevant Student Information" is defined as any information which will have direct impact on the field placement. Information is relevant if it may affect clients, field instructors, agency staff, or the learning process.

Examples:

- 1. A student who is placed or wanting to be placed in a sexual assault program but who has experienced sexual trauma themselves might be encouraged to consider this and/or share this info with the field instructor.
- 2. A student who is placed or wanting to be placed in a psychiatric hospital but who has a member of his/her family in a similar facility might be encouraged to consider this and/or share this info with the field instructor.
- 3. A student who has an illness or disability that will likely affect his/her performance in the field that information will likely need to be shared with the field instructor.

Life Experience/Work Experience

No field practice practicum credit is given for life experience or previous work experience.

Unsupervised Student Home Visits

Home visits are one of the most rewarding and rich learning experiences in social work field education; however, they can present potential dangers for students who are expected to complete

them on their own without the help of a supervisor or colleague. For this reason, unsupervised home visits should be added to the student workload only after it is confirmed that the type of home visit is appropriate for a BSW level student (no counseling/clinical in nature) and after each of the following have been achieved:

- The student has completed any and all necessary university and/or agency safety training regarding home visit safety guidelines and practices
- The student has shadowed the field instructor, task supervisor, and/or colleagues on a number of relevant home visits
- The student has demonstrated and articulated comfort and readiness to practice home visit responsibilities on their own without supervisor accompaniment
- The agency has demonstrated and articulated comfort and readiness to give the student home visit responsibilities without supervisor accompaniment
- The agency has considered and documented a risk assessment for any and all scheduled home visits, only sending students on home visits deemed to be of very low risk
- The student has signed the *Hardin-Simmons University-Assumption of Risk, Release and Indemnification Agreement (Appendix W)* so that informed consent of any potential dangers can be documented in the university and agency records
- The student and field instructor should discuss and process any concerns regarding unsupervised field visits during weekly supervision or as needed to ensure that any change in comfort/risk/expectations are considered and dealt with in an appropriate and timely manner
- Unsupervised home visits will not occur until explicitly approved by the HSU Director of Field

Student Transporting Clients and Use of Personal Vehicle

HSU students should not transport agency clients unless explicit consent has been given by the university director of field education and the agency field instructor or other designated agency administrator with such authority. On rare occasions this is an appropriate and allowable student responsibility. Due to the dangers associated with transporting clients, particularly if the student and/or client(s) are minors, students who are allowed to transport clients must understand: they are taking on full liability for themselves and the client(s) transported in the event of an accident; the student, or their parent if they are a minor has signed the *Hardin-Simmons University-Assumption of Risk, Release and Indemnification Agreement (Appendix W)* so that informed consent of any potential dangers can be documented in the university and agency records; and transporting clients can only happen with explicit consent as mentioned.

Title IX

All students and field instructors are responsible for having read and understood the university's responsibilities regarding Title IX as articulated in the student manual section 22. Refer to the University Student Handbook for the Title IX policy.

PAPERWORK AND ASSIGNMENTS

Field Instruction I (SCWK 4450)

- 1. Class, Work and Field Instruction Schedule (Appendix H)
- 2. Student Agreements (Appendices E and F)
- 3. Student Logs (Appendix J)
- 4. Learning Contract: Goals and Objectives (Appendix I)
- 5. Agency Analysis Paper & Presentation (Appendix K)
- 6. Theory Paper (Appendix M)
- 7. Case Paper and Presentation (Appendix N)
- **8.** Attendance (Required: All Integrative Seminar classes; 3 NASW or other approved agency/community meetings, events, or activities; 3 HSU Social Work Club or Sigma Beta meetings, events, or activities) **More than three absences could result in termination from field.**

Evaluation

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU Director of Field Education will provide feedback to the student regarding her/his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and Director of Field Education will meet together: 1) the first at mid-term, 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix L) and then meet together to compare, discuss, and when appropriate negotiate the ratings. The outcome of the evaluation conference is presented to the Director of Field Education and becomes a part of the student's school record. This same process is applied during the final evaluation. The final course grade will be based on:

Grades

•	Agency instructor's evaluation of student's work performance	30%
-	Director of Field Education evaluation of performance	
	re: personal learning goals & objectives	10%
-	Quality of student's three written assignments – Agency Analysis paper,	
	Theory paper, and Case Paper & Presentation	30%
-	Progress demonstrated in log entries	15%
-	Quality of student's attendance and participation in seminar, NASW,	
-	Social Work Club, agency presentation, case presentations and other assign	ed
	activities and tasks i.e. class facilitation, group sessions	15%
		100%

Field Instruction II (SCWK 4552)

- 1. Class, Work and Field Instruction Schedule (Appendix H)
- 2. Student Agreements (Appendices E and F)
- 3. Learning Contract: Goals and Objectives (Appendix I)
- 4. Student Logs (Appendix J)
- 5. Self-Evaluation Paper (Appendix O)
- 6. Major Integration Paper (Appendix Q)
- 7. Speak Out Project (Appendix T)
- 8. Case Paper & Presentation Guidelines (Appendix N)
- 9. Attendance (Required: All Integrative Seminar classes; 3 NASW or other approved agency/community meetings, events, or activities; 3 HSU Social Work Club or Sigma Beta meetings, events, or activities) More than three absences could result in termination from field.

Evaluation

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU Director of Field Education will provide feedback to the student regarding her or his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and Director of Field Education will meet together: 1) the first at mid-term, 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix L) and then meet together to compare, discuss, and when appropriate negotiate the ratings. The outcome of the evaluation conference is presented to the Director of Field Education and becomes a part of the student's school record. This same process is applied during the final evaluation. The final course grade will be based on:

Grades

•	Agency instructor's evaluation of student's work performance	30%
•	Director of Field Education evaluation of performance	
	re: personal learning goals & objectives	10%
•	Quality of student's three written assignments - Major Integration Paper,	
	Speak Out Project, and Case Paper & Presentation	30%
-	Progress demonstrated in log entries	15%
-	Quality of student's attendance and participation in seminar, NASW,	
	Social Work Club, agency presentation, case presentations and other assign	ed
	activities and tasks i.e. class facilitation, group sessions	15%

100%

GRADING PROCEDURES FOR FIELD INSTRUCTION

A student in the undergraduate social work program is expected to maintain a 2.0 or above grade point average of all course work. In the field practicum, grades for each student are recommended by the agency field instructor. The university Director of Field Education is ultimately responsible for assigning and registering the student's grade in the course.

Grading is done on the alphabetical system as follows:

- **A** Excellent or superior performance in most field work, field practicum tasks, integrative seminar assignments, and overall course expectations.
- **B** Good performance with potential for some superior performance is evident.
- C Acceptable and adequate social work knowledge, values, and skills are demonstrated in field work and the integrative seminar.
- **D** Unacceptable undergraduate performance in social work field instruction.
- Failure to adequately perform in field instruction. This grade is given in consultation with the agency field instructor, and the student is counseled since this grade can have serious consequences related to the student continuing in social work.
- I The grade of Incomplete presupposes that the student is doing acceptable fieldwork, is adequately performing in social work field instruction, and has accomplished at least most of the course expectations; but because of illness or another emergency situation beyond the student's control, the course requirements cannot be fulfilled by the end of the semester. An incomplete in SCWK 4450 must be completed before the first class in SCWK 4552. An incomplete in SCWK 4552 must be completed by the end of the summer.
- **WP** The grade of Withdrawn Passing indicates that the student chose to withdraw from field and was passing the course at the time of the decision.
- **WF** The grade of Withdrawn Failing indicates that the student chose to withdraw from field and was failing the course at the time of the decision.

APPENDICES

- A. APPLICATION FOR FIELD PLACEMENT
- B. STUDENT EDUCATIONAL NEEDS ASSESSMENT
- **C.** AGENCY INFORMATION FORM
- **D.** FIELD INSTRUCTOR INFORMATION
- E. STUDENT STATEMENT OF UNDERSTANDING
- F. STUDENT AGREEMENT
- G. AGENCY-UNIVERSITY AGREEMENT
- H. CLASS, WORK, AND FIELD INSTRUCTION
- I. LEARNING CONTRACT GOALS AND OBJECTIVES WITH LEARNING CONTRACT WORKSHEET
- J. STUDENT LOG ASSIGNMENT
- K. AGENCY ANALYSIS PAPER & PRESENTATION
- L. HSU FALL FIELD EVALUATION
- M. THEORY PAPER GUIDELINES
- N. CASE PAPER & PRESENTATION GUIDELINES
- O. SELF-EVALUATION PAPER GUIDELINES
- P. HSU Spring Field Evaluation
- Q. MAJOR INTEGRATION PAPER
- R. FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM
- S. DIRECTOR OF FIELD EDUCATION EVALUATION BY STUDENT
- T. SPEAK OUT PROJECT
- U. STUDENT EVALUATION OF FIELD EXPERIENCE
- V. PROCESS RECORDING GUIDELINES
- W. HARDIN-SIMMONS UNIVERSITY-ASSUMPTION OF RISK, RELEASEAND INDEMNIFICATION AGREEMENT

APPLICATION FOR FIELD PLACEMENT (Appendix A)

Please Type or Print:				
Name	Age	Classification _	P	hone
Address	City		ST	Zip
Do you own a car? If	not, how do you	u plan to get to your	placeme	nt?
Do you have a valid driver's	license?	What State?		
Have you ever been convicte judgment.	d of a felony?	If yes, please of	define the	charge and the
Have you ever been charged the judgment.	with an ethical v	violation? If ye	es, please	define the charge and
Semester you plan to take fie	ld placement?			-
Will you have completed all placement?	program require	ments by the semest	er you pla	an to take field
If not, define the b	asis for your app	olication for field.		
Will you have completed all If not, define the ba			t in SCW	K 4450 by this date?
Semester you expect to gradu	nate			
Describe campus activities				
Describe paid or volunteer w	ork experience v	vithin the past three	years	

APPLICATION FOR FIELD PLACEMENT (Appendix A)

Special skills, interests, hobbies
Plans following graduation
Long Term Plans
Why did you choose to go into social work?
In what three agencies are you interested in doing field placement? Specify the reasons you have interest in these agencies or settings.
What do you perceive your role to be? What do you think you will be doing in those agencies?
What courses have you had to prepare you for placement at these agencies?
What do you see as your strengths? Your weaknesses?

$\begin{array}{c} \textbf{APPLICATION FOR FIELD PLACEMENT} \\ \textit{Appendix } A \end{array}$

Describe your ability to work effectively with others, especially those who are different.
What are your personal expectations of and goals for your field placement? Include any specific
limitations and/or preferences which concern you.
Accumulative Grade Point Average
Grade Point Average in Social Work Courses

$\begin{array}{c} \textbf{APPLICATION FOR FIELD PLACEMENT} \\ \textbf{Appendix } A \end{array}$

I consent to this application being released to the field instr	ructors and agencies at which I will
interview and be considered for field placement. I understa	and the field coordinator will share
relevant and sometimes sensitive personal and educational	information about me with the field
instructor and agency for the purpose of securing an approp	priate educational experience.
I do hereby acknowledge that I have provided accurate and	truthful information about myself in
this field application.	
Student's Signature	Date
Date of Interview with the Field Coordinator	
These agencies have been approved for interview:	
Signature of Field Coordinator	Date

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Explanation

AGENCY INFORMATION FORM (Appendix C)

			Year (
			_)
	Address		
			_ Zip
Agency	Director		
Contact	t Person		_)
Field Ir	nstructor		_)
Field S	upervisor	Phone (_)
	n designated by agency to provide Social Work supervision)		
1.	The field practicum program places senior undergraduate students. I students your agency could accommodate:	Please indicate t	he number of
2.	Do you have any placement opportunities for evenings or weekends? If yes please describe and note hours	Yes No _	
3.	Do you have any financial resources available to practicum students' If yes, please check: Stipends How many? Amount Work Study How many? Amount Other How many? Amount	? Yes No	
4.	Is your agency accessible to students with disabilities? Yes No		
5.	Transportation: Are students required to use their own cars? Are students reimbursed for their own car use?		
6.	Please specify any meetings or seminars that students are REQUIRI are scheduled	ED to attend and	when these
7.	Client population: Age range Economic status		
	Ethnicities: Asian American African American Hispanic American Native American Other		
8.	Please check the specific focus of the agency program and services:		
	Aging Chemical Depote Mental Health Developmental Disabilities Criminal Justice Rural Health Family Service Health/Medical School Social Multi-ethnic Training Juvenile Justice Women & Mental Health Physical Disab Other, please specify	ee es Work e	
9.	Please describe your agency and the available practicum experiences intervention methods, community and organizational services, practi geographical area served, and funding sources: (complete on back of	ce methodologi	
Signatu (Please	reDateDate attach resumes of field instructors, field supervisors, and agency broo	chures or inform	national material)

FIELD INSTRUCTOR INFORMATION (Appendix D)

Name					
Agency					
Degree	_MSW	_BSW	Other (specify)	
University/Colleg	ge				
Location					
Licensure					
Years of experien	ce in social w	vork		_	
Years of experien	ce in field su	pervision_		_	
What specific pra	ctice experie	nces are ava	ailable at yo	our agency?	

Describe the type of clients seen at your agency, including race/ethnicity, gender, sexual orientation, socio-economic status, disability

STUDENT STATEMENT OF UNDERSTANDING (Appendix E)

Prior to beginning a field placement, all students are expected to know the contents of the current Social Work Field Instruction Manual. Students are requested to sign the following statement to that effect:

I have read and understand the contents of the Social Work Field Instruction Manual, including the specific items listed below:

- 1. The process for securing a field instruction practicum
- 2. The integration of fieldwork with coursework
- 3. Attendance and participation expectations
- 4. A weekly log of agency hours and a description of activities and tasks
- 5. The evaluation and grading process
- 6. The differences between first semester and second semester expectations
- 7. The time frame for turning in goals and objectives (SCWK 4450) & the Learning Contract (SCWK 4452)
- 8. The differing roles and responsibilities of the Field Coordinator, the Field Instructor, and the Field Supervisor
- 9. Special situations: changes in field practicums; the procedure for termination & discontinuance; and the grievance procedure
- 10. NASW Code of Ethics

YOU ARE ELIGIBLE FOR FIELD INSTRUCTION WHEN YOU UNDERSTAND THE AFOREMENTIONED AS EVIDENCED BY YOUR SIGNATURE.

Signature	Date

STUDENT AGREEMENT (Appendix F)

In consideration of enrollment in SCWK 4450 or 4552, (Field Instruction I & II), I understand and agree to abide by the following responsibilities in order to fulfill field education requirements.

- 1. Upon acceptance of the field placement to assist in the adjustment to that agency by providing information on my background, experience, interests and goals for this learning experience.
- 2. Assume all costs incurred while taking this course, including transportation and malpractice insurance. If I have arranged a field placement outside Abilene for my personal convenience, I understand I will be expected to reimburse the Department at .28 per mile traveled for each agency visit by the Field Coordinator.
- 3. Be punctual and demonstrate mature behavior within all agency activity regarding regular and/or emergency tasks as assigned by my field instructor, including maintenance of records and reports.
- 4. Wear appropriate attire within the agency and for assigned activities.
- 5. Conduct myself in a manner that demonstrates adherence to professional ethics and values and my awareness of my role as a representative of the social work profession, the agency and Hardin-Simmons University.
- 6. Submit all written assignments to field instructor and/or university faculty on time and in neat form, as directed for each assignment. Late assignments may have points deducted or not be accepted for a grade.
- 7. Keep a log of agency/seminar activity.
- 8. Notify agency if unable to report for work and arrange with field instructor to make up absence.
- 9. Participate with the field instructor and university faculty in on-going and planned evaluations of my performance and level of professional skill development.
- 10. Participate in the on-going seminar to demonstrate integration of "knowing" and "doing." I understand that attendance in seminar is required: that I am responsible to personally notify the leader if illness prevents my attendance: that I may be asked to document illness: that I can be administratively terminated following the third absence.
- 11. Accept the responsibility to seek clarification from Agency field instructor, University field coordinator, University faculty or any other professional or support staff involved in my field education, concerning learning expectations and to schedule a conference to mutually plan appropriate educational activities.
- 12. Attend at least three meetings per semester of the Abilene chapter of NASW and three Social Work Club meetings.
- 13. Maintain active participation in professional social work activities i.e. community workshops, committee work, other professional social work activities.
- 14. Maintain accurate records of time worked in the agency and be responsible for completion of the required fifteen week commitment at 14 hours per week during the Fall and 16 hours per week in the Spring semester.
- 15. Be involved in on-going self-evaluation in order to fully develop personal and professional growth and identification with the social work profession. This includes maintenance of records of supervision, progress notes related to personal learning goals, and the safe-keeping of evaluation documentation.

I understand that failure to comply with the above may result in my being denied continued placement within the agency and/or my receiving an incomplete or failing grade. I understand that it is my responsibility to seek clarification of expectations, both in the agency and in the integrative seminar.

Date	Student Signature

AGENCY--UNIVERSITY AGREEMENT (Appendix G)

This agreement is to recognize the cooperative nature of field placement between The Social Work Department of Hardin-Simmons University and the agencies who accept our students for the practicum experience.

Agreement bety	ween: Hardin-Simmons University Department of Social Work HSU Box 16218 Abilene, Texas 79698 and
•	
•	

Responsibilities of the University's Social Work Department

The University will:

1.

provide the Agency with a field instruction manual which states the objectives and policies of the Social Work Department and the content of the field placement courses. provide the Agency with information about the student's academic background, work and volunteer experience, learning goals for field instruction, and career goals, as well as personal interests and skills. cooperate with the Students and the Agency to assign student(s) and to set the direction for 2.

3. learning goals and objectives. (The Agency makes the final decision regarding acceptance of a student.)

provide performance evaluation forms for students, to be completed by the Agency Field Instructor at mid-term and at the semester's end. 4.

5. provide a field coordinator for on-going assessment/consultation with the Agency Field

Instructor regarding the student's progress. provide at least one workshop per semester and a monthly seminar for Field Instructors and University Faculty to review goals and objectives, plan for any needed changes and 6. to enhance the professional interactions between Agency and Faculty personnel. C.E.U.'s will be given to meet the criteria of the Texas Board of Social Work

7. provide a weekly seminar on campus for all field placement students to integrate the field experience with previous course content.

assume the responsibility for evaluating the overall performance of the student and assigning the semester grade in consultation with the field instructor. 7.

assume the responsibility for final approval of all Agencies and Field Instructors participating in the field placement component of the Social Work Department.

observe rules of confidentiality as understood within the framework of social work education 8.

9. in all matters related to field instruction.

provide free a three-hour tuition grant for any field instructor who has had a student for 450 10. hours of field placement.

Responsibilities of the Agency

The Agency will:

- 1.
- provide a Field Instructor who meets the qualifications defined by the University in accordance with standards set forth by the Council of Social Work Education. grant the Field Instructor the necessary time to fulfill responsibilities as defined in this agreement and in the manual, including time to attend the monthly University seminars for 2. Field Instructors.
- 3. agree to provide a work area and appropriate resources to enhance the student's learning.

AGENCY--UNIVERSITY AGREEMENT page 2

The Field Instructor will:

- be available to the student to provide on-going evaluations of her or his field experience in accordance with Agency standards for supervision. At least one hour per week will be scheduled to evaluate performance and assess learning 1.
- complete the written evaluation of the student's performance at mid-term and semester's end and participate in the formal evaluation process. plan work tasks to meet learning objectives and coordinate those experiences for 2.
- 3. the student(s) that will:
 - meet the educational goals and objectives.
 - enhance the student's knowledge of the social work profession and the development of skills required for the generalist practice of social work. b.
 - orient the student to the overall purpose and function of the agency and to the client population and the full range of services provided c. by the agency.
 - orient the student to other systems which are involved in service d. provision for clients.

Should a student demonstrate continuing problems adapting to the Agency expectations, the Field Instructor will notify the Field Coordinator and consult together regarding the conditions of continued placement.

The Agency is vital to the Senior Social Work student's learning experience. The Agency Field Instructor plays a key role in the practical education of these students. The University recognizes the interdependent relationship on behalf of the Department and the students. Both the Agency and the University enter into this agreement with the intention of cooperating with the other in meeting the educational needs of the Student and fulfilling the conditions of this agreement. Each agrees to promote the interests of the profession of Social Work as well as the functions of the Agency within the community.

For the Agency		For the University	
Title	Date	Field Coordinator	Date
Title	Date	Director, Social Work Department	Date
Title	Date	Vice President, Academic Affairs	Date

CLASS, WORK, AND FIELD INSTRUCTION SCHEDULE (Appendix H)

Name	Agency	
Address		
Cell/Home Phone	Agency Phone	
Field Instructor	Contact Number	

Time	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							

Your course work has prepared you with a multitude of "academic education." To make the absolute most out of this field instruction experience, take time to develop some very specific learning goals for yourself. You will need to set tasks for yourself utilizing the Core Competencies to exemplify your ability to complete the established goals within each category. You will also need to determine the resources you will employ and a realistic time frame for each of the goals and tasks to be completed. Utilize your "Student Educational Needs Assessment" tool to help in determining appropriate goals for yourself and actual behaviors you will need to reach your goals in the blank sections at the end of the worksheet.

You may not have an opportunity to complete each goal and task within your agency, dependent upon the limitations placed by your field placement and the policies and clientele with which you are working. You will then need to determine other means by which to accomplish these goals and tasks. This may include other social work or NASW activities, shadowing your fellow classmates, and/or other volunteer services.

In addition to the goals set under each competency category, you need to develop at least **two goals** in each of the following areas:

- A. Utilizing Professionalism and Resources
- B. Application of Theory in Practice
- C. Enhancing Interpersonal Skills and the Utilization of Authority

The following outline is an example:

Utilizing Professionalism and Resources

A. Goal: Enhancing Interpersonal Skills and Utilization of Authority

Tasks: 1. Observe field instructor do intakes

- 2. Make summary notes of intakes I observe and discuss my observation with my field instructor
- 3. Read field instructor's intake notes
- 4. Ask for explanation regarding anything I'm not clear about
- 5. Read intakes from other cases
- 6. Do part of an intake with my field instructor assisting me
- 7. Do my own intake with supervision
- 8. Complete documentation in agency approved format and assigned timeline
- 9. Get feedback

Resources: Field Instructor, case records, other agency staff, clients.

Time Frame: Cannot all be end of spring semester

Prepare a rough draft of these Goals and Objectives and plan to conference with the University Field Coordinator to discuss and finalize during your appointment scheduled for:

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Competency 1: Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context Use reflection and self-regulation to manage personal values and maintain			
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication			
	Use technology ethically and appropriately to facilitate practice outcomes			
	Use supervision and consultation to guide professional judgment and behavior			
Competency 2: Engage Diversity and Difference in Practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences			
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			
	10. Engage in practices that advance social, economic, and environmental justice			
Competency 4: Engage in Practice- informed Research and Research-informed Practice	11. Use practice experience and theory to inform scientific inquiry and research			
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
	13. Use and translate research evidence to inform and improve practice, policy, and service delivery			
Competency 5: Engage in Policy Practice	14. Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services			
	15. Assess how social welfare and economic policies impact the delivery of and access to social services			
	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice			
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	17. Apply knowledge of human behavior and the social environment, person-inenvironment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			
	20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
	22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			
	24. Apply knowledge of human behavior and the social environment, person-inenvironment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes			
	26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies			
	27. Facilitate effective transitions and endings that advance mutually agreed-on goals			
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	28. Select and use appropriate methods for evaluation of outcomes			
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes			
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Personal Goals in Correlation to Competency	32.			
	33.			
	34.			
	35.			

STUDENT LOG ASSIGNMENT (Appendix J)

Log-Description and Expectations

Student logs which are completed weekly are an integral component of the intern learning process. Logs promote professionalism by requiring students to plan the best use of weekly supervision time and to prove accountability for time and effort spent at their field placements. An equally important function of the field log is to promote critical thinking and self-reflection as the intern begins to integrate the knowledge, values and skills acquired in their academic courses with their on-site field practice (successes, dilemmas and everything in-between). Although each student should follow the basic log format and must reference each core competency at least twice throughout the course of the semester, it is important to note that the log should otherwise be largely free-form in order that each student may utilize the assignment in the manner that best suits her or his processing needs.

Objectives

- 1. To help the student organize his or her own thinking about the learning experience as an intern in field practice.
- 2. To connect student practice in the field to the competencies and practice behaviors learned throughout the Social Work curriculum.
- 3. To communicate activities and experiences with the field instructor and coordinator.
- 4. To serve as a record of progress in achieving personal goals and general field objectives.

Your log will be submitted each week. It should be complete and accurate; it may be handwritten if your writing is legible and neat. The activity section of the log must be shared with your field instructor, and signed by them prior to seminar. Maintain your log in a folder, adding each new one to the front of the past weeks' logs after it has been commented upon and returned to you. Always bring this folder to any conference.

Grading

The instructor will read and comment on each log as it is submitted and give it back at the following seminar. Each week the log is due during the seminar. Late logs will be for feedback but not for credit. A total of fifteen logs are due per, semester (fifteen points each). Logs determine 15% of your final grade and will be graded on the basis of:

- (1) Evidence of growth and learning. This should be apparent via your content and process of the week's supervisory conference and new learning.
- (2) Evidence of integration of the social work core competencies with agency services.
- (3) Adherence to the prescribed form, neatness, communication skills and completeness. Points will be taken off for lack of effort, clarity, signatures, etc.

Refer to the attached pages for the format.

STUDENT LOG ASSIGNMENT Appendix J

Sample Log

			Total Cumulative Hours
Log #			
Name			Week of
Agency			
Section I: Activities			
	Date:	Hours:	Activity:
	8/29	9:00-10:30	Orientation
		10:30-12:00	Tour of Agency
		1:00-2:00	Reading Policy and Procedure
Manual			
	8/30	9:00-12:00	Orientation
		1:00- 2:00	Observed intake
			Total Weekly Hours
Section II: Supervision A	Agenda		

Briefly list and/or describe what you plan to address during your supervision hour this week.

Sample Supervision Agenda:

- My insecurity about what I said when Client Doe confronted me last week.
- In Case X is there an ethical dilemma between what the involved agencies are planning for the client?
- Is it okay that the client is not involved in the planning?
- I am having a hard time honoring Client Z's right to self-determination and feel conflicted loyalties. This wonderful family has plans for the future & appropriate coping strategies vs. Client Z's depression & desire to die alone without family or agency involvement?
- What about the grief process?
- Client denial?
- Protecting clients from themselves?
- Ideas and resource availability for upcoming research project?
- Uncomfortable incident with co-worker.

As the supervisor for the above-named, I can confirm that the activities and supervisory agenda detailed above was completed by the student prior to this week's supervision time, was addressed in supervision and is accurate to the best of my knowledge at this time.

Field Instructor Signature:	

STUDENT LOG ASSIGNMENT Appendix J

Section III: New Learning (Field Instructor does not review this section)

Observations: What did you notice in Field this week? (I saw, I heard, I noticed...)

Experiences: Where did you go? What did you do? With whom did you communicate?

Responses: What were your emotional, intellectual, analytical, social, spiritual and

practical reactions to your Field observations and experiences this week?

(I felt, I thought, I sensed, I decided, I realized, I did)

Roles: Which Social Work roles did you inhabit this week? (broker, advocate,

teacher, case manager, workload manager, staff developer, administrator,

social change agent, supportive guide, professional)

Skills, CCs and PBs: What practice skills, core competencies and practice behaviors did you

utilize this week?

**Students should use the Social Work Skills sheet and the comprehensive list of Core Competencies and Practice Behaviors to ensure that their language choice is relevant and professional. For example, this sentence, "This week I increased my assessment skills when I administered the agency's psycho-social assessment. Because the client was a little shy, it was necessary for me to use my rapport building skills as well.", is much more appropriate than this one: "This week my people skills really got better when I did paperwork with one of the clients. I think she really liked me."

AGENCY ANALYSIS PAPER & PRESENTATION (Appendix K)

The Agency Analysis Paper and Presentation requires students to be able to act as professional representatives of their respective agencies and to utilize agency materials and staff to research and accurately provide agency information to their peers/colleagues. An agency paper should address the following:

- 1. Mission Statement & Purpose
- 2. History & Funding
- 3. Bureaucratic structure
- 4. Services offered. Identify for each:
 - a. The criteria for receiving service
 - b. Who (by role) provides each service
 - c. Who (by role) is accountable for the quality of service
 - d. The process of accountability
 - e. Describe the client population in your agency
- 4. Client demographics: race, gender, age, religion, socio-economic
- 5. Client types: Voluntary or involuntary Fee paying? If not, how are services funded?
- 6. Policy Considerations (regulatory laws, agency policies, agency policy creation, affiliations/accreditations)
- 7. Social Work Intern role in the agency.
- 8. Perspectives, Theories, Models used by agency.

**Students will represent their agencies in individual presentations held during the integrative seminar. All presenters should be prepared to give a brief, but thorough, overview of their agencies and to field questions from peers and professor about the agency and services offered. Professionalism, creativity, and relevance need to be considered and will be a part of your presentation grade.

HSU FALL FIELD EVALUATION (Appendix L)

Student	Date
Field Instructor	Telephone #
Agency	Address
Using the evaluation categories below, ple	ase evaluate the following student behaviors by

placing the number or letter from the appropriate evaluative category in each behavior's corresponding assessment box.

5-Superior 4-Good 3-Acceptable 2-Marginal 1-Poor

Knowledge of Program	Mid	Fin	Notes/Comments/Examples
1. The student is able to describe agency structure.			
2. The student is able to describe agency staffing and division of responsibility within agency.			
3. The student understands the relationship of the parts (division of responsibility) to the whole.			
4. The student is aware of sources of funding for agency operations and budgetary decision-making processes of the agency.			
5. The student understands the common methodologies of social work practice employed by professional employees of the agency.			
6. The student knows the general characteristics of the client population served by the agency.			

Knowledge of Program	Mid	Fin	Notes/Comments/Examples
7. The student knows the referral resources most commonly used to aid clients of the agency.			
8. The student has demonstrated the ability to make appropriate referrals.			
9. The student has demonstrated the beginning ability to evaluate quality of service provided by the agency.			
10. The student has demonstrated the beginning ability to evaluate whether the goals for the service delivery are being met by the agency.			
Responsible Work Behavior	N/: 1	T72	N-4/C
11. The student has shown dependability in attendance and responsibility if circumstances prevent attendance.	Mid	Fin	Notes/Comments/Examples
12. The student organized time well while at the agency.			
13. The student's personal appearance and dress are appropriate to their role in the agency.			
14. The student has demonstrated the ability to establish relationships with agency staff and professional personnel.			

Responsible Work Behavior	Mid	Fin	Notes/Comments/Examples
15. The student has demonstrated the ability to identify and resolve, in an appropriate manner, any conflicts with agency staff and professional personnel.			1 votes, comments, Examples
16. The student completes assignments in a timely fashion.			
17. The student demonstrates the ability to prepare written material as required by agency policy and/or field instructor.			
Self-Awareness/Use of Supervision	Mid	Fin	Notes/Comments/Examples
18. The student is able to describe feelings about and reactions to the agency's clients.			
19. The student is able to exercise conscious control of feelings and reactions in his or her contacts with clients.			
20. The student demonstrates an ability to be self-critical and identify areas of social work practice in which improvement might be made.			
21. The student demonstrates ability to change behavior to achieve greater effectiveness with clients in light of self-awareness or supervisory feedback.			
22. Student demonstrates ability to accept constructive criticism and suggestions for improvement of skills/attitudes.			

Self-Awareness/Use of Supervision	Mid	Fin	Notes/Comments/Examples
23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency.			
24. The student demonstrates enthusiasm for the field experience.			
25. The student demonstrates ability to ask pertinent questions and seek information about clients and functioning/processes of the agency.			
26. The student has shown the ability to critically examine the field experience.			
CI III /D C I I /	34:1	Т.	N. A. IC
Skills/Purposeful Interaction	Mid	Fin	Notes/Comments/Examples
27. The student is able to identify values underlying agency policy.			
28. The student is able to identify values in the decision of other worker's conduct of practice activity with clients.			
values in the decision of other worker's conduct of practice			

and professionally in accordance with agency norms.				
client's diversity and difference in lifestyle/culture. 32. Student is able to identify value conflicts in practice, agency operation, and in community/agency relationships. Skills/Purposeful Interaction 33. The student has demonstrated the ability to accurately observe and report client system interaction. 34. The student has demonstrated an ability to actively listen to clients. 35. The student is able to establish a working rapport with clients. 36. The student is able to establish goals for working with agency's clients.	Skills/Purposeful Interaction	Mid	Fin	Notes/Comments/Examples
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35. The student is able to establish a working rapport with clients. 36. The student is able to establish goals for working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
working rapport with clients. 36. The student is able to establish goals for working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.	ability to actively listen to clients.			
working rapport with clients. 36. The student is able to establish goals for working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
working rapport with clients. 36. The student is able to establish goals for working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
36. The student is able to establish goals for working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
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working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
working with agency's clients. 37. The student is able to record accurately and professionally in accordance with agency norms.				
37. The student is able to record accurately and professionally in accordance with agency norms.				
and professionally in accordance with agency norms.	working with agency's clients.			
and professionally in accordance with agency norms.				
and professionally in accordance with agency norms.				
agency norms.	37. The student is able to record accurately			
38. The student has demonstrated skills in	agency norms.			
38. The student has demonstrated skills in				
,	38. The student has demonstrated skills in			
interviewing clients and the conduct of				
purposeful interaction with clients.	purposeful interaction with clients.			
20. The student has demonstrated the	20. The student has demonstrated 41.			
ability to identify steps in the	39. The student has demonstrated the			
problem resolution process used by				
workers in the agency.				
	<u> </u>			

HSU FALL FIELD EVALUATION (Appendix L)

Field Instructor	Date
For the student: Please indicate your level	of agreement with this evaluation.
Student	Date
Final: Please comment about your assessm	nent of the student's readiness for Field II.
Etald Instructor	Dete
Field Instructor	Date
Semester Grade:	
For the student: Please indicate your level	of agreement with this evaluation.
, in 11.11.	
Student	Data

THEORY PAPER GUIDELINES (Appendix M)

The Theory Paper is an opportunity for students to demonstrate use of critical thinking skills to apply, analyze and evaluate the use of theory in social work practice through the lens of a particular client/client system in the field placement setting.

1. Knowledge & Comprehension

- Define social work (including mission and values).
- Define generalist practice and discuss the utilization of generalist practice in the field placement setting.
- Compare and contrast the terms framework, perspective, theory and model in social work practice.

2. Application & Analysis of Theory (Application & Analysis)

- Select a client or client system and briefly describe the client's presenting concern and psychosocial situation (physical, cognitive, social-emotional and environmental strengths and limitations).
- Define, describe and apply 3 theories from the HSU theoretical framework to this case.
- Define, describe and apply 1 theory (not from the HSU theoretical framework) to this case. (Examples: Feminist Theory, Intersectionality Theory, Existential Theory, Family Systems Theory)
- Define and describe at least 2 of the HSU theories that seem less appropriate for this particular case. (Due to the theories' limitations and criticisms)

3. Synthesis and Evaluation

• Based on one of the theoretical perspectives applied to the case, create an intervention plan.

CASE PAPER & PRESENTATION GUIDELINES (Appendix N)

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity social justice, research, policy, theory, and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social

1. Agency Description

- Clients served
- Scope of services

2. Data Collection

- Client Demographics (gender, race, sex, age, ability, sexuality, nationality, religion)
- Client Presenting concern (including Frequency, Severity, Duration)
- Other relevant info from all available sources of information.

3. Assessment (Individual) (Bio-psycho-social-spiritual)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

4. Assessment (Microsystems/mesosystems)

- Strengths/Resources
- Limitations/Barriers
- Motivation, Capacity, Opportunity for Change

5. Assessment (Exosystem and Macrosystem)

- Strengths/Resources
- Limitations/Barriers
 - *** Consider the identities/layer of culture identified in demographics section

6. Planning, Intervention, Evaluation & Ethics

• Demonstrate the use of theory and practice-informed research to create an intervention plan for this client, including how the intervention will be evaluated for effectiveness and any ethical concerns that require consideration in this case.

SELF-EVALUATION PAPER GUIDELINES (Appendix 0)

I. Self-Awareness

Identify the nurturing and toxic influences you have experienced during your field experience and describe how they impacted on your learning

- **A.** From the university
- **B.** From the agency
- C. From your support system

(Be careful to identify specific structures and levels of support from various individuals in each of the above areas. Where appropriate, utilize Symbolic Interaction Theory, Systems Theory, and Exchange Theory to describe your interactions.)

II. Functioning Within the Agency

Utilize the Needs Assessment tool (Appendix B), feedback from mid-term evaluation, logs, cases, supervisory sessions with field instruction, and seminar participation to identify:

- **A.** Specific skills which you feel you have developed to a high degree of competence.
- **B.** Specific skills which you feel you need to focus on for your second field experience.

(Illustrate both A and B with specific field activities which you have described in your seminar participation and/or logs.)

III. Planning for Next Semester

Discuss the following in paragraph form:

- **A.** Level of success in achieving your goals and objectives in the first placement.
- **B.** Level of commitment to work on developing the skills you identified in II B above. Be careful to identify specific structure and/or support which you may need from the field coordinator and field instructor to fulfill your commitment and to complete the demands of the field placement.
- C. Your assessment of the value of the Integrative Seminar and conferences with the seminar leader. Be careful to identify what has been useful to your learning as well as what direction you would like each to take for the second semester.

Student:	Date:	
Field Instructor:	Telephone:	
Agency:	Address:	

This evaluation tool will be an important indicator of the student's performance in the course and will become a part of his/her permanent file. Please rate the student's demonstrated performance relating to each of the following criteria using the evaluation categories below by placing the number or letter from the appropriate evaluative category in each behavior's corresponding assessment box.

5-Superior 4-Good 3-Acceptable 2-Marginal 1-Poor

Development of Professional Self and Ethical Practice

Val	ues and Ethics	Mid	Fin	Notes/Comments/Examples
1.	Demonstrates respect and concern for all people.			
2.	Maintains non-blaming attitude toward clients.			
3.	Refrains from imposing his/her own values on others.			
4.	Permits client self-determination.			
5.	Demonstrates receptivity to new ideas.			
6.	Demonstrates ability to tolerate ambiguity in resolving ethical conflicts.			

Values and Ethics (cont.)	Mid	Fin	Notes/Comments/Examples
7. Makes ethical decisions by			
applying standards of the NASW Code of Ethics and/or IFS.			
Code of Ethics and/or IFS.			
Self-Awareness	Mid	Fin	Notes/Comments/Examples
8. Recognizes her/his own feelings			
and attitudes.			
9. Manages his/her own feelings			
and attitudes appropriately.			
10. Uses self-discipline in			
interactions.			
11. Recognizes his/her own			
challenges/areas of			
improvement.			
12. Seeks help when needed.			
13. Recognizes his/her own areas of			
strength/competence.			
14. Accepts and utilizes professional			
feedback.			
Professional Skills	Mid	Fin	Notes/Comments/Examples
15. Distinguishes between personal,			
professional, agency, and student			
roles.			
16. Applies conceptual and theoretical			
frameworks, research evidence, and			
practice techniques from academic			
courses to practice.			

Professional Skills (cont.)	Mid	Fin	Notes/Comments/Examples
17. Participates actively in			
supervision and consultation			
with the field instructor.			
18. Organizes and completes tasks			
efficiently and effectively.			
controlled und concentration			
19. Actively seeks new learning			
experiences.			
20. Expresses, defines, and redefines			
her/his own learning goals.			
21. Demonstrates ability to transfer			
learning across arenas.			
22 D			
22. Demonstrates ability to clearly			
communicate feelings and/or ideas in verbal, non-verbal, and			
written forms.			
23. Applies strategies of ethical			
reasoning when making practice			
decisions.			
24. Advocates for client access to the			
services of social work.			
Helping Process: Working with	Mid	Fin	Notes/Comments/Examples
Client Systems Assessment	IVIIU	1111	1 totes, comments, Dannpies
25. Determines necessary			
information for assessment.			
26. Actively seeks needed			
information.			

Helping Process: Working with Client Systems Assessment (cont.)	Mid	Fin	Notes/Comments/Examples
27. Accurately assesses the client's capacity and desire for change.			
28. Identifies strengths and limitations affecting potential for change.			
29. Formulates explicit assessment statements and can document his/her assessment in a professional manner.			
30. Considers constraints present on personal, interpersonal, cultural, and environmental levels.			
*	3.61.1	T70	N. J. (C. J. (T. J.
Intervention	Mid	Fin	Notes/Comments/Examples
31. Establishes, clarifies, maintains, and manages effective helping relationships with clients.			
32. Maintains client confidentiality.			
33. Assists client systems to clarify their own focus, goals, and roles.			
34. Formulates realistic goals and intervention plans with the client system.			
35. Is able to distinguish between personal reaction to client system and personal responsibility.			
36. Maintains a professional response to hostile, aggressive, or otherwise troublesome client behavior.			

Intervention (cont.)	Mid	Fin	Notes/Comments/Examples
37. Is able to start where the client system perceives the concern/need.			
38. Is able to provide practical support to client system when appropriate.			
39. Demonstrates appropriate expressions of empathy.			
40. Recognizes and responds appropriately to verbal and nonverbal communication.			
41. Recognizes incongruence between verbal and nonverbal communication when present.			
42. Demonstrates interventive techniques such as clarifying, reinforcing, confronting, etc.			
43. Works with individuals, groups, and organizations outside the client system to intervene/plan for change.			
44. Acts as an advocate for a client system where appropriate.			
45. Demonstrates professionalism when discussing a case.			
46. Prepares the client for termination.			

Functioning Within the Agency	Mid	Fin	Notes/Comments/Examples
47. Demonstrates an understanding			
of agency policy and services.			
48. Makes appropriate use of agency			
resources for client system as			
well as own learning.			
49. Demonstrates understanding of			
agency procedures to provide			
services.			
50. Complies with agency's method			
for recording.			
51. Participates appropriately in			
agency meetings.			
52. Demonstrates an ability to relate			
appropriately to support staff as			
well as other agency			
professionals.			
53. Analyzes, formulates, and			
advocates for policy changes needed to promote social,			
environmental, and economic			
justice.			
54. Collaborates with colleagues and			
clients to change policies when			
applicable.			
Community Involvement, Social	M	E.	N-A/C 4 /F
Justice, and Changing Contexts	Mid	Fin	Notes/Comments/Examples
55. Demonstrates an understanding			
of the forms and mechanisms of			
oppression/discrimination.			

Community Involvement, Social	Mid	Fin	Notes/Comments/Examples
Justice, and Changing Contexts (cont.)			•
56. Demonstrates the ability to			
utilize knowledge of community			
structure, culture, and dynamics			
(especially those that oppress,			
marginalize, alienate, OR			
create/enhance privilege and			
power) to evaluate service needs			
within a specific population and			
advocate for social,			
environmental, and economic			
justice.			
57. Recognizes own attitudes about			
agency goals for service			
delivery.			
58. Utilizes local resources to			
provide services for agency			
clientele, including making			
referrals.			
59. Recognizes limitations of local			
agencies regarding policy and			
practice.			
60. Considers steps to evaluate and			
change agency policies and			
practices that require change.			
61. Acknowledges, examines, and			
adapts to changing locations,			
populations, methods, and trends			
in practice, science, and society.			

Narrative Evaluation

Briefly describe the following:

	Field Instructor	Date:
Final (Grade: Student:	Date:
8.	Additional comments:	
7.	Student's potential for social work:	
6.	Student's areas for growth:	
5.	Student's major strengths:	
4.	Student's use of supervision from field instruction:	
3.	Student's ability to conduct research as guided by practice and to e inquiry to inform practice:	mploy scientific
2.	Student's effectiveness in working with clients and dealing with re-	source people:
1.	Specific tasks and responsibilities undertaken by the student:	

MAJOR INTEGRATION PAPER

(Appendix Q)

The Major Integration paper requires student to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2015).

To demonstrate a capacity to integrate and apply seminal Social Work knowledge and principals into the internship, students are asked to complete the following:

- 1. Define and introduce each of the Nine Social Work Competencies (CSWE, 2015).
- 2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
- 3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
- 4. Include textbooks, articles, agency documents, and similarly useful scholarly literature to provide the academic weight needed to support your own personal experiences and conclusions.

*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.) The end of each paper should conclude with a reflective response to the following thoughts and questions:

- 1. What you have learned about yourself?
- 2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
- 3. In which ways have you grown the most?
- 4. What else has your Social Work education provided to you?
- 5. How and where will you use these skills in the future and to what end--With which groups?
- 6. With these questions in mind consider and describe the current state of your relationship to the Social Work profession.

***Refer to the grading rubric to assist you in writing your paper.

MAJOR INTEGRATION PAPER

(Appendix Q)

Major Integration Paper Rubric

Competency/Objective	Description	Points Possible
Ethics & Professionalism	 Definition/Professional Description and Introduction to concept. Examples/ "Lessons learned" from field placement regarding this concept. Integration of professional values and ethics; inclusion of ethical/legal considerations as relevant professionally Relevant research or evidence-base included to add depth of insight and to validate any claims made. Ex: Many Native Americans have poor eyesight, so we provided the Chief with free vision services. This statement would require a reliable reference to validate the claim that Native American's have poor eyesight. OR "Learning theory says that behavior which is modeled will be reproduced". Such a statement requires a source. 	15
Diversity & Difference	Clearly understand the dimensions of diversity and intersectionality of multiple factors; understand forms and mechanism of oppression, discrimination, etc. as they impact agency clientele and professionals	10
Social, Economic, Environmental Justice, and Human Rights	Identify how rights & justice impact clientele and professionals; actions needed/taken; etc.	10
Research & Critical Thought (Score includes sufficient use of research for paper (5pts)	Discuss how research has informed your practice; how has practice informed research	15
HBSE	Use of knowledge; integration of theoretical & conceptual frameworks	10
Policy Practice	Identify the importance of policy as relevant to practice as a professional social worker; relevant to field agency & clientele	10
Helping Process: Generalist Intervention Model	Integration of social work process; professional social work skills	10
Educational and Professional Sentiments and Goals	Demonstrates thorough reflection on SW education up to this point and clearly elaborates on how this education will be used in the future.	10
Professionalism of written work; grammar, spelling, word usage, and style of the paper.	Follow APA style formatting explicitly (but can use 1 st person); professionalism in language, organization and readability of the paper, follow directions.	10
Totals		100

FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM (Appendix R)

Please rate the following items according to the way you experienced them in relation to your entire field instruction experience with a Hardin-Simmons University student.

Use the scale of 0-10, with 10 being the highest. Use "NA" for any item which does not apply to you.

1.	Planning with the field director for student placement: (Field Director)
	Made appropriate contact prior to placement Provided adequate information about the student
	Clearly identified expectations
	Provided field manual and due dates
	The student was appropriate in the interview
2.	Student readiness for placement:
	(Student)
	Was well prepared academically
	Demonstrated behavior appropriate for the agency setting
	Had an attitude conducive to learning within the agency
	Was clear about expectation from the Social Work Program at HSU
3.	Support from the university:
	The field director returned my calls
	The field director adequately tracked the students' progress with me
	The expectations of my role during mid-term and final evaluations were clearly defined
	The content of seminars was relevant
	The structure of the assignments and field instruction activity was clear
	The assignments and expected activity were relevant to social work practice in my agency
	The contact hours for seminar attendance are useful for my continued certification
	The overall concern of the field director for the student's learning is eviden
	The overall support of the field director for the field instructor's role is evident

FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM $(Appendix\ R)$

4.	Student response to learning within the agency: (The student)
	 Was punctual and in regular attendance Presented work on time and in appropriate form Was able to utilize constructive criticism for own learning Had a positive, constructive attitude
	Made effort to relate to the professional and support staff Is beginning to take on the role of a social worker

FIELD DIRECTOR EVALUATION BY STUDENT (Appendix S)

Instructions:

Response Key: 1)Poor; 2)Fair; 3)Satisfactory; 4)Superior; 5)Outstanding; NA)Not Applicable

MAKE ALL RESPONSES TO QUESTIONS 1 – 20 ON ANSWER FORM

Students can make comments or answer specific faculty questions on the back of ANSWER FORM.

QU	QUESTION: SCOR		
I.	General Rating		
	1. How would you rate this professor in teaching ability?		
II.	Structure and Content		
	A. To what degree were the course objectives:		
	2. Explicitly stated?		
	3. Adhered to?		
	B. To what degree was the grading policy:		
	4. Explicitly stated?		
	5. Adhered to?		
	6. Negotiable with student consent? (Response key for this question:		
	1) not at all; 2) very little; 3) somewhat; 4) very much;		
	5) completely; NA) Not Applicable		
	C. To what degree do you feel the course reading materials:		
	7. Were relevant to stated objectives?		
	8. Were organized in a logical progression?		
	9. Were assigned in manageable quantity?		
	D. To what degree were minority perspectives:		
	10. Included in lectures and readings?		
	E. To what degree do you feel that examinations and evaluations were:		
	11. Relevant to assigned readings and/or class discussion?		
III.	Knowledge and Experience		
	To what degree:		
	12. Did the professor exhibit comprehensive knowledge in the		
	course areas?		
	13. Did the professor serve as a model of the social work profession?		

FIELD DIRECTOR EVALUATION BY STUDENT

IV.	Style of Teaching	
	To what degree did the professor:	
	14. Teach you to analyze issues effectively?	
	15. Encourage your development as a social work professional?	
V.	Attitudes Toward Students	
	To what degree:	
	16. Was the professor available for advice and consultation?	
	17. Did the professor demonstrate respect for the integrity and	
	maturity of the student?	
VI.	Relevance and Value to Career	
	To what degree did this course:	
	18. Contribute to your ability to perform as a social worker?	
	19. Increase or maintain your motivation and interest in becoming a	
	social worker?	
VII.	General Statement	
	20. Compared to other college courses you have had in general, how	
	would you rate this course?	
VIII	. Comments	

SPEAK OUT PROJECT (Appendix T)

Speak Out Project (Field II)

Whether you consider yourself a clinician, community organizer, administrator, educator or a generalist, our role as a professional includes promotion of social, economic, and environmental justice through advocacy. The purpose of this assignment is to provide the student with a "real-life" opportunity to articulate a concern through one or more avenues of expression. The student will plan and implement a *Speak Out* concerning a social issue of his or her choosing.

Preparation Guidelines

- 1. Select and issue that you are most concerned about (perhaps one that has affected your clients or agency)
- 2. Research the issue using local resources and/or academic articles/texts
- 3. Select the medium/forum/venue for your *Speak Out*
- 4. Discuss your ideas and plans with the instructor for approval **before** implementing the *Speak Out*.
- 5. Prepare to present your Speak Out to the class during the last class meeting. At that time each student should hand in any appropriate materials which document the preparation and implementation of the project (reference list, photos, letters written, audio-visual recordings, etc.)

Presentation Guidelines

- 1. Describe your *Speak Out* (topic, medium/forum/venue)
- 2. Discuss personal/professional relevance to you
- 3. Discuss assessment of need/research for this project
- 4. Discuss what you would like to see happen in the future regarding this social, economic, or environmental justice issue.

Project Ideas

- Present a Statement at Court, Public Hearing, board meeting, city council, etc.
- Develop a radio or editorial spot
- Facilitate a letter-writing campaign
- Letter to the editor (which sheds light rather than heat on a relevant issue)
- Organize a public forum, viewing, reading, etc.
- Participate and provide leadership in a March, Rally, etc.
- Develop a creative presentation for legislators or other power players (video, scrapbook, etc.)
- Create a blog

^{**} All Speak Outs must be presented to at least 10 individuals (classmates not included)

^{**} Adapted from Kathy Armenta, University of Texas

STUDENT EVALUATION OF FIELD EXPERIENCE (Appendix U)

Give a copy of steps 1-5 to your field instructor for his/her review/feedback and turn in by the end of the semester.

Student's Name:	
Field Instructor:	
Field Agency:	
Placement Year:	

Students are to evaluate their Field Agency and Field Instructor at the end of the Spring Semester as the field placement is coming to an end. This information will be used to assist the Field Director in making future field placement decision and in providing training for Field Instructors. Please circle the response that best describes your field experience using the scales provided.

1. My field agency:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Provided a work environment that accepted and supported my field placement	1	2	3	4
b. Provided adequate resources for good learning (space, supplies, access to agency records)	1	2	3	4
c. Provided orientation to the agency's mission, philosophy, goals, policies, and procedures	1	2	3	4
d. Reflected social work values	1	2	3	4
e. Provided my field instructor adequate release time for my field instruction	1	2	3	4
2. My field instructor:				
a. Provided an orientation to the field placement	1	2	3	4
b. Took the time to inquire about my learning needs and style	1	2	3	4
c. Listened and accepted student feedback	1	2	3	4
d. Was accessible for discussion, questions, supervision	1	2	3	4
e. Allotted sufficient time for supervision and honored scheduled meetings with me	1	2	3	4
f. Demonstrated good professional social work knowledge	1	2	3	4
g. Assisted me in becoming part of the agency team	1	2	3	4
h. Provided adequate training in order for me to carry out assignments	1	2	3	4
i. Informed me of expectations regarding my performance	1	2	3	4
 j. Provided diverse and challenging assignments and tasks appropriate for my level of practice 	1	2	3	4

STUDENT EVALUATION OF FIELD EXPERIENCE

(Appendix U)

	k. Honored my role as a student and supported completion of my learning contract	1	2	3	4
	Kept me informed regarding case(s), changes in agency policies				
	and procedures, schedules, appointments, and meetings	1	2	3	4
	m. Was effective in training and application of the NASW Code of				
	Ethics	1	2	3	4
	n. Was effective in providing information on and application of				
	cultural competency	1	2	3	4
	o. Was fair in his/her evaluation of my field performance	1	2	3	4
	p. Maintained professional boundaries	1	2	3	4
	q. Was effective as a supervisor	1	2	3	4
	Were the following methods used in supervision?				
	a. Direct supervision by field instructor	YES			NO
	b. Self-report by student	YES			NO
	c. Process recording	YES			NO
	d. Audio recording	YES			NO
	e. Video recording	YES			NO
	f. Online, email, IM	YES			NO
	g. Telephone	YES			NO
	h. Describe how supervision could be improved:				
3.	My field director				
3.	•	YES			NO
	a. Explained his/her role and responsibilities				
	b. Provided contact information to me and my field instructorc. Was accessible when consultation or assistance was needed	YES YES			NO NO
		ILS			NO
	and my field instructor	YES			NO
	e. Was fair in his/her intervention and mediation when there were issues between my field instructor and I	YES			NO
	f. Recommendations for improvement:				
	•				
4.	Student Self-Rating:				
	Overall I developed my capacity for professional social work in this	1	2	3	4
	placement.	-			
5.	1				
	Overall how would you rate your field experience in this agency?	1	2	3	4
6.	Would you recommend this agency to another social work intern?	YES			NO
7.	A copy of this evaluation may be released to my field instructor.	YES			NO
Comments:					
Student	Signature: Date:				

PROCESS RECORDING GUIDELINES

(Appendix V)

The purpose of this assignment is to give the student an opportunity to refine skills which begin to identify her or him as a professional Social Worker.

- A. It focuses on the consciously planned and purposeful process of a social work intervention.
- B. It provides a tool to allow the student to increase awareness of self and client in relation to what happened (content) during the interaction and how each reacted (affect).
- C. It provides a tool to systematically record and evaluate one's work.
- D. It focuses on recognizing and communicating significant information related to the social work process.

Format for the Process Recording

1. Identifying Data:

Student's Name:

Client's Name: (coded to disguise actual client)

Date of Interaction:

Date of Recording:

2. Purpose of the Interaction

Why did this interaction take place and how does it relate to the case goals? What did you do to plan this interaction and how did you accomplish what you planned?

3. Background Information

Referral source; physical condition of person(s) interviewed; cultural, racial, ethnic, socio-economic identity. How did these issues effect the interaction?

4. Observations

Describe your general impression of the physical and emotional climate at the onset of the interaction. Describe the impact of these on yourself as well as on the client(s).

HARDIN-SIMMONS UNIVERSITY ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT (Appendix W)

I am fully aware of dangers and risks involved in taking part in a field practicum (herein referred to as "the Activity") which include, but are not limited to the following dangers and risks: which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability, economic or emotional loss, and/or death, and I choose to voluntarily participate in the Activity with full knowledge that the Activity may expose me to such dangers and risks. I THEREFORE AGREE TO VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ALL SUCH DANGERS AND RISKS to which I may be exposed as a result of participating in the Activity.

As consideration for being allowed to participate in the Activity, which is sponsored by Hardin Simmons University (HSU), **I HEREBY RELEASE, WAIVE, HOLD HARMLESS, AND INDEMNIFY** HSU (and its Board of Trustees, officers, employees, agents, volunteers and students) from any and all liability, claims, demand, suits, costs, and charges, in connection with or arising out of the Activity, including, but not limited to, any serious bodily injury, medical care received following an injury, death or property damage sustained by myself or others, except for loss, harm, or injury caused by gross negligence or intentional misconduct by HSU (or its Board of Trustees, officers, employees, agents, volunteers or students).

I further understand and agree that this agreement is to be binding on my family, heirs, assigns, and personal representatives.

I certify that I am physically and mentally able to participate in the Activity. I understand that if I am at all uncertain about my ability to participate in this Activity, it is my obligation to consult my personal physician. In the case of a medical emergency occurring during my participation in the Activity, HSU (and its employees or agents) may (but is not obligated to) take any actions to secure whatever treatment it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between HSU and me. I agree to be solely responsible for any costs related to that treatment.

This agreement is governed by Texas law, and I understand that this agreement is intended to be as broad and inclusive as is permitted by Texas law. If any portion of this agreement is invalid, I agree that the remaining provisions shall continue to be in full force and effect.

I certify that I am at least 18 years old or if I am not yet 18, that my parent or guardian has read this agreement and signed below. I have read this agreement, I understand it, and I agree to be bound by all of its terms.

Signature	Date:
Name (Print)	
Signature of Parent (If Under 18)	Date:
Parent Name (Print)	



2019-2020 Undergraduate Catalog

Effective June 1, 2019

www.hsutx.edu/academics/academic-resources/catalogs/

Academic Calendar

FALL SEMESTER 2019

August

- 19 Living Area Open New Student Orientation
- 19 Stampede
- 23 Registration for Fall
- 24 Living Areas Open Returning Students
- 26 Fall Semester Classes Begin

September

- 2 Last Date to Register or Change Classes/Last Date to Change from Credit to Audit
- 5 Convocation
- 27 Last Date to Drop/Withdraw from Classes with a Grade of "W"

October

- 1 Last Date to File a Diploma Card for May 2020 Graduation/Academic Advising for Spring and May Term Begins
- 17 20 Homecoming
- 18 Fall Session I Ends
- 21 Fall Session II Begins
- 22 8 Week Progress Reports
- 25 "BW Aston" Fall Break
- 28 Last Date to Request Permission to Take Comprehensive Exam (Thesis Programs)
- 28 Last Date to Request Permission to Take Comprehensive Exam (Non-Thesis Programs)

November

- 5 Advance Registration for Spring Semester
- 25 Last Date to Drop/Withdraw from Classes
- 27- Thanksgiving Holidays29

December

- 2 Classes Resume
- 9-12 Final Exams for Fall Semester
- 13 Commencement

SPRING SEMESTER 2020

January

12 Living Areas Open

- 13 Registration for Spring Semester and Classes Begin
- 20 Martin Luther King Jr. Holiday
- 21 Last Date to Register or Change Classes/Last Date to Change from Credit to Audit

February

- 14 Last Date to Drop/Withdraw from Classes with a Grade of "W"
- 17 Academic Advising for May Term, Summer & Fall Begins

March

- 2 Last Date to File a Diploma Card for Aug/Dec 2020 Graduations
- 6 Spring Session I Ends
- 9- Spring Break

13

16 Classes Resume/Spring Session II Begins

April

- 7 Advance Registration for May Term, Summer & Fall
- 10 Easter Holiday

May

- 4-7 Final Exams for Spring Semester
- 8 Commencement and Living Areas Close

MAY TERM 2020

May

- 12 Last Date of Registration for May Term and Classes Begin
- 14 Last Date to Drop/Withdraw from Classes with a Grade of "W"
- 22 Last Date to Drop/Withdraw from May Term Classes
- 25 Memorial Day Holiday
- 29 Final Exams for May Term

FIRST SUMMER TERM 2020

June

- 1 Registration for Summer I and Classes Begin
- 2 Last Date to Register for Credit for Summer I/Last Date to Add a Summer I Course
- 8 Last Date to Drop/Withdraw from Classes with a Grade of "W"
- 25 Last Date to Drop/Withdraw from Summer I

Classes

July

- 2 Final Exams for Summer I
- 3 Holiday

SECOND SUMMER TERM 2020

July

- 6 Registration for Summer II and Classes Begin
- 7 Last Date to Register for Credit for Summer II/Last Date to Add a Summer II Course
- 13 Last Date to Drop/Withdraw from Classes with a Grade of "W"
- 30 Last Date to Drop/Withdraw from Summer II Classes

August

6 Final Exams for Summer II and Living Areas Close

Table of Contents

Academic Calendar	2	Career Services	41
Fall Semester 2019	2	Release of Information and Student Privacy	
Spring Semester 2020	2	(FERPA)	
May Term 2020	2	Graduation	
First Summer Term 2020	2	Graduation Requirements	42
Second Summer Term 2020	3	Academic Organization and Degrees	45
Table of Contents	4	Academic Organization	45
Hardin-Simmons University	6	Degrees Offered	45
Accreditations	6	BACHELOR OF ARTS DEGREE (BA)	47
Correspondence	7	BACHELOR OF BEHAVIORAL SCIENCE	
Non-Discrimination	7	DEGREE (BBS)	
Release of Student Information	7	BACHELOR OF BUSINESS ADMINISTRATION	
Title IX		DEGREE (BBA)	
Introducing Hardin-Simmons University		BACHELOR OF FINE ARTS DEGREE (BFA)	
Mission Statement		BACHELOR OF MUSIC DEGREE (BM)	
Statement of Purpose		BACHELOR OF SCIENCE DEGREE (BS)	
Presidents		BACHELOR OF SCIENCE IN HUMAN SCIENCE	
HSU Libraries Advance Scholarship, Resea		DEGREE (BSHS)	
and Discovery		BACHELOR OF SCIENCE IN NURSING DEGRE	
Admission		(BSN)	
Admission Procedures	10	PRE-ENGINEERING	51
Enrollment	10	PRE-MEDICAL AND PRE-DENTAL REQUIREMENTS	E 2
Housing and Health		PRE-PHARMACY REQUIREMENTS	
International Students		PRE-PHYSICAL THERAPY	
Types of Admission		PRE-PHYSICIAN ASSISTANT	
Transfer Credit Evaluation Procedures			
Distance Education For Out-Of-State		Cynthia Ann Parker College of Liberal Arts	
Enrollment	15	Department of Communication	
Financial Information	16	Department of Criminal Justice	
Cost of Attendance	16	Department of English	
Tuition and Fees	17	Department of Foreign Languages	
Financial Aid and Scholarships	21	Department of History	
Student Life	26	Honors Program	
Programs and Policies	26	Leadership Studies Program	
Athletics		Legal Studies	
Convocations	26	Department of Philosophy	
Academic Programs and Policies		Department of Political Science	
The Foundational Curriculum		Department of Psychology and Counseling	
International Studies Program		Department of Social Work	
Credit By Examination		Department of Sociology	77
Policies		The Dr. and Mrs. David "Scotty" Holland School of Sciences and Mathematics	70
Academic Advising			
Post-Enrollment Transfer Credit		Department of Chemistry, Physics, and Farth	
Academic Standards		Department of Chemistry, Physics, and Earth Sciences	
Academic Standing		Department of Mathematics	
Tutoring and Academic Support		Kelley College of Business	
Disabilities Services		College of Health Professions	
210401114100 001 11000	1 1	Conce of Health Holessions	.104

Department of Communication Sciences and	
Disorders10)5
College of Human Sciences and Educational Studies .10)9
The Dr. and Mrs. W. B. Irvin School of	
Education10)9
School of Kinesiology, Health, and Recreation 13	35
College of Fine Arts14	ł1
School of Music15	50
Department of Theatre16	51
Patty Hanks Shelton School of Nursing17	70
The Mr. and Mrs. Charles W. Logsdon School of	
Theology17	76
Graduate Studies18	31
Alumni Association18	32
Texas Common Course Numbering System18	34
Courses18	36
Personnel27	79
Index 29	ว

Hardin-Simmons University

Established 1891 Abilene, Texas Telephone: (325) 670-1000 2019-2020 Hardin-Simmons University Catalog Volume 127 Effective June 1, 2019

Academic Organization

- Cynthia Ann Parker College of Liberal Arts
- Holland School of Sciences and Mathematics
- Kelley College of Business
- College of Health Professions
- College of Human Sciences and Educational Studies
- College of Fine Arts
- Patty Hanks Shelton School of Nursing
- Logsdon School of Theology

ACCREDITATIONS

Hardin-Simmons University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor, Master and Doctoral 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 Hardin-Simmons University.

Inquiries addressed to the Southern Association of Colleges and Schools Commission on Colleges should relate only to the accreditation status of Hardin-Simmons University, and not to general admission information. All other inquiries about Hardin-Simmons University and its programs should be addressed to the offices of the University.

Accreditation Council for Business Schools and Programs

Association of Theological Schools Council for Accreditation of Counseling and Related Educational Programs

Commission on Accreditation in Physical Therapy

Commission on Accreditation of Athletic Training Education

Commission on Collegiate Nursing Education Council on Social Work Education

National Association of Schools of Music

Texas Board of Nursing

State Board for Education Certification

Memberships

American Association of Colleges of Nursing American Mathematical Society

Association of Independent Liberal Arts Colleges for Teacher Education

Association of Southern Baptist Colleges and Schools

Association of Texas Colleges and Universities Association for Theatre in Higher Education Consortium of Schools of Texas Teacher Education

Council of Academic Programs in
Communication Sciences and Disorders
Council for Christian Colleges and Universities
Mathematical Association of America
National Association for Foreign Student Affairs
National League of Nursing
Texas Association of Colleges for Teacher
Education

Texas Association of Gifted and Talented Texas Association of Schools of Art Council of Independent Colleges

Alumnae of the University Are Approved for Membership In American Association of University Women

This catalog is an official publication of Hardin-Simmons University. It is intended solely as a description of selected programs and activities of the University and does not constitute a contract between any party and the University. Hardin-Simmons University retains the right to terminate or change any of its policies, programs, requirements, course offerings, class schedules, teacher assignments, tuition, fees, and all aspects of its educational and other programs at any time without prior notice. It should be noted that this Catalog does not contain all University rules, regulations and policies for which a student is responsible, and students are advised to refer to other University publications, such as the Student Handbook, for additional information.

It is the student's responsibility to know and comply with catalog regulations governing admission, registration, retention, withdrawal, degree plans, graduation requirements, payment of tuition, etc.

CORRESPONDENCE

Office of Enrollment Services 2200 Hickory, Box 16050 Abilene, TX 79698 325-670-1206; 800-568-2692 www.hsutx.edu/admissions

Hardin-Simmons University information can be reached by calling 325-670-1000.

Correspondence and telephone inquiries should be addressed to the following offices and individuals at Hardin-Simmons University, Abilene, Texas 79698 Academic Advising Center

Academic Advising Cent	CI	
Mrs. Gracie Carroll	670-1480	Box 16052
Academic Affairs		
Dr. Chris McNair	670-1720	Box 16200
Academic Records and R		
Mrs. Kacey Higgins	670-1200	Box 16190
Admissions		- 4.0 - 0
Mrs. Vicki House	670-1276	Box 16050
Alumni Relations	(50 4465	D 46400
Mrs. Jenn Waldmann	16/0-146/	Box 16102
Athletics	(70 1272	D1610F
Mr. John Neese	670-1273	Box 16185
Baptist Student Ministrie Mr. Tanner Clarke	670-1256	Box 16160
Bequests and Trusts	0/0-1250	DOX 10100
Mr. Mike Hammack	670-1278	Box 16100
Career Services	0/0-12/0	DOX 10100
Mrs. Alyssa Rasco	670-1466	Box 16090
Dean of Students	070 1100	DOX 10070
Mrs. Stacey Martin	671-5766	Box 16150
Financial Assistance	0.10.00	2011 20 20 0
Mrs. Landri Ognows	ki 670-1010	Box 16050
Financial Gifts		
Mr. Mike Hammack	670-1278	Box 16100
Financial Information		
Mr. Jodie Mcgaughey	670-1508	Box 16005
Graduate Admissions		
Mr. Joel Templeton	670-1682	Box 16070
Information and Prospec	ctive Student	
Mr. Jim Jones	670-1207	Box 16050
International Studies		
Dr. Allan Landwer	670-5894	Box 16165
News and Information		
Mrs. Kristina Davis	670-1127	Box 16100
Residence Hall Reservati		
Mrs. Holly Edwards	670-1691	Box 16076
Student Life		
Mrs. Stacey Martin	670-5766	Box 16150
Veterans Affairs	650 4000	D 46400
Mrs. Kimberly Beal	670-1203	Box 16190

NON-DISCRIMINATION

Hardin-Simmons University offers complete equality of opportunity to all qualified students without regard to race, creed, color, sex, age, national origin, handicap or genetic information.

RELEASE OF STUDENT INFORMATION

Regulations regarding the release of student information is printed in the Student Handbook [Federal Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g; 34 CFR part 99).

TITLE IX

Questions regarding Title IX should be directed to Megan Baldree, HSU Box 16090, Abilene, Texas 79698 (325) 670-1495. Athletic questions regarding Title IX should be directed to Mr. John Neese, HSU Box 16185, Abilene, Texas 79698 (325) 670-1273. Students, faculty or staff are encouraged to report any sexual misconduct directly to the Title IX Coordinator, Megan Baldree, Moody 214, (325)-670-1831. Refer to Student Handbook for more information.

Introducing Hardin-Simmons University

MISSION STATEMENT

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

Hardin-Simmons University provides the opportunity for a quality education in a Christian environment for all qualified men and women. Hardin-Simmons, a Master's (Comprehensive) University with a Cynthia Ann Parker College of Liberal Arts, Holland School of Sciences and Mathematics, Kelley College of Business, College of Human Sciences and Educational Studies, College of Health Professions, College of Fine Arts, Patty Hanks Shelton School of Nursing, and Logsdon School of Theology, and a Graduate School, is fully accredited and holds membership in good standing in the appropriate agencies as listed in this Catalog. Hardin-Simmons University offers a Doctor of Physical Therapy (DPT) degree, which can be attained after earning a bachelor's degree. HSU was the first in the state to implement a DPT program. In the fall 2009, Hardin-Simmons University began offering a Doctor of Ministry (D Min) degree through the Logsdon Seminary in the Logsdon School of Theology. The Doctor of Ministry degree is an advanced program oriented toward ministry. The Irvin School of Education in the College of Human Sciences and Educational Studies began offering the Doctor of Education (Ed D) in leadership in fall 2012. HSU Graduates have been singularly successful in being admitted to graduate and professional schools and have been readily employed in business, education, and professional fields.

Located in Abilene, Texas, Hardin-Simmons has contributed to the development of the West and helped establish a city and area where cultural, educational, and spiritual values are highly regarded. Two other church-related colleges in the city share with the University an interchange of courses, library facilities, and extracurricular activities. A city civic center, a library, a symphony orchestra, a community theatre, a county coliseum, a modern airport, and progressive leadership afford a most desirable environment in a metropolitan population of 133,000.

The climate and location make for generally ideal weather conditions. The city is situated on U.S. Interstate Highway 20, midway between Dallas and New Mexico.

Hardin-Simmons was founded in 1891 as Abilene

Baptist College, renamed Simmons College in honor of the first major donor, Dr. James B. Simmons, a Baptist minister of New York City, and later named Hardin-Simmons University in recognition of gifts by Mr. and Mrs. John G. Hardin of Burkburnett, Texas. The University has become well established with a growing endowment and modern facilities.

Originally founded by the Sweetwater Baptist Association, the University has been affiliated with the Baptist General Convention of Texas since 1941.

Throughout its history, Hardin-Simmons University has emphasized religious training and spiritual values; hundreds of preachers, missionaries, and directors of religious education and music are among the alumni. The foundation agreement reads in part that the school's purpose shall be "To bring young men and women to Christ; to teach them of Christ; to train them for Christ."

STATEMENT OF PURPOSE

Hardin-Simmons University, a church-related institution affiliated with the Baptist General Convention of Texas:

Fosters the intellectual development of students by providing an academically challenging undergraduate education based upon a liberal arts foundation, and advances scholarly growth by offering specialized graduate and professional degree programs.

Academic excellence continues as a priority at Hardin-Simmons University as it has for more than a century. The foundational curriculum involves students in a broad range of inquiry relating general studies with requirements of the chosen major. Graduate programs broaden the scope of learning in scientific and professional disciplines and encourage students to regard learning as a lifelong process. Small classes taught by experienced scholars give the opportunity for interactive learning. The institution's commitment to excellence is best illustrated through the lives of graduates who traditionally have excelled in a wide variety of fields.

Affirms the relevance and importance of the Christian faith for life in the contemporary world by maintaining a clear identification with the loyalty to the Christian faith and functioning within the context of historic Baptist values and principles. Founded in 1891 by a determined group of ministers, ranchers and merchants, Hardin-Simmons University established dual goals of developing the mind and

Encourages individuals to lead lives of service through active involvement in intellectual, cultural and religious life, both on the campus and in the larger communities of Abilene and the world.

Although Western in tradition, the University takes pride in the cosmopolitan nature of its students, faculty and staff, and encourages the development of an international perspective. Through its leadership in providing intellectual, spiritual, cultural and social opportunities, the University serves as catalyst for the advancement and enrichment of its students and the community.

PRESIDENTS

The Rev. W. C. Friley	1892-1894
Dr. George O. Thatcher	1894-1898
Dr. O. C. Pope	1898-1901
The Rev. C. R. Hairfield	1901-1902
Dr. Oscar H. Cooper	1902-1909
Dr. Jefferson D. Sandefer	1909-1940
Dr. Lucian Q. Campbell, acting Presider	t 1940-1940
Dr. William R. White	1940-1943
Dr. Rupert N. Richardson	1943-1953
Dr. Evan Allard Reiff	1953-1962
Dr. George L. Graham, Interim	1962-1963
Dr. James H. Landes	1963-1966
Dr. Elwin L. Skiles	1966-1977
Dr. Jesse C. Fletcher	1977-1991
Dr. Lanny Hall	1991-2001
Dr. W. Craig Turner	2001-2008
Dr. Lanny Hall	2009-2016
Mr. Eric Bruntmyer	2016-Present

HSU LIBRARIES ADVANCE SCHOLARSHIP, RESEARCH, AND DISCOVERY

Hardin-Simmons University Libraries include the Richardson Library and the Smith Music Library. The libraries maintain a robust website with databases, print and e-books, subject guides, contact information, and service hours easily available: http://www.hsutx.edu/library. Call the library's information number (325) 670-1236 or the Circulation Desk (325) 670-1578 for hours, research assistance, or other library services.

Heln

Librarians are HSU faculty members who have extensive professional expertise in helping students find and use information. Through library and classroom instruction, they guide students in the use of resources for maximum effectiveness and efficiency. Librarians are available at the Information Desk, by phone, by live-person-chat and via email. On the library webpage there are also online research guides and videos to assist users. Online Access

The online catalog, full-text periodical articles, electronic reference sources, databases, e-books, subject guides, digital archives and recommended websites are all available 24/7 to current students from the library home page using computers on or off-campus. The library's discovery tool Research Roundup simplifies searching by providing a one step process.

Materials

Library materials include online and print reference resources, circulating print books, electronic books, videos/music, DVDs, CDs, audio cassettes, CD-ROMs, music scores, microforms, and full-text databases of periodicals and newspaper articles. Special collections include the Kelley and Tandy Bible Collections, the R.C. Crane Collection of Texana, the Barron-Faulkner Collection, West Texas Digital Archives, Abilene Photograph Collection, Hertzog Fine Printing Collection, federal depository documents, and the Sims and Morrison Hymnody Collections. HSU libraries provide access to over 200.000 physical items. 48.000 full-text journals and 275,000 electronic books. HSU's membership in the Abilene Library Consortium adds access to over 2 million items: and TexShare resources are available from across the state.

Technology

The libraries provide computers in collaborative and single user settings as well as networked and wireless printers, wireless connectivity, scanners, photocopiers, lamination services, and telefax. The Help desk is located in the library.

Admission

Applying for admission to Hardin-Simmons University is a simple procedure for most candidates. The admission process as well as the various methods of admission are discussed on the following pages.

The University reserves the right to deny admission, suspend, or refuse readmission to any student who does not fully comply with admission procedures, whose application gives evidence that the student would find the aims and objectives of the University incompatible with his/her lifestyle, who does not meet his/her financial obligations to the University in a manner satisfactory to the University Controller, or whose admission or continued enrollment is deemed to be undesirable for any reason. The University reserves the right to refuse or cancel a student's admission or to direct his/her activities in the University if the student's physical and/or mental health status indicates that such action is essential for safeguarding fellow students, faculty and staff. However, no student shall be denied admission, suspended, or refused readmission by reason of race, age, physical or academic disability, color, gender, national origin, or religion.

ADMISSION PROCEDURES

Information may be obtained from the Office of Enrollment Services and the HSU website. Applicants will submit the following:

- 1. Application: Application for undergraduate admission may be submitted online from the HSU website, https://www.hsutx.edu/admissions/.
- 2. Official High School Transcript: A transcript sent directly from the high school or accredited homeschool program indicating graduation date. (No high school transcript is required of a student transferring at least 24 semester hours to HSU from an accredited junior or senior college.) The student's academic ranking within his/her class should be indicated on the transcript. Tentative approval can be granted upon receipt of a three-year transcript. (Unaccredited home school programs see G.E.D (p. 11) and Tentative Admission Status (p. 11).)
- 3. Entrance Examination Scores: All entering freshmen must submit scores on either the American College Test (ACT) or the Scholastic Aptitude Test of the College Entrance Examination Board (SAT). It is the responsibility of the student to see that these scores are reported to the Office of Enrollment Services. (Scores are not required of individuals who qualify for Special Student Admission, nor from transfer students with 24 or more transferable hours from an accredited junior or senior college.)

 Applicants who have not taken the ACT or SAT

examination will be required to take the ACT residual examination at HSU before acceptance.

4. Admission Notification: After the University has received all materials, the applicant will be notified promptly concerning admission. Under certain conditions, tentative approval may be granted subject to a final decision to be made after the application process is complete. All materials submitted for admission purposes become the property of the University and will not be returned to the student.

ENROLLMENT

Following admission approval students may preregister for classes at designated times or by appointment. Prior to registration, all new students will pay an Enrollment Deposit of \$300. The deposit is non-refundable after May 1 prior to the upcoming fall semester. (Short Term/Transient and Special Student statuses exempt).

HOUSING AND HEALTH

Admitted students may make online housing requests after they have received admission approval. For details, refer to the Student Life section of this catalogue.

Texas legislation requires that every new student enrolling in a Texas college or university submit documentation of Meningitis Vaccination, regardless of residency status. Vaccine must have been received no less than 10 days prior to attending class. Exemptions include students enrolled in online or other distance education, or students 22 years of age or older. Any exceptions must be approved by the Vice President for Student Life. All single students under age 21 taking more than six semester hours, unless living with family, are required to live in a residence hall and to eat in the campus dining hall until the completion of four long semesters. (A long semester is equal to a fall or spring semester.)

Tutoring and Special Services
HSU provides all students with tutoring services
through the Tutorial Center and/or particular
academic departments at no charge. Students with
learning disabilities will be encouraged to take
advantage of these services. In addition, HSU will
provide appropriate auxiliary aids and services,
which reasonably accommodate learning disabilities.
However, HSU does not offer separate degree plans
for a program of remedial instruction designed for
students with learning disabilities. Any person who

has been accepted for admission to the University and who wishes to disclose his or her learning disability should complete the application process with the Office for Students with Disabilities.

A student who makes a disclosure of a disability has the legal responsibility to request any special accommodations in a timely manner, allowing reasonable time for the University to respond. The student has the additional responsibility to provide the institution with appropriate current (within a three-year period) documentation of the disabling condition. Completion of the required documentation is necessary in order to allow the University to determine reasonable accommodation of needs.

Students with disabilities admitted to HSU will be expected to meet the same academic and behavior requirements that are expected of all students at HSU.

INTERNATIONAL STUDENTS

All international students, except those who are permanent U.S. residents or who have immigrant status, must submit the following information before full consideration for admission will be given:

- 1. An Undergraduate Admission Application.
- 2. Official Transcripts in English of all academic work attempted (secondary and postsecondary). Some foreign transcripts may require evaluation by an agent such as World Education Services (WES). Additional documents may be submitted, such as final test results.
- 3. Test Scores. Admission to the university requires satisfactory scores on (1) ACT or SAT and (2) TOEFL or IELTS.

Minimum 1030 SAT or Minimum 20 ACT Minimum 79 TOEFL or Minimum 6.5 IELTS Transfer students from non-US colleges or universities must submit minimum TOEFL or IELTS scores. Students must take and pass the TOEFL if planning to enter the HSU Educator Preparation Program.

- 4. Copy of valid passport.
- 5. Statement of Purpose. Submit a two-page essay demonstrating the purpose for study in the US.
- 6. Financial Affidavit. An official statement from family or sponsor indicating ability and willingness to assume all financial responsibilities while in the United States, including official bank statements and/or other requested substantiation of available resources
- 7. Housing. Admitted students may make their online Housing Request after they are approved for admission. All single students under age 21 taking more than six semester hours, unless living with family, are required to live in a residence hall and to

eat in the campus dining hall until the completion of four long semesters. (A long semester is equal to a fall or spring semester.)

- 8. Health Form is required of all students. Students from some countries may be required to submit tuberculosis test results or a chest x-ray three months before entering the US. In addition, Texas law requires every new college student to submit documentation of Meningitis Vaccination as described above under Housing and Health.
- 9. Health Insurance. International students must provide documentation of health care coverage.
 10. Enrollment Deposit. Each international student entering HSU will post a non-refundable three-hundred-dollar enrollment deposit (US \$300) with the Business Office. A form I-20 will not be released to the admitted student until the deposit is recorded on the University ledgers.

TYPES OF ADMISSION

Individuals may gain admittance to HSU by one of the following types:

High School Graduation

High school graduates submitting transcripts meeting the foundational and endorsement requirements prescribed by the Texas Education Agency are eligible to be considered for regular admission. HSU accepts transcripts from schools outside the state of Texas and nations that meet the normal requirements of their respective educational agencies.

Freshmen applicants will be evaluated for admission based upon their class ranking or ACT or SAT scores. Applicants scoring less than 18 ACT or 480 SAT on subtests may have remediation requirements.

Students scoring less than 18 ACT or 480 SAT on Math are required to take Math 0300 if their chosen degree requires MATH-1310 or MATH-1316.

Regular Admission

Regular Admission will be offered to students who submit a minimum ACT score of 20, or minimum SAT of 1030 or class rank of top quartile. Student transferring to HSU with a cumulative grade point average of 2.0 from all institutions will be offered regular admission.

Students transferring less than 24 credit hours must submit high school credentials as well as college transcripts.

New students transferring dual credit, CLEP or AP credit only are not considered transfer students.

There are no course load restrictions for regular

admission. Continuation to next semester is satisfactory progress.

Conditional Admission

For information regarding conditional admission to HSU, please contact your admission counselor. Acceptance under a conditional program is based on program curriculum, load restrictions and contractual agreement.

High School Equivalency Examination (G.E.D.) If an applicant is a veteran, graduate of an unaccredited home school or private school program, or is seventeen years of age or younger and has not been enrolled in an accredited high school for at least one academic year, he/she may substitute a minimum score of 450 on the General Education Development Test (G.E.D.) and scores of at least 20 ACT, 1030 SAT for graduation from an accredited high school. Home school students not able to submit official documentation of their academic program are required to submit satisfactory scores on the G.E.D. and/or ACT/SAT.

Special Student Admission

Individuals, age 25 or older, who wish to enroll for no more than 7 semester hours during any one-enrollment period, may be admitted to special student status upon approval of the Vice President for Enrollment Management. Such individuals will have completed high school or scored a minimum 450 on the G.E.D. prior to admission. Special students will be permitted to accumulate no more than 24 semester hours, and all work will be designated as special student status until the student qualifies for regular admission. Regular admission will be granted after completion of 24 hours as a special student and a 2.00 cumulative grade point average. (Students must be enrolled in at least six semester hours to be eligible for financial aid.)

Start Now (Early College Admission Programs)

The University provides three early admission categories for high school students who have completed their junior year of high school from which they last took work and have a 3.00 or better grade point average on a 4.00 scale and/or rank in the upper quartile of their class.

1. Summer Enrollment—Qualified individuals who have completed the junior year in high school may enroll in summer school. All work completed will be reported unofficially until the student graduates from high school, at which time the university may issue an official transcript.

- 2. Concurrent Enrollment—Qualified individuals who have completed, or are in the process of completing, the units necessary for admission to the University but wish to continue working on high school requirements for graduation may enroll for up to seven semester hours of credit while concurrently enrolled in high school. Such students may not enroll in a course in the same subject in which they are concurrently enrolled in high school, nor may they participate in intercollegiate activities while concurrently enrolled in high school. All work completed will be reported unofficially until the student graduates from high school, at which time the university may issue an official transcript.
- 3. High School Completion—Qualified individuals who wish to forego the last year of high school in order to substitute a year of college study in a degree program and who have credit for all of the academic units required for regular admission may enroll as regular full-time students.

Individuals seeking admission in one of the above categories must submit all forms required by the regular admission process, and also provide: (1) a letter signed by the individual's parent or guardian evaluating the applicant's suitability for the category of admission sought and giving consent, (2) a letter signed by the individual's high school principal or counselor giving an opinion of the applicant's suitability for the category of admission sought, and (3) course load approval by an HSU academic advisor.

Transfer Student Admission

A student applying for admission as a transfer student from another college or university must submit the following items. (Students who have obtained college credit hours prior to high school graduation must apply according to freshmen admission guidelines.)

- 1. Application for Admission: An online application must be completed and submitted to the Office of Enrollment Services.
- 2. Transcripts: An official transcript must be sent directly from each of the colleges or universities previously attended before admission can be granted. An applicant with fewer than 24 semester credits must also submit a final high school transcript and an official report of ACT or SAT scores
- 3. Eligibility: A student who is ineligible to continue at another institution, whether for academic or disciplinary reasons, is not eligible for regular admission to HSU. The Admission Committee may consider transfer students who do not qualify for regular admission. For admission purposes, all equivalent work attempted at another institution is

included in the calculation of the grade point average on the same basis as courses completed on the HSU campus.

4. Housing: Admitted students may make their online Housing Request after February 1. All single students under age 21 taking more than six semester hours, or living with family, are required to live in a residence hall and to eat in the campus dining hall until the completion of four long semesters. (A long semester is equal to a fall or spring semester.)

Transient (Short Term) Student Admission

A student desiring to enroll for a summer or for one semester only and not desiring to transfer credits to HSU must complete an application and furnish a transcript from the last institution attended. Please be advised that transient student status will be ineligible for financial assistance. A transient student who decides to continue at HSU must complete all of the regular transfer procedures.

Former Student Admission

A student formerly enrolled at HSU who has subsequently attended another college or university must submit an official transcript of all academic work attempted during his/her absence. Transfer work is evaluated on the same basis as work completed prior to approval for admission. Student record information must be updated in the Registrar's Office. A readmission application may be submitted

online,https://www.hsutx.edu/academics/registrars-office/readmission-form/

Note: Nursing students need readmission approval from the Patty Hanks Shelton School of Nursing.

Tentative Admission Status

Tentative status is a grace period, which is granted for one time only and for only part of a semester. Students who have not moved beyond tentative status will not be allowed to pre-register for the next long term. In addition, all official application materials must be received by the Office of Enrollment Services in the semester in which the status is granted by the official last date to withdraw from a course (approximately two weeks before the end of a long semester, three days before the end of a summer term – see Academic Calendar) At this point, students whose credentials have not been received will be withdrawn from all courses and will receive a grade of WP or WF. In this event, no credit will be earned and no refund will be given.

Audits

A student applying for admission to audit a class must complete an application and receive permission from the instructor of the course. There is a \$50 per semester hour audit fee. Students over the age of 65 can audit courses at no charge. Alumni may audit up to 12 hours at no charge (forms and details available in the Registrar's Office).

Dual Credit Courses

Approved high school juniors and seniors may enroll in courses for dual credit on the HSU campus. Courses will be populated by both college and high school students. While HSU classes are open for dual credit to students who meet the prerequisites for lower level (1000, 2000) courses.

Students must meet specific college and school district criteria before being accepted for enrollment in dual credit courses:

- Students must have counselor and parent approval prior to enrollment.
- Students must meet required prerequisites, if specified, for a university course.
- Students must be prepared to pay for tuition costs and books for dual credit courses.
- Students are required to submit proof of meningitis vaccination no less than 10 days prior to the start of classes.

For more information, contact Dr. Laura Pogue, Dean, General Education lpogue@hsutx.edu (325) 670-1366

TRANSFER CREDIT EVALUATION PROCEDURES

Evaluation of college transcripts includes, but is not limited to, the following procedures:

- 1. Evaluation of work:
 - a. The Registrar's Office will prepare a tentative course-by-course evaluation of transfer work. If a student is transferring from a college or university accredited by a regional accreditation association (such as the Southern Association of Colleges and Schools), his/her work will be generally accepted if it is equivalent to or parallel with course work offered at HSU and satisfactory grades have been earned. Final acceptance of transfer work is subject to the approval of the Registrar, who is the Articulation Officer for Hardin-Simmons University. HSU requires an official copy of all transcripts.
 - b. Students seeking to transfer from a nonregionally accredited college or university may be permitted to transfer as many as 30 semester hours contingent upon: (1) evaluation of the

- work to be transferred on a course-by-course basis; (2) completion of at least 15 semester hours of HSU work with a grade of "C" or better. c. Up to 15 semester hours of work unrelated to fields of study offered at HSU may be accepted
- to fields of study offered at HSU may be accepted for elective credit in the student's degree program.
- d. All transferable work completed at an accredited two-year college will be posted to a transferring student's official transcript. However, no more than 66 of those semester hours may be applied to any degree. Therefore, if the student earns more than 66 semester hours from a two-year institution, it will be the responsibility of the student's advisor and/or major department to identify no more than 66 of those hours to be applied toward an HSU degree. Once a student who has enrolled at HSU has completed a total of 66 semester hours, regardless of where those hours have been earned, the remainder of the hours to be applied to a degree must be completed at a four-year institution. No community or junior college credit will be accepted after the student has earned 66 total hours.
- e. Hardin-Simmons University does not grant credit for experiential learning or professional certificates.
- f. Freshman or sophomore-level courses completed at another institution will not transfer as upper-division credit. Furthermore, such courses may not be substituted for upper-level courses unless approved by the head of the department in which the course is offered or by the dean of the appropriate college or school. If substitution is approved, the lower level course will not count toward total upper level hours required for the degree. (See also Post-Enrollment Transfer Credit (p. 35).)
- g. An Evaluation Form, which indicates the transfer status of all courses attempted, will be provided to the applicant usually within three weeks after the receipt of all official transcripts and application credentials.
- 2. Grades:
 - Courses with a grade lower than C will not be accepted in transfer. However, at the time of admission, a student may petition to transfer no more than two courses with grades of D, providing the resulting overall transfer GPA is 2.00 or higher. After enrolling at HSU, no grade lower than a C will be accepted for transfer credit. Except for approved Intercollege work taken subsequent to the student's admission to HSU, only work taken at HSU will be used in calculating the grade point average for purposes of graduation, honors, institutional scholarships, and general academic standing.

- 3. Credit by Examination:
 Course credit earned by examination from another institution must be evaluated and validated in accordance with regular HSU Credit by Examination policies.
- 4. Residence Work: A student transferring from a senior college or university who wishes to complete a degree from HSU must complete a minimum of 25% of the semester credit hours (excluding Intercollege work) in residence at HSU. At least 12 upper level hours in the major field and 6 upper level hours in the minor field must be taken from HSU.
- 5. Transfer Work During the Senior Year: A maximum of nine semester hours may be transferred from another senior institution during the senior year (last 30 hours), provided the student has met the minimum residence requirement. See also Post-Enrollment Transfer Credit (p. 35).
- 6. Transfer Credit for Non-Collegiate Courses: Transfer credit is given for equivalent work done under the supervision of the United States Armed Forces Institute and related service schools in keeping with the recommendations of the American Council on Education and the Commission on Educational Credit, Credit for the satisfactory completion of non-collegiate courses may also be awarded in subject fields applicable to degrees at HSU, in keeping with stipulations in the Directory of the National Program on Non-Collegiate Sponsored Institutions published by the American Council on Education. Credit may also be awarded for scores of 5, 6, or 7 in Higher Level courses offered through the International Baccalaureate and approved by the appropriate department. Final approval rests with the Registrar.
- 7. Post-Enrollment Transfer Credit: An HSU student who wishes to receive credit for courses taken concurrently or during the summer term at another college or university must obtain written permission documented by the submission of an approved authorization form supplied by the Registrar's Office. Course work taken at HSU for which a grade has been reported may not be repeated and transferred from another institution.
- 8. Transfer of Chapel Credit: Chapel credits from other institutions are non-transferable. For each hour of course work that transfers to Hardin-Simmons transfer students will receive .65 chapel credits up to 60. Transfer students must attend at least 20 chapels to graduate. A total of 80 chapel credits are required.
- 9. Life Experience Credit: Although some colleges and universities may award "Life Experience

- Credit," HSU does not award or accept such credit.
- 10. Transfer Equivalencies: Texas Common Course Numbering System (p. 184) indicates some of the transfer equivalencies of courses in the Texas common course numbering system. see a listing of equivalencies at https://www.hsutx.edu/academics/registrars-office/transfer-courses/
- 11. Correspondence Credit: No more than 12 credits of correspondence work may be accepted toward a baccalaureate degree at HSU. Correspondence work will not satisfy residence requirements. NOTE: correspondence courses and internet courses are NOT accepted for credit in foreign languages.

Applicants with Disabilities

Only persons who meet the academic and technical qualifications for admission established by Hardin-Simmons University will be admitted into the programs offered by the University. In assessing applications for admission, the University will reasonably accommodate the disabilities of applicants so long as those accommodations do not create an undue hardship on the University or alter academic requirements the University has established as essential to its program of instruction.

DISTANCE EDUCATION FOR OUT-OF-STATE ENROLLMENT

On October 29, 2010, the U.S. Department of Education (USDOE) released new program integrity regulations. One of the regulations focused on the need for an institution offering distance education, including practicums, seminars, test proctoring, online courses and degree studies, to acquire authorization from any state in which it operates. This authorization is required to maintain eligibility for students of the state to receive federal financial aid. From October 2010, HSU has demonstrated a "good faith" effort to comply in each state in which it serves students. States with regulations in place expect that institutions already be in compliance with their regulations before serving any students in their state.

On October 29, 2015, the State of Texas was approved by the Southern Regional Education Board (SREB) to join the State Authorization Reciprocity Agreement (SARA) under the administration of the Texas Higher Education Coordinating Board. In late Fall 2015, HSU was able to start the application process to join the SARA agreement for the State of Texas and is a current member of the SARA agreement in the State of Texas.

Hardin-Simmons University lists all states on our website that are part of the SARA agreement affording HSU permission to enroll students from these states in online coursework. We are working closely with non-SARA participating states to receive authorization.

What This Means

Before accepting enrollments from students residing in a non-SARA state, HSU must be in compliance with the distance learning regulations of the states in which students reside while enrolled. Some states require universities to seek approval before enrolling their residents, and the approval processes can be expensive and time intensive.

What Hardin-Simmons University Is Doing HSU continues to work to obtain authorization from other non-SARA states. However, due to authorization and review processes associated with some states, we may be limited in our ability to accept some distance learning course enrollments. Please visit our website at www.hsutx.edu/online/ or contact the Provost Office, (325) 670-1210 to inquire about the current status of your state with regard to this USDOE state authorization requirement. Depending on the status of your state of residence regarding the requirement, HSU may notify you that you are not eligible to register for HSU distance education courses. In this case, Hardin-Simmons University will provide assistance in finding alternatives.

Financial Information

COST OF ATTENDANCE

The basic costs for a college education at Hardin-Simmons University, as at all colleges, have necessarily increased with living costs. The University maintains these charges at the lowest figure consistent with satisfactory service and sound education. One factor of importance is that the social, cultural, and recreational opportunities at HSU are available at little or no extra cost and enable those students who must be cautious in their spending to participate fully without embarrassment.

Payment of Accounts

Registration is not complete until tuition, fees, room and meals are paid in full and/or satisfactory financial arrangements have been approved by the Business Office, which is located in the Student Financial Services area on the 2nd floor of Sandefer Memorial Building.

Students who complete their financial arrangements by the designated time and submit the Terms of Agreement prior to registration will be automatically finalized. This status signifies that the student has satisfied the requirements of the Business Office. All registrants must follow through with the financial commitments made at registration to pay all charges in full before advance registration for the following semester.

Student transcripts will not be released for students who fail to meet this requirement.

HSU Payment Deadlines

Students must complete payment by 4:00 p.m. on the scheduled dates (see HSU university calendar) or the date of registration if after first payment deadline. For the Fall and/or Spring semesters only, there are two payment options:

Option (1) —payment in full of any portion not covered by approved financial aid. See the HSU university calendar.

Option (2) —enroll in the HSU Payment Plan, which is a four-payment plan for Fall and Spring (3 Payments for Summer) through CASHNet of any portion not covered by financial aid. A \$75.00 enrollment fee will be charged to enroll in this plan. A 2.75% fee will be charged for any credit card payments. A late payment fee of \$75.00 will be charged if payments under the four-payment plan are received 5 days or more after the payment due date. A hold will be placed on the student account to prevent the student from registering for any future terms, to prevent the student from using the fitness

center, and hold the release of the student's transcript.

A service fee of 1.5% per month (18% annual rate) is charged on any amount still owed after October for the fall semester and after March for the spring semester, regardless of the payment plan or option that you select.

The Business Office accepts American Express, MasterCard, Visa, and Discover online through CASHNet. CASHNet will charge a 2.75% fee for any credit card payments.

For the Summer Term semester, payment in full of any portion not covered by approved financial aid can be made by the scheduled date (see HSU university calendar) or the date of registration if after first payment deadline.

For May Term, Summer I, and Summer II, a service fee of 1.5% per month (18% annual rate) is charged on any amount owed for one month or more, regardless of the payment option that you select. Although HSU would prefer not to use such remedies, HSU has the right to impose, but is not limited to, the following measures on delinquent student accounts. HSU has the right to deny or cancel registration, withhold the provision of services, grade reports, transcripts, diplomas, and/or graduation. HSU maintains the right to restrict access to the learning management system (Canvas) at any point during the semester if the student account is past due within the term payment plan. Please be aware that it will take 24-72 hours before access is restored after the student has paid in full or paid the correct percentage at that time during the semester. If past due amounts relate to housing, HSU has the right to enforce eviction. Please refer to the University's past due procedures.

TUITION AND FEES

Because economic conditions fluctuate, the University reserves the right to change tuition, fees, room, and meals and other charges at the beginning of any semester.

The tuition year is June 1, 2019 - May 31, 2020.

Tuition for FALL and SPRING semesters

General undergraduate tuition

Block undergraduate tuition rate per semester

(12-17 hours/semester) \$14,195.00

Block tuition does not cover hours exceeding 17 in a semester, or apply to nursing, international studies, intercollegiate courses, graduate courses taken as an undergraduate student, or to any program with special tuition rates.

Students who pay the block tuition rate in both the Fall and Spring semesters, while taking less than 34 hours during these two regular semesters, may take their unused hours in the following May or Summer semesters.

Hourly overload rate for taking more than 17 hours in either the Fall or Spring semesters \$850.00 Part-time tuition rate (1-11 hours/semester),

per credit hour \$850.00

General graduate tuition

Graduate tuition rate (regular programs only)* per credit hour \$850.00 *Special graduate rates apply to Nursing, Physical Therapy, Physician Assistant Studies, Logsdon Seminary and doctoral programs. Online MBA and KSPR / credit hour \$495.00 Patty Hanks Shelton School of Nursing Tuition Undergraduate, per credit hour \$760.00 Graduate, per credit hour \$780.00 RN to BSN per credit hour \$400.00 Tuition for SUMMER I and SUMMER II 2019 \$850.00 Undergraduate tuition, per credit hour Graduate tuition, per credit hour \$850.00 Tuition for MAY TERM 2019 Undergraduate tuition, per credit hour \$850.00 Graduate tuition, per credit hour \$850.00

Physical Therapy Tuition, per term
Fees
Admissions application (non-refundable)
Athletic Training Program
See ATEP Handbook
Audit fee, per semester hour
Change of Schedule late registration, per course \$10.00
Departmental and laboratory Fees
Penartmental foos are charged for all courses

Departmental and laboratory rees

Departmental fees are charged for all courses
requiring more hours of classroom instruction per
week than semester credits. Laboratory fees are
charged for all courses requiring a laboratory or
access to a laboratory or special supervision beyond
regular classroom instruction. \$80.00
(Advanced Standing/Placement) \$40.00

Diploma (for each original duplicate, or replacement diploma) \$25.00 Graduation Application (filed after the deadline)\$25.00 See here (p. 41)for additional charges Enrollment deposit \$300.00 Kinesiology activity courses (lab fee) \$45.00 General Fees All Students

General Fee includes but not limited to the following:

- Parking
- Technology/WIFI
- Learning Resources
- Printing
- Fitness Center
- Media Services
- Career Services
- Subsidizes Campus Recreation
- Campus Police
- Graduation Cost
- Student ID Cards
- General events on campus
- Health Services
- Student Union
- Library
- Advising
- Resident Hall Entertainment
- Mailhox

- Mailbox			
Fall /Spring/Summer Semesters block tuition or			
12 hours or more Fall/Spring/Summer Semesters for students	\$875.00		
taking 9-11 hours	\$650.00		
Fall/Spring/Summer Semesters for students taking 5-8 hours Fall/Spring/Summer Semesters for students	\$450.00		
taking 1-4 hours	\$300.00		
HSU payment plan enrollment fee	\$75.00		
Late payment fee	\$75.00		
Music facilities fee, per semester hour of private lessons	\$50.00		
Music private instruction fee, per semester he Post Office box rent per semester	our\$250.00		
(Applies to students living off-campus)	\$15.00		
Returned check Re-registration fee to reinstate classes if	\$35.00		
dropped for non-payment, per occurrence	\$75.00		
Special examination	\$25.00		
Student I.D. card replacement Time payment charge for all payment options	\$15.00		

Sent by regular mail and electronic

(Accounts must be current before transcripts are

18% annual rate

Transcript

issued)

\$9.00

Express mail	\$25.00
Patty Hanks Shelton School of Nursing Fees	
Pre-Nursing Exam Fees NURS 3622	\$80.00
Laboratory Fee	\$200.00
Clinical Supplies Fee	\$200.00
Malpractice Insurance Fee	\$20.00
Drug Testing Fee	\$40.00
Security Fee	\$75.00
Exam Fees	\$215.00
NURS 3836	
Laboratory Fee	\$200.00
Clinical Supplies Fee	\$200.00
Exam Fees	\$150.00
NURS 4846	
Laboratory Fee	\$200.00
Clinical Supplies Fee	\$200.00
Malpractice Insurance Fee	\$20.00
Drug Testing Fee	\$40.00
Exam Fees	\$215.00
NURS 4651	
Laboratory Fee	\$200.00
Clinical Supplies Fee	\$200.00
Exam Fees	\$690.00
NURS 4360	
Malpractice Insurance Fee	\$20.00
Exam Fees	\$65.00
School of Nursing Graduate Program Fees	3
NURS 6441	440000
Laboratory Fee.	\$100.00
Malpractice Insurance Fee	\$20.00
Security Fee	\$75.00
Drug Testing Fee	\$40.00
Exam Fee NURS 6443	\$65.00
	¢100 00
Laboratory Fee Malpractice Insurance Fee	\$100.00 \$20.00
Exam Fee	\$20.00 \$65.00
NURS 6442	φυ3.00
Laboratory Fee	\$100.00
Clinical Supplies Fee	\$200.00
NURS 6434	Ψ200.00
Laboratory Fee	\$100.00
Clinical Supplies Fee	\$200.00
NURS 6451	Ψ200.00
Laboratory Fee	\$100.00
Malpractice Insurance Fee	\$20.00
Exam Fee	\$65.00
NURS 6452	
Laboratory Fee	\$100.00
NURS 6453	
Laboratory Fee	\$100.00
NURS 6450	
Laboratory Fee	\$100.00
Malpractice Insurance Fee	\$20.00
The University does not levy additional fees for	or

The University does not levy additional fees for charges associated with the verification of student identity in distance education. Should the University

charge such fees, students will be notified at the time of registration and enrollment by means of the University's website listing fees, the student's list of charges mailed to him or her upon completion of registration, or the student's account accessed through HSU Central.

Campus Housing (per semester)

All students are required to complete 4 semesters of residency in campus housing. All new students under the age of 24 will be billed for a residence hall room. Students over the age of 21 or those living within 30 miles with their parents may request an exemption, but the charges will not be removed until the exemption has been approved. Housing refunds are not available after the 8th day of class. Please refer to the housing license agreement in the Residence software for details. Rates are as follows: Residence hall room \$2235.00 Residence hall private room (if available) \$3352.50 May/Summer Terms Only \$350.00 per term Apartment or House Rates: Single student rates, per semester \$1,750.00 to \$3,000.00 (plus utilities) \$458.00 and Up Family rates, per month (depending on unit) (plus utilities)

Residence Hall Meal Plans

Students living in residence halls are required to carry a meal plan during the academic year. Plans also include Dining Dollars, available for use in the campus' food retail locations, such as Gilbert's Coffee Shop in the Library. Dining Dollars roll over from fall to spring semester as long as a meal plan is purchased for spring. All Dining Dollars expire on the last day of finals for the spring semester and do not carry forward from year to year. Meal plans are not available for May and Summer terms. The regular per semester rates, which include sales tax are:

Unlimited meal plan (with \$50 dining dollars)

Block 225 meals/semester (with \$100 dining

\$2690.00

dollars) \$2530.00
Block 200 meals/semester (with \$150 dining dollars) \$2380.00
All new students will be assigned to an unlimited meal plan. Adjustments to the meal plan can be made with the Business Office until the 8th day of classes. After the 8th day of classes, refunds are not available. Appeals to the meal plans for diet or other

restrictions can be made with the Dean of Students before the 8th day of each semester.

Commuter Meal Plans (per semester)

For those who live locally or live in our campus apartments or houses, we encourage you to consider buying a block of 50 or 80 meals per semester.

Commuter meal plans do not roll over from one semester to the next. Commuter Meal Plans can be shared with guests or visiting parents. Commuter 80 Plan (80 meals per semester, with \$75 dining dollars) \$750.00 Commuter 50 Plan (50 meals per semester, with \$50 dining dollars) \$480.00 Cost of Individual Meal Plan (Plus tax) Breakfast \$7.00 Lunch \$9.00 Dinner \$9.25 **Summer Casual Meals** Breakfast \$5.00 Lunch \$6.00 Dinner \$7.00

Cowboy Cash

Cowboy Cash are funds a student loads onto their student ID to be used for residence hall laundry, the bookstore, or for food and drinks at any of our campus locations including Gilbert's Coffee Shop in the library. You can load any amount with a minimum of \$10. These funds do carry forward as long as you are continuously enrolled at HSU. Any unused funds at the time of graduation or separation from HSU are forfeited.

Summer Meal Plans

The dining hall is closed for the May Term, and will open up for limited hours during Summer I and II. Tuition and Fees Refund Policy

Separation from HSU due to suspension or expulsion are not eligible for refund.

Individual Courses Dropped

Registration with the University is considered a contract binding students for charges for the entire semester. No refunds will be made on individual courses dropped after the closing date of official registration each semester.

Credit Balance

Refunds will be processed automatically throughout the semester; however, a student may request a refund from the Business Office after aid has posted and his or her total account balance indicates a credit balance.

Withdrawal from the University (Dropping All Classes)

The following refunds will be made upon complete withdrawal from the University. (Does not apply to "Dropping Individual Classes.") This Refund Policy applies to TUITION ONLY. Any institutional loans or grants will be pro-rated along with the charges as seen below. Institutional Money should not exceed charges at the time of the withdrawal. A refund is not warranted if the credit is caused by any amount of institutional money within that semester. FEES WILL NOT BE REFUNDED.

Medical Withdrawal

HSU cares deeply about the physical and mental health of its students; therefore, health and

counseling services are available on campus. See the HSU Student Handbook for policies for medical withdrawals. If the University approves a Medical Withdrawal after the 8th day of classes, the student will receive W grades on the academic transcript.

Tuition Refund

Refund of all institutional charges are given according to the following schedule. Days indicated are start of Term.

1-4 Week Course Term

Tuition refund requested on the first day of assigned term is 100%, with no refund thereafter.

5-8 Week Course Term

First and second day	100%
Third day	90%
Fourth and fifth day	80%
Sixth and seventh day	70%
9-16 Week Course Term	
First and second day	100%
Third through eighth day	90%
Ninth through sixteenth day	70%
Seventeenth through twenty-fourth day	50%

No tuition is refunded for individual courses dropped after the 8th day of term (16 week Fall and Spring terms only). If a student is only taking one class, that would be considered withdrawing and the refund policy above would apply.

THE FOLLOWING SCHEDULES ARE REQUIRED BY THE FEDERAL GOVERNMENT

Students receiving Title IV* financial aid AND returning to HSU

Refund of all institutional charges according to the following schedule:

First class day	100%
Through eighth day	90%
Through nineteenth day	50%

Bookstore

The University Bookstore supplies the needs of the students for all academic materials. In addition to textbooks and school supplies, the store also offers many convenience and personal needs items and souvenirs. Credit terms for students are available for academic items only. A student's account must be paid-in-full before a credit refund will be issued by the University. All other sales must be cash, VISA, or MasterCard. The HSU Bookstore has on-line capability at www.hsutx.edu.

Teacher Vouchers

Teachers who serve as a student teaching supervisor for one or more students from ACU/HSU/MCM can redeem 1 or ½ course credits from teacher's vouchers. The course credits can be for a 3- or 4-hour course, although if a 4 hour course is available,

it will be utilized first. The maximum that can be used in one semester is 1 course voucher plus a ½ course voucher. Vouchers may only be used during the stated time frame and must be certified. Vouchers may be used for the individual, the dependent of the individual, or the spouse of the individual. Vouchers cannot be used to cover fees and may not be used for PT school or Patty Hanks School of Nursing. Voucher cannot be combined with Institutional Family Grant to create a credit.

Audit Agreements

Students can audit a course instead of participating in the course for credit. Students are entitled to sit in a class and benefit from the instruction that is offered, but will not participate in laboratory, fieldwork, performance, and similar activities. The maximum amount of credit hours that can be audited is 12 hours. If the student is also enrolled in regular classes, an audit fee of \$50 per credit hour will be charged. Any fees associated with the audit course will be refunded. If the student graduated from HSU, up to 12 hours can be audited for free. If the student is 65 years or older, the student may audit for free. If a student is only taking the audit class, an audit fee of \$50 per credit hour will be charged. Students that are only auditing a class will not be expected to pay fees other than the audit fee of \$50 per credit hour, such students do not have the privileges as credit students such as e-mail, printing, and fitness center access.

Financial Aid and Scholarships

The University Student Financial Aid and Scholarship Program offers assistance to students demonstrating financial need and awards scholarships to students of high scholastic achievement.

Financial aid is allocated on the basis of scholastic merit and/or need in the form of grants, scholarships, work-study, and loans. Often aid is offered in all four forms; however, acceptance of loan and work-study offers is optional. The aid is administered on an individual basis according to the particular circumstances of the student and his/her family.

Financial assistance is awarded for one year at a time. Separate applications must be filed each year. Application materials are available in October for the coming academic year. The Free Application for Federal Student Aid (FAFSA) is the official application for financial aid at HSU. Financial assistance is committed only to students who are tentatively or fully approved for admission, or who are eligible returning students.

The University cooperates in making available funds provided by both the federal and state government to students for grants, employment, and loans. HSU must administer the federal and state programs within prescribed regulations. All government programs are dependent on funding by federal and state governments. Awards are subject to funding by legislation and are not binding on the University if such programs are not funded. All inquiries and requests for information should be directed to: Office of Financial Aid Box 16050

Abilene, Texas 79698-6050 or submitted via email to financialaid@hsutx.edu.

Satisfactory Academic Progress – To continue receiving financial assistance, a student must be making satisfactory progress toward a degree. Satisfactory Academic Progress is defined in both qualitative (GPA) and quantitative (credits completed versus credits attempted) terms. GPA requirements are:

GPA	Completion%
1.60	75%
1.80	80%
2.00	85%
	1.60 1.80

Details of the University policy are available in the Office of Financial Aid and online. It is important that every student receiving any type of financial

assistance (federal, state, or institutional) be aware of the Satisfactory Academic Progress requirements. The maximum time frame an undergraduate student can remain eligible for financial aid cannot exceed 150% of the published length of his/her program. For instance, if the published length of an academic program is 124 credit hours, the maximum time frame established by the school must not exceed 186 attempted credit hours (that is, 124 X 1.5 = 186). The "150% Rule" also applies to individual courses. A student can only receive financial aid for repeat of the same course one (1) time for a maximum of two (2) attempts.

Evaluation for Financial Aid Standards of Progress will be measured on work completed only at HSU; however, certain programs may require inclusion of all college course work.

The Office of Financial Aid will notify a student who ceases to meet minimum requirements for satisfactory progress. Students receiving veteran's benefits must meet additional standards and should see the section on Veterans Benefits.

How Terminating Enrollment Affects Financial Aid The primary responsibility for paying for a student's college education rests with the student and his/her family. Any financial aid obtained through the Office of Financial Aid—federal, state, or institutional—is considered supplemental. When a student withdraws, is expelled, or ceases to be a student at HSU before the regular end of the academic session for which he/she received financial aid, there is sometimes a refund due, in accordance with the University's refund policy. However, if the student has received financial aid for the semester during which he/she withdraws, Federal law and University policy dictate that calculated amounts be returned to the respective Financial Aid program(s). Early withdrawal may mean the loss of part or all of a student's institutional grants or scholarships and the loss of part or all of a student's federal or state aid. Policies and formulas for determining the amounts to be returned to the individual programs are available in the Office of Financial Aid. Students must complete at least one semester hour per term with a passing grade to prevent the return of financial aid monies for that semester. For financial aid purposes, the Department of Education monitors class attendance. Non-attendance, failure to withdraw, and the subsequent result of all failing grades, will result in financial aid monies being returned. Also, a student receiving all failing grades

in a term will be placed on Academic Suspension by the Registrar. Students on Academic Suspension are automatically placed on Financial Aid Suspension and ineligible for financial aid of any kind. Withdrawing from the university in multiple long semesters (fall, spring) will result in a review of satisfactory progress towards a degree. Students not demonstrating progress towards a degree are not eligible for financial aid.

Verification

The federal Department of Education requires schools to have a printed deadline for verifications. All necessary documentation must be received by April 30 of the award year. In addition, any unsolicited documents received by HSU will be destroyed.

Pre-Registration

A pre-registered student wishing to cancel enrollment for a term must do so before the first day of class. After a term has begun, withdrawal from the University is required regardless if the student attended class. The withdrawal process calculates prorated refunds of charges and financial aid returns. Students who do not cancel registered classes prior to the first day of class may cancel/withdraw on the first day of class and receive a 100% refund with no financial aid awarded. A student who withdraws on the 2nd day of class or later during the semester will be subject to the Refund and Return to Title IV policies. Although financial aid is awarded at the beginning of each semester, according to the Department of Education aid is EARNED one day at a time. When a student withdraws from the university, a return calculation must be performed to determine how much Title IV aid has been earned and how much must be returned.

Government Aid Programs

(Federal and State)

(See the "My Financial Aid Guide" on the HSU Financial Aid Website for more detailed information.)

Federal Pell Grants

Federal Supplemental Educational Opportunity Grants

Texas Tuition Equalization Grants (Requires Texas Residency Affirmation form)

Federal Work Study

Texas College Work Study

Federal Direct Loans

Federal Parent Loans for Undergraduate Students (PLUS)

Federal PLUS Loan for Graduate Students Various Private Student Loan options

Veterans Benefits

The coordination of benefits for veterans and/or dependents of veterans is the responsibility of the Office of the Registrar. Students qualifying for assistance must complete necessary documentation with the VA Office and provide certification to the Registrar's Office to receive funds. To receive benefits from the various programs, i.e. Chapters 30, 31, 33, 35, 1606, 1607, and Yellow Ribbon, students must be making satisfactory academic progress towards a degree. Any veteran on academic probation risks losing benefits. As of August 2009 veterans benefits no longer affect eligibility for Federal financial aid.

Effective August 1, 2019, a student receiving VA educational benefits may attend and participate in classes while HSU is waiting on funds from the VA. Hardin-Simmons University will not impose any penalty on a student with VA funding while waiting on payment. Hardin-Simmons University will not impose any penalty because of delayed disbursement of funding from the VA under Chapter 31 or 33. The student will not receive a late fee, denial of access to class or libraries, or any other HSU facility while waiting on VA payment. HSU will not require a VA student to borrow additional funds to cover their bill for the amount the VA has committed to paying HSU for the student balance due.

Block Tuition

Block tuition covers 34 hours for fall, spring, and summer sessions (including May Term). Fees are not included in the Block Tuition rate. A student must be enrolled full-time (12-17 hours) in HSU for the Block Tuition plan. Additional courses exceeding the 34-hour block (17-hours per semester) will be subject to an additional hourly tuition rate. This rate is subject to change each year.

Institutional Aid Programs

HSU offers numerous grants and scholarships to eligible students from various resources. All institutional aid, including departmental awards, are capped at tuition.

Scholarships Defined

Scholarships are monetary considerations awarded based on academic achievement with the intention of recognizing, encouraging, and assisting men and women who give exceptional promise of becoming leaders in their chosen fields. The generosity of HSU alumni and friends has ensured that current and future HSU students may receive assistance in financing their education. As a scholarship recipient, you may be asked to write a letter of appreciation to the donor of your specified scholarship(s). The Office of Financial Aid will contact you after the semester commences should you be asked to provide

a letter(s) of appreciation. All institutional awards, including departmental awards, are HSU-tuition specific and are capped at tuition. Tuition for the Intercollege program (ACU, McMurry), study abroad beyond one semester, Physical Therapy Program, and Physician Assistant Program is not covered.

Grants Defined

A grant is any financial assistance in which academic achievement is not the determining factor and is awarded based on the financial need as determined by the FAFSA.

General Regulations Governing Scholarships and Grants

Scholarships and grants are subject to the following regulations:

- 1. All students are encouraged to notify the Office of Financial Aid upon receipt or notification of an outside scholarship or departmental award. Additional funds received can and will affect the total financial aid package.
- 2. All HSU institutional scholarships or grants require at least a 2.00 cumulative grade point average (GPA) unless a higher GPA is stipulated. All GPA's are assessed prior to the start of each fall semester. The State TEG Grant Program requires a 2.50 cumulative GPA. In addition, an undergraduate student must complete 24 credit hours in an academic year to qualify for TEG the next academic year.
- 3. A student on second consecutive academic or financial aid suspension is not eligible to hold a university scholarship or university grant. This rule may not apply to certain scholarships awarded under a different set of regulations.
- 4. The Office of Financial Aid, under the supervision of the Vice President of Enrollment Management, awards scholarships and grants. The Office of Financial Aid reserves the right to cancel any scholarship or grant for reasons it considers justifiable.
- 5. Full-time HSU enrollment is required for most scholarships and grants. Some programs may be prorated for part-time enrollment. In the case of a student's final semester and is not required to be full-time, all institutional aid will be prorated according to the student's actual enrollment status.
- 6. All tuition-specific grants or scholarships apply to HSU tuition only. The Intercollege program (ACU, McMurry), study abroad beyond one semester, Physical Therapy Program, or Physician Assistant Program tuition charges are not covered.

Following admission to HSU, students are considered for scholarships based on a combination of the following criteria: academic preparation and performance, standardized testing, co-curricular involvement, enrollment status, and anticipated major. Except where noted, no additional application is required; admissions and financial aid applications are used for scholarship evaluation. Requirements and/or evaluation criteria are subject to change. Awards funded by HSU are capped at tuition.

Most institutional scholarships are renewable up to eight (8) consecutive long semesters provided satisfactory academic progress is being made, full-time enrollment status is maintained, and renewal grade point minimums are being met. Some specific scholarships are awarded on an annual basis only. In the case of a student's final semester and less than 12 hours are required for graduation, a student's institutional scholarships may be prorated according to the student's actual enrollment status.

Freshmen and Transfers with Less Than 24 Credits

Scholarship: Trustee Scholarship

Amount \$16,500

Requirements: Based upon test scores and high

school academic criteria Renewal GPA: 3.75

Scholarship: Presidents Scholarship

Amount \$14,500

Requirements: Based upon test scores and high

school academic criteria Renewal GPA: 3.25

Scholarship: Deans Scholarship

Amount: \$13,000

Requirements: Based upon test scores and high

school academic criteria Renewal GPA: 2.75

Scholarship: University Scholarship

Amount \$12.000

Requirements: 20 ACT or 1020 RSAT

Renewal GPA: 2.25

Scholarship: National Merit Finalist

Amount: 100% tuition

Requirements: 2019 graduates named National Merit Finalist entering HSU as a new, first-time

Merit Finalist entering HSU as a new, first-time freshman. Students must provide National Merit

certificate to verify award. Renewal GPA: 3.50

Scholarship: National Merit Semi-Finalist

Amount: 50% tuition

Requirements: 2019 graduates named National Merit Semi-Finalist entering HSU as a new, first-time freshman. Students must provide National Merit

certificate to verify award. Renewal GPA: 3.00

Transfers With More Than 24 Credits*

Scholarship: Presidents Scholarship

Amount \$13,000

Requirements: 3.50+ Transfer GPA

Renewal GPA: 3.25

Scholarship: Deans Scholarship

Amount: \$11,000

Requirements: 3.00+ Transfer GPA

Renewal GPA: 2.75

Scholarship: University Scholarship

Amount: \$9,500

Requirements: 2.50+ Transfer GPA

Renewal GPA: 2.25

Scholarship: Transfer Scholarship

Amount: \$8,500

Requirements: 2.0 Transfer GPA

Renewal GPA: 2.00

Scholarship: Phi Theta Kapa

Amount: \$2,000

Requirements: PTK designation on transcript

Renewal GPA: 3.25

*Based on 24 transferable credits. Transfer students with less than 24 transferable credits will be evaluated under freshman admissions and scholarship guidelines. Official college transcripts are required to validate the cumulative GPA and the number of transferrable credit hours.

Scholarships will be evaluated at the end of every spring semester and again at the end of the summer terms for all students. Scholarships will be renewed based upon each student's cumulative, current GPA. A student may receive a scholarship of higher or lower value than her/his original award. Additional HSU Scholarships & Awards Scholarship: Heritage Scholarship Requirements: Awarded to all incoming students in 2019-2020 whose parent/sibling graduated from HSU; who currently have a brother/sister attending HSU; whose parent is

currently serving in full-time Christian ministry; or

whose parent is currently serving as a full-time missionary.

Renewal GPA: 2.00

Scholarship: National Merit - Commended

Requirements: 2019 graduates named National Merit Commended as a new, first-time freshman. Students must provide their National Merit certificate to verify award.

Renewal GPA: 2.00

Scholarship: National Hispanic Recognition

Award

Requirements: 2019 graduates named National Hispanic Recognition as a new, first-time freshman.

Students must provide their National Merit

certificate to verify award. Renewal GPA: 2.00

Scholarship: Valedictorian/Salutatorian

Scholarship

Requirements: 2019 graduates who ranked #1 or #2 in their high school class. Students must submit an official transcript indicating class rank to be awarded this one-year scholarship.

Scholarship: Honors Scholarships

Requirements: Application and acceptance to

the Honors Program required.

Renewal GPA:

http://www.hsutx.edu/academics/honors/

See for more information.

Scholarship: Hemphill Leadership

Scholarship

Requirements: Application and acceptance to

the Leadership program required.

Renewal GPA:

See http://www.hsutx.edu/academics/leadership for more information.

Scholarship: Church-Matching Grant Amount \$1 for \$1 match up to

\$2,000/year

Requirements: HSU will match designated Christian church gifts up to \$2,000/year, per student. Students must complete and submit the Church Match Scholarship Form annually to receive the match. May not be received in addition to the Christian Service Scholarship. Full-time enrollment not required but award amount cannot exceed the cost of tuition.

Renewal GPA: Must be in good academic standing

Scholarship: John Hardin Grant

Requirements: This need-based award will only be applied to full-time undergraduate students once Texas Tuition Equalization Grant funds have been depleted, except in the case of an out-of-state student. Students must complete 24 hours in an academic year to maintain eligibility. Eligibility

ceases after five years. This award is capped at tuition. A FAFSA application is required.

Renewal GPA: 2.50

Scholarship: **Iames Simmons Award** Requirements: Students must file a FAFSA for this award prior to the first payment deadline. Students with financial need as determined by the FAFSA will receive priority for this award. Award amounts vary and will be applied after all other scholarship and grant aid has been awarded. This award is renewable as long as the student is making satisfactory academic progress and in goodstanding; however, the amount will depend on financial need as determined by the FAFSA and other financial assistance received. If additional scholarship monies are received after the initial award, this award will be recalculated.

Renewal GPA Must be in good academic

standing

Scholarship: Kiker Scholarship

Amount: varies

Requirements: Awarded to 2nd-year HSU students majoring or planning to major teach in the fields of math or science. Students must have a minimum 2.0 GPA at the beginning of the fall semester of their second year, be in good academic standing and free from any disciplinary action to be awarded this scholarship. This award is for one-year only.

Scholarship: Christian Service Scholarship Amount: \$500/year minimum; amount varies according to financial need as determined by the FAFSA

Requirements: Christian Service Scholarship application must be submitted along with the FAFSA and a pastoral letter of recommendation from the student's local church. The recommender cannot be related to the applicant. This award may not be received in additional to a Church Match scholarship.

Renewal GPA: 2.00

Ministerial Financial Assistance

Designated for students that are planning on entering the ministry. Being a ministry/theology major is not required for this award. Students must complete an application through the Logsdon School of Theology and present a license, certificate of ordination, or letter of certification from a Baptist Church. The Ministerial Grant is tuition-specific.

Other Scholarship Opportunities

Leland Scholars

Select students admitted to the Honors Program may apply for the Leland Honors Scholarship. This

prestigious award is for 100% tuition and replaces all other tuition-specific institutional scholarships previously awarded. Leland Scholarships will cover tuition up to 150 undergraduate hours.

Endowed Scholarships

Numerous endowed and restricted scholarships are available through various HSU departments. Students who have received admissions approval can log into HSU Central to submit a scholarship application through Scholarship Central. Application does not guarantee an award and must be completed on an annual basis.

Outside Scholarships

It is important for the student to pursue scholarships provided by local organizations and businesses. Check with your high school counselor to see what information they might have about outside scholarship opportunities.

Tuition Exchange

The tuition exchange scholarship is a partnership of over 500 colleges & universities offering competitive scholarships to dependents of full-time faculty and staff. Tuition exchange scholarships are not guaranteed to all eligible applicants. These awards cover four years (eight semesters) of undergraduate tuition. Fees, course overloads, room & board charges, and PHSSN tuition are not covered. These scholarships cover tuition where regular HSU tuition is assessed. Tuition Exchange scholarships will be awarded up to the cost of tuition when combined with other institutional aid.

Student Life

PROGRAMS AND POLICIES

The University expects each student to act in a mature manner and to exercise good citizenship and good judgment in conducting his/her personal life in both on and off campus environments and should realize that this University is a unique institution in terms of its traditions, policies, goals, and regulations. In becoming part of this institution, the student agrees to uphold these characteristics. While at Hardin-Simmons University, the student is expected to obey the laws of the United States and Texas, Abilene city ordinances, and the rules and regulations of the University. The student is responsible for being aware of University policies. The HSU Student Handbook covers information and expectations for students in the areas of Student Activities, Clubs and Organizations, Residence Life, Ethics, Code of Conduct, Athletics, and Student Ministries. All students taking classes affiliated with HSU regardless of location are under the policies set forth in the student handbook, which is available at www.hsutx.edu.

Refer to student life web page for information on programs and services www.hsutx.edu/student-life.

ATHLETICS

State and national recognition has come to HSU because of her athletic teams. Intercollegiate athletics are sponsored in eight sports for men and eight for women. Men's sports include football, basketball, baseball, soccer, tennis, track, cross country, and golf; whereas sports for women include volleyball, basketball, softball, soccer, tennis, track, cross country and golf. All sports are nonscholarship and all students who wish to try out for any team are encouraged to do so. Athletic Participation Requirements All students who represent the University in athletics must be concurrently enrolled in at least 12 semester credits and making satisfactory progress toward graduation. They must have attained at least a 1.60 GPA if they have attempted 12-32 semester credits, a 1.80 GPA if they have attempted 33-48 semester credits, or a 2.00 GPA if they have attempted 49 or more semester credits. In order for a student to continue to represent the University, a student must have completed twentyone credits in the last academic year. The purpose of this policy is to ensure that athletes are also making satisfactory progress toward a degree. Credits that are taken during May Term, Summer I, and Summer II will be counted toward the calendar year. A list of all athletes is required to be turned into the

Registrar's Office. The Registrar will approve all athletes for participation.

Student-athletes who qualify for championship-level play which conflicts with finals week should be given the option of taking their final exams either before or after completion of the athletic event. It is the student-athletes responsibility to notify their professors of the conflict, to work with their professors to schedule an alternate date for the exam, and to complete any necessary university-related paperwork prior to leaving for the athletic event.

CONVOCATIONS

All students and academic personnel are expected to attend all official convocations of the University.

Academic Programs and Policies

Undergraduate curriculum at Hardin-Simmons University incorporates four elements designed to equip conscientious students to experience life to the fullest as educated adults:

- **The Foundational Curriculum** (See below; minimum of 46 credits);
- **The Major**: focused, in-depth study in one area chosen by the student (Consult academic area of catalog for specific course requirements; minimum 30 credits):
- **The Minor**: further concentrated study but in the student's secondary choice of specialized study (Consult academic area of catalog for specific course requirements; minimum 18 credits);
- **Electives**: opportunities to delve into areas outside the major and minor. (Vary according to degree. NOTE: Education Certification hours usually replace elective choices in the degrees of those students accepted into HSU's teacher preparation program).
- A fifth component, **The Capstone Experience** is a part of most majors at HSU and offers an overview of the knowledge expected of graduating students in a particular major as well as discussion of employment and graduate school opportunities. (Usually one course, 1 3 credits.)

THE FOUNDATIONAL CURRICULUM

HSU's Educational Mission:

"An Education Enlightened by Faith..."
HSU's Foundational Curriculum seeks to integrate
the premise of a liberal arts education and the
promise of the Christian life by:

- Introducing students to disciplines of intrinsic worth that improve the mind and heart, providing not only understanding but the ability to live a humane life, and
- Offering opportunities to understand Christ's promise of liberation and transformation of the mind and way of life.

The curricular exploration of God's creation--its history and order, its tragedy and wonder--challenges professors and students alike:

- To expand the boundaries of their faith;
- To grow in knowledge and ability;
- To confront the deep richness of human experience;
- To engage in the creative tension of life lived in an uncertain world.

At HSU, our curriculum prepares students to lead, redeem, and serve in large ways and small the world in which they live. The spirit which integrates faith and learning serves as the foundation of our campus community and gives shape to our curricular goals:

- Develop Critical Thinking
- Develop Effective Expression
- Discover Self
- Experience Community

As a result of HSU's faculty-developed and faculty-approved Foundational Curriculum, graduates are responsible for and are expected to achieve the following levels of aptitude:

COMPETENCY I:

Graduates are expected to write at a C+ level or higher.

COMPETENCY II:

Graduates should have basic analytical and quantitative skills necessary for handling information in mathematical form.

COMPETENCY III:

Graduates should be able to think critically and approach religious, philosophical, and aesthetic issues analytically.

COMPETENCY IV:

Graduates should be acquainted with ideas, information, and modes of inquiry to draw upon in multiple areas of their lives.

COMPETENCY V:

Graduates should be able to demonstrate recognition of relationships by applying knowledge, skills, or abilities learned in one discipline to another.

COMPETENCY VI:

Graduates should demonstrate appropriate psychomotor skills and apply wellness principles through participation in fitness, recreation, or sports activities.

The Foundational Curriculum Courses

THE CORE: Chapel + 16 credits / 6 courses Chapel All undergraduate students have the opportunity & are expected to attend HSU chapel services. (Minimum requirement: 80 credits for 4year degree; Nursing majors require 40 credits.) FYSM 1300 First-Year Seminar: Gateway (3 credits / 1 course)*

HIST 1300 Making History: The Human Experience in America (3 credits / 1 course)*

RELI 2345 The Religious and Philosophical Life (3 credits / 1 course)*

ENGL 3300 Writing as Discovery: Advanced Writing (3 credits / 1 course)*

KINE 1170 Wellness for Life (1 credit / 1 course)

COMM 1301 Introduction to Communication (3 credits / 1 course)

* Transfer Students may use previous coursework for credit.

STUDENT CHOICE: 30 credit minimum (See degree plans)

Writing: choose one 3-hour writing course, usually ENGL 1301 or ENGL 1302 (3 credits / 1 course). **Sophomore Literature**: choose from ENGL 2301, 2302, or 2303 (3 credits / 1 course).

Fine Arts: choose 3 credit hours from Art, Theatre, or Music.

Bible: choose BIBL 1301 or BIBL 1302. (3 credits / 1 course).

Fitness: choose 2 single-credit hour KINE activity courses (2 credits / 2 courses).

Math: take 3 credit hours as defined by major (3 credits / 1 course).

Natural Science: choose a course in Biology or Environmental Science (3 credits / 1 course). **Physical Science**: choose a course in Chemistry, Geology, Physical Science, or Physics, (3 credits / 1 course).

Lab: choose a 1-credit hour lab for either science. Social Sciences: choose at least two courses from Economics, Philosophy, Political Science, Psychology, and / or Sociology (6 credits / 2 courses; for BA & BBS must be from outside the major & minor; if degree calls for more than 2 courses, History may be used after the first 6 credits).

Technological Competency (3 credits/ 1 course) In order for a student at HSU to be considered technologically competent, he or she must have familiarity with the basic terms, tools, and concepts of information technology and operating systems and have ability to use applications software such as internet browsers, word processing software, presentation software, spreadsheets, and other applications appropriate to the student's field of study. In many degrees, successfully completing CSCI 1303 will fulfill this requirement. Alternatively, students may use the departmental technological proficiency exam, offered by the Kelley College of Business, to show proficiency in this competency, although no course credit will be awarded. Students still must complete a minimum of 124 hours. Exceptions include teacher certification programs, which require EDUC 1306; the Department of Art, which requires ART 2321 for Graphic Arts majors; Biology majors may use BIOL 4314 (only to be taken after the Genetics course is complete); Communication which may use COMM 1310; Criminal Justice, which may substitute CSCI 1306; Computer Science non-business degrees, which require CSCI 1320; the Psychology major which requires PSYC 4335; Music degrees, which require MUTC 2338; and Kinesiology, Health and Recreation majors which requires KINE 1301. Other exceptions

may exist; consult specific program areas to determine the appropriate course in each major for meeting this competency.

INTERNATIONAL STUDIES PROGRAM

Recognizing the educational value of exposure to and learning in different cultures, HSU offers a variety of academic opportunities to enhance students' educational experience through study and travel in selected foreign countries. Financial aid is available. University credit may be earned in the following:

- 1. The London Semester Program provides an exciting opportunity for students to live and study in the heart of London, England. The program is operated in partnership with University of Mary Hardin-Baylor and Howard Payne University with all schools sending students and faculty for a semester long intensive study experience. Local British faculties and American professors give students the benefit of native knowledge, and the experience of life and culture in England. Students and faculty live in university housing in central London. A coach trip to northern England, Scotland, Wales, and the Lake District along with weekend side trips to locations, such as Canterbury, Bath, Dover, and Stratford-Upon-Avon, are all part of the London Semester.
- 2. The Salzburg College Program allows students to study in Salzburg, Austria, under the instruction of European professors. While all instruction is in English, students must take a German-language course as part of their normal course load. This program especially appeals to business, social science, fine arts, and German language students although almost all majors can find suitable courses for their degree plans. Students may choose to live with Austrian families during their stay and have a two-week spring break to conduct personal travel.
- 3. The Hong Kong Program allows students to study for a semester at Hong Kong Baptist University. A full range of courses is offered in English that will accommodate most majors. Students live in an International Student House on campus and participate fully in the life of the campus. Hong Kong is centrally located in the Southeast Asian region that affords easy travel to central China, Thailand, Singapore and Japan.
- 4. Spanish Study at the University of Salamanca offers students the opportunity to study Spanish conversation and culture at the oldest university in Spain. Excursions are made to Madrid, Toledo, Segovia, and Sevilla.
- 5. Australia: Macquarie University and Australian Catholic University. These Australian programs offer students a study abroad opportunity that is exciting and unique. Students may attend Macquarie or ACU either for the fall term, which begins in late February or the spring term, which begins in late July.

Students may receive up to 12 credits toward their HSU degree from a wide variety of study fields. While attending ACU or Macquarie, students live in apartments near or on campus and have ample time for travel that may include not only the continent of Australia but the countries of New Zealand and Indonesia as well. Credit is by pass/fail only.

6. Additional travel courses are frequently conducted to other countries including Israel, Greece, Indonesia, Lithuania, Costa Rica, and Ecuador. These courses are conducted by faculty members and change from year to year. Interested students should contact the International Studies Office early in the year to determine what courses are offered for any given year.

Special International Studies Scholarships are available for international studies upon receipt of an application for a program. Students may also choose to study in programs affiliated with the CCCU and CGE.

CREDIT BY EXAMINATION

Hardin-Simmons University recognizes that many students may have attained college-level competencies in specific areas through advanced high school courses or work-related experiences prior to entering college. Students are therefore encouraged to consult the following information to determine whether they may be granted college credit based on their previous educational experiences.

General Regulations

There are five general regulations for earning credit by examination at Hardin-Simmons:

- 1. A student may earn a maximum of 42 semester credits through credit by examination with a maximum of 14 credits in any one major.
- 2. No grade will be awarded for credit earned by examination, and those credits will not be counted in computing a student's grade point average.
- 3. Credit earned by examination will be awarded and entered on the student's transcript only after the student is officially enrolled as a Hardin-Simmons University student.
- 4. Credit by examination may not be earned for (a) any college level course in which the student is currently, or ever has been enrolled, whether for credit, non-credit, or audit, (b) any subject area in which the student has already earned credit for a more advanced course, or any course for which the student does not meet the prerequisites by the time of submission of scores. In cases of doubt as to eligibility for credit by exam, the head of the department involved and the dean of the appropriate college or school will make the final decision; (c) credit by exam may not be taken after the last date to

register for a course during a student's last semester before graduation.

5. It is the student's responsibility to have official test scores sent to the University Registrar to be considered for credit by examination. Transfer students wishing credit for examinations taken prior to admission at Hardin-Simmons University must also have official test scores sent to the University Registrar.

Departmental Examinations

Some departments whose courses are not adequately covered by either the Advanced Placement or College Level Examination Programs may participate in the program of credit by examination. Students may have the opportunity, to earn credit by departmental examination as well as through satisfactory scores on AP and CLEP examinations.

A student seeking credit by departmental examination should make written application through his/her advisor to the department involved at least one month before the examination. After consideration, the department will notify the student's advisor of the acceptance or rejection of the application. Within ten days of administration of the examination the department will certify to the Registrar either "credit" or "no credit."

The fee for a departmental examination for credit is indicated under Special Examination Fees. This fee is to be paid or charged to the student's account after the application has been approved and before the administration of the examination. The fee is not refundable.

Each participating department is free to determine the type of examination to be administered, whether standardized or prepared by the members of the department.

Academic areas participating in this program are biology, chemistry, computer science, finance, foreign languages, geology, mathematics, physics, and the various departments of the School of Music and of the Logsdon School of Theology.

Occasionally a student may wish to begin work in a particular area with courses above the introductory level without receiving credit for the lower-level courses. A student seeking exemption from introductory-level courses should apply in writing to the department concerned prior to the registration period. The department will indicate the level at which the student will begin course work as determined by his/her previous experience and/or

examination. Notice shall be given to the student's advisor and the Office of the Registrar for the courses waived in this manner. NO CREDIT is given for such exemption.

Cambridge International Credit

HSU grants credit for most Cambridge Advanced International A Level courses completed with at least a grade of C, including but not limited to:

A Level Chemistry = CHEM 1410 General Chemistry 1 w / Lab and CHEM 1411 General Chemistry 2 w / Lab.

A Level Economics = ECON 2331 Principles of Macroeconomics and ECON 2332 Principles of Microeconomics.

A Level English Language / Literature = ENGL 1301 Freshman Writing I and ENGL 1302 Freshman Writing 2.

A Level Mathematics = MATH 1310 College Algebra, MATH 1311 Trigonometry, and MATH 1420 Calculus I.

A Level Physics = PHYS 1310 /1110 General Physics 1 w / Lab and PHYS 1311 / 1111 General Physics 2 w / Lab.

International Baccalaureate Program

The International Baccalaureate is offered to high quality programs of international education to a worldwide community of schools. To receive credit, the scores indicated below are required.

SL - Standard Level Exam

HL - Higher Level Exam

Art History

3 credits

score of 5 SL or 4 HL

Music Theory

4 credits (Harmony, Ear Training, Theory

Keyboard)

score of 5 SL or 4 HL

History

3 credits (American History)

score of 5 HL

Psychology

3 credits (PSYC 1301)

score of 5 HL

English

3 credits (ENGL 1301)

score of 5 HL

Spanish, French, German

3 credits (SPAN 1301, FREN 1301, GRMN 1301) score of 4 HL

6 credits (SPAN 1301, FREN 1301, GRMN 1301 and SPAN 1302, FREN 1302, GRMN 1302)

score of 6 HL

12 credits (SPAN 1301, FREN 1301, GRMN 1301 AND SPAN 2302, FREN 2302, GRMN 2302)

score of 7 HL

Economics

3 credits (ECON 1330)

score of 4-7 HL

score of 5-7 SL

Computer Science

3 credits (CSCI 1320)

score of 5-7 SL

6 credits (CSCI 1320 and CSCI 2320)

score of 5-7 HL

Advanced Placement Examination (AP)

A program of the College Entrance Examination Board, high school students who have completed college-level courses may earn college credit at Hardin-Simmons University by submitting scores of 3, 4, or 5 on the Advanced Placement Examinations (unless higher score is specified below).

Art History: ART 2306, ART 2307 Art: Credit to be determined by the Art

Department

Art

Studio Art/2D Design: ART 1302 (score of 5) Studio Art/3D Design: ART 2302 (score of 5)

Drawing: ART 1301 (score of 5)

Business

Microeconomics: ECON 2332 Macroeconomics: ECON 2331

Statistics: BSAD 2302

English

Composition and Language: ENGL 1301 Literature and Composition: ENGL 1301 OR, in

the event ENGL 1301 credit has already been

received, English 1302

Foreign Language

German Language (not Literature):

GRMN 1301 (for a score of 3)

GRMN 1301 and 1302 (for a score of 4)

GRMN 1301, GRMN 1302, and GRMN 2301 (for a score of 5) Credit for GRMN 2302 by Dept. Exam

ONLY

Spanish Language (not Literature):

SPAN 1301 (for a score of 3)

SPAN 1301 and SPAN 1402 (for a score of 4)

SPAN 1301, SPAN 1302, and SPAN 2301 (for a score of 5)

Credit for SPAN 2302 by Dept. Exam ONLY

Political Science

POLS 1301

Psychology

PSYC 1301 (for a score of 4)

Science and Mathematics

60

65

SOCI 1301

Biology:	Business	
BIOL 1401 (score of 3 required)	Financial Accounting	ACCT 2311
BIOL 1306, BIOL 1106 (score of 4 required)		50
Chemistry: CHEM 1310, CHEM 1110	Introductory Business Law	BSAD 3303
(score of 3 required)		50
Chemistry: CHEM 1410, CHEM 1411	Principles of Management	MGMT 3351
(score of 4 required)		50
Environmental Science:	Principles of Marketing	MKTG 3361
ENVS 1311 (score of 3 required)		50
Physics 1:	Principles of Macroeconomic	s ECON 2331
PHYS 1310, PHYS 1110 (score of 3 required)		50
Physics 2:	Principles of Microeconomics	s ECON 2332
PHYS 1311, PHYS 1111 (score of 3 required)		50
Physics C Mechanics:	English	
PHYS 1320, PHYS 1120 (score of 4 required)		
PHYS 1310, PHYS 1110 (score of 3 required)	*College Composition	ENGL 1301
Physics C Electricity and Magnetism:		50
PHYS 1321, PHYS 1121(score of 4 required)	*Analysis and Interp. of Lit.	ENGL 1302
PHYS 1311, PHYS 1111 (score of 3 required)		50
Calculus AB:	*English Literature	ENGL 2302
MATH 1420 (score of 4 required)		50
Calculus BC:	*American Literature	ENGL 2303
MATH 1420, MATH 1421(score of 4 required)		50
Social Sciences	English - All CLEP exams for English credit MUST	
American History:	include an essay component. Additionally, CLEP's	
HIST 1301, HIST 1302 (score of 4 required)	College Composition Modular is not accepted at HS	
Government & Politics/United States:	Foreign Language	
POLS 1302	College French Level 1 FRE	
Government & Politics/Comparative:	College French Level 2 FRE	N 2301, FREN 2302
POLS 2302	College German Level 1 GRM	N 1301, GRMN 1302

College Level Examination Program (CLEP)

The College Level Examination Program of the College Entrance Examination Board is designed to evaluate atypical educational experiences. The examinations are divided into the General Examinations (which cover material so broad in scope that they are not generally comparable to courses offered for majors or minors in an area) and the Subject Examinations. The scores indicated below are the mean scaled scores.

Subject Examinations

Students may earn credit through satisfactory scores (as recommended by the American Council on Education) on the Subject Examinations as indicated. (Note: Enrollment in the equivalent class prevents the student from attempting credit by examination in that class.)

No CLEP tests can be taken after the last date to register for a course during a student's last semester before graduation.

Name of Examination Course Number Score

Principles of Macroeconomics	ECON 2331 50
Principles of Microeconomics	ECON 2332 50
English	
*College Composition	ENGL 1301 50
*Analysis and Interp. of Lit.	ENGL 1302 50
*English Literature	ENGL 2302 50
*American Literature	ENGL 2303

College German Level 1 GRMN 1301, GRMN 1302 60 College German Level 2 GRMN 2301, GRMN 2302 65 College Spanish Level 1 SPAN 1301, SPAN 1302 60 College Spanish Level 2 SPAN 2301, SPAN 2302 67 (To be awarded credit for Foreign Language the student must demonstrate a writing proficiency by writing an acceptable essay and a speaking proficiency by adding an oral interview. Contact the Department Head of Foreign Language.) Science and Mathematics General Biology BIOL-1306/1106, BIOL-1307/1107 50 General Chemistry CHEM 1410, CHEM 1411 50 College Algebra MATH 1310 50 Precalculus **MATH 1311** 50 **Social Sciences** American Government **POLS 1302** History of US I: Early Colonization to 1877 History of US II: 1895 to Present HIST 1302 50 Western Civilization I: Ancient -1648 HIST 2301 Western Civilization II: 1648 - Present HIST 2302 50 **Educational Psychology** Elective 50 Introduction to Psychology PSYC 1301 50

POLICIES

Introduction to Sociology

Classification

Classification of students is based upon progress toward meeting degree requirements as follows:

Credits Earned Classification
0-29 Freshman
30-59 Sophomore
60-89 Junior
90 or above Senior

Explanation of Course Numbers

The course level or class is indicated by the first digit in the course number: 0-non-degree credit; 1-freshman; 2-sophomore; 3-junior; 4-senior; 5 or 6-postgraduate or graduate; 7 or 8 doctorial. The second digit indicates the semester hour value of the course (except music, nursing, and special topics courses). The third and fourth digits indicate the departmental sequencing of the course and make it a unique number within the department or subject area.

Example: ENGL 1301

ENGL Departmental abbreviation

1 Course level

3 Semester Credits

01 Departmental Sequence

Freshmen are not allowed to enroll in upper-division courses except under special circumstances.

The semester hour is the unit of course credit at HSU.

The semester hour is the unit of course credit at HSU. Ordinarily, a semester hour credit is based upon one 50-minute class period or two or more hours in the laboratory/studio per week throughout a semester. Accordingly, a course carrying a credit value of three semester hours would ordinarily meet for three 50minute periods each week or in two sessions of one and one-quarter hours each. The number of semester, class, and laboratory/studio hours is indicated by the numbers in parentheses following the title of each course. The first number indicates semester hours, the second represents class hours, and the third lab/studio hours. For example, a 4semester hour course involving three hours of lecture, plus two hours of lab per week will show that information as (4-3-2). An X (4-3-X) in the lab space indicates a variable, optional, or field activity noted in the course description.

Credit Hour Policy and Procedure

This policy is designed to assure consistency in awarding academic credit at Hardin-Simmons University in conformity with commonly accepted standards in higher education and in accordance with federal regulations. In the following definition, HSU utilizes the Carnegie Unit, a generally recognized measurement for awarding academic credit, as a means to express the institution's

definition of a credit hour.

Definition of credit hour

Using the Carnegie Unit as a commonly accepted standard, Hardin-Simmons University defines a credit hour, recorded by the university as a semester hour, in terms of instructional time and associated class preparation. Each credit hour reflects one hour of instructional time per week for a total of 15 instructional hours per semester. Students are expected to devote a minimum of two hours outside of class in preparation for each instructional hour. Thus, students are expected to spend a minimum of approximately 3 hours engaged in learning per week per semester for each credit hour.

The application of this definition of credit hour must be equivalent throughout the curriculum. Faculty are responsible for assuring that at least a reasonable approximation of a comparable amount of work consistent with this definition of credit hour is represented in all academic activities for which the university awards academic credit, including, but not limited to, distance education, blended courses, practica, internships, laboratory work, travel courses, and studio work. In establishing equivalency, faculty should consider course content, method of delivery, pedagogical methods, and measurement of intended student learning outcomes, academic calendars, degree levels, and other factors to assure equivalency.

The university grants credit only for courses approved by the academic policies established by the university and taught by faculty approved by the university. The process for approving course credit involves individual faculty members developing a new course proposal which is then vetted by the department and the curriculum committee of the appropriate college or school. If approved, the course proposal is sent to the Academic Committee of the University for discussion and final approval. In some cases, the protocol requires approval of the University faculty.

Course Listing

Course listings in this catalog begin with a four-digit number as described in the preceding section. The departmental prefix plus this number constitutes the principle identifier of the course and must be accurately noted when registering. The number is followed by the course title indicating the topic of the course and by the parenthetical numbers indicating the hours of credit, of lecture and of lab, all of which are printed in bold face type. If the numbers in the parenthesis are followed by the symbol "[#]", the course is also listed in the Texas Common Course

numbering system for easy cross-reference when transferring. This information is followed by a brief statement describing the content of the course. Note that this brief description is not comprehensive and that the full course content is contained in a syllabus obtainable from the department offering the course. The description may conclude with a prerequisite notice, indicating conditions which must be satisfied or other courses which must be completed prior to enrollment in the course. It may also be followed by an indication of when the student may expect the course to be offered. For example, a course normally offered each fall semester will have the word "Fall" printed at the end of the description. It is possible that such a course may occasionally be offered in the spring or summer, but the student should not expect that to be the case and should plan to take the course during the fall semester.

Course Load

The normal course load for an undergraduate student is 15-17 semester credits during a fall or spring semester. Any student, however, may register for an overload (more than 17 semester credits) if he/she falls into one of the following categories:

- 1. An entering freshman student graduating from an accredited high school who has an ACT composite score of 27 or above or who has a total SAT score of at least 1790 or RSAT 1280 may enroll for a maximum of 18 semester credits.
- 2. A student who has completed at least 15 semester credits with a GPA of 3.00 or higher may enroll for a maximum of 18 semester credits.
- 3. A student who has completed at least 15 semester credits with a cumulative GPA of 3.50 or higher may enroll for a maximum of 20 semester credits.

All of the above provisions for permitting overload enrollment are contingent upon the approval of the student's advisor.

In order to be considered full-time, an undergraduate student must enroll in a minimum of 12 semester credits during a long semester and four semester credits during any summer term. The maximum course load for a student enrolled in May Term is four credits.

A normal course load for a student enrolled in a five-week summer session is six semester credits. The maximum amount of credit a student may earn in a summer is 14 semester credits, not including credit earned during the May term. These 14 semester credits may be distributed over the two summer terms as deemed advisable by the student and

approved by his/her advisor as long as the load for a single five-week summer term does not exceed a maximum of eight semester credits. This policy applies to both day and evening students and includes all course work, whether distance, or residence. It is strongly recommended that students who are working either full-time or part-time register only for the number of credits they can reasonably expect to complete successfully.

Exceptions to this policy on maximum student course load must have prior written approval of the dean of the appropriate school or the University Provost.

Registration

Advance Registration

Students are strongly encouraged to advance register for classes during the Advance Registration period indicated in the Academic Calendar and Schedule of Classes. Once the semester begins students may make changes to their advance registration schedules with a Change of Schedule Form secured from the Office of the Registrar. This form must have proper signatures and be returned to the Office of the Registrar prior to end of registration period. See Academic Calendar for dates.

Intercollege Enrollment

A student enrolled at HSU may also enroll in courses at Abilene Christian University and/or McMurry University. Courses taken through Intercollege enrollment count toward degree requirements, provided approval has been secured in advance from the advisor, the Business Office, and the Office of the Registrar. Courses in a major, minor, or teaching field must also be approved by the appropriate department head or dean. Some programs are available only on an Intercollege basis.

The student should work closely with the advisor in selecting Intercollege work. Intercollege work is regarded as a special transfer category and treated in the same manner as HSU work with respect to the acceptance of credit and the calculation of grade point averages. See also the sections on Residence Work and on Post-Enrollment Transfer Credit in this Catalog.

Schedule Changes

If it becomes necessary to make changes in the course of study after the registration has been completed, the student obtains from the Office of the Registrar a Change of Schedule Form. Necessary approvals must be secured and the form returned to

the Office of the Registrar prior to the end of the registration period. (Check Academic Calendar for date.)

A student may drop a course within the first five weeks of a long semester or the first seven class days of a summer session with a "W" as the recorded grade. After this time, a student may officially drop a course for just cause with a recorded grade of "WP" (Withdrew passing) or "WF" (Withdrew failing) according to an estimate of the instructor in the course.

Note: No classes may be dropped after the last date for withdrawal specified in the academic calendar. Students may not change from credit to audit or noncredit (or visa-versa) after the last date to register.

A fee is charged for any student-initiated drop after registration.

Pass/Fail Grades

Hardin-Simmons University students may take a maximum of six (6) credits on a pass/fail basis. This option allows junior and senior students to explore fields of study outside of their chosen majors and/or minors without the fear of competition with students who have more extensive training in those fields. If a grade of "C" or better is earned, then the student will receive a "P" (passing grade) which will not affect the grade point average in any manner. A grade earned below a "C" will result in the student receiving an "F", which will be calculated in the student's GPA as any other failing grade. Repeating a pass/fail course must be for a grade with that grade being the official grade for the student's GPA. Eligibility regulations include:

- Students must have completed at least 60 credits with at least a 2.50 GPA;
- Pass/fail courses may not be counted for a student's major, minor, or HSU foundational curriculum;
- A maximum of six credits may be taken with the pass/fail option;
- Pass/fail registration may not be changed after the sixth class day;
- Applies only to regular HSU on-campus courses.

Auditing of Academic Work

An auditor is an observer, not a participant, and is entitled to sit in a class and benefit from the instruction, which is offered, but not to participate in laboratory, field work, performances, and similar activities. An auditor is not entitled to have work evaluated by the instructor and receives no credit for

enrollment as an auditor. Individuals who wish to participate fully and engage in all instructional activities must register for credit and pay full tuition. Permission to register as an auditor may be granted by the department head for appropriate courses when space is available. Auditors are not entitled to university library privileges or other activities normally funded through student fees and may not audit courses requiring laboratory credit without express consent of the instructor. Form to request to audit a course is in the Registrar's Office. Alumni Auditing

HSU Alumni are eligible to audit (tuition free) up to 12 hours of undergraduate work (for those graduating with a bachelor's degree since December 1992) or graduate work (for those graduating with a master's degree). Any dropped courses after the sixth class day will be counted as part of the 12 hours.

Withdrawal During a Semester

A student who finds it necessary to withdraw from the University before the end of the semester must secure the proper form for withdrawal through the Office of the Registrar. The form requires approval by the Business and Financial Aid Offices. If procedure is not followed, the student is automatically assigned a grade of F in all courses. However, no student may withdraw after the last date for withdrawal specified in the academic calendar.

ACADEMIC ADVISING

A student entering HSU for the first time is assigned to an academic advisor in the field of his/her interest who is a member of the University faculty/staff. Advisors give the beginning student proper orientation to college work and continue to serve as guides and consultants. Since a good beginning will minimize subsequent difficulties, the student is given assistance in planning a course of study. All students are required to confer with their academic advisor and plan an approved schedule before registration.

HSU's Advising Mission Statement

The advising program guides students in the development of meaningful educational plans compatible with a student's personal values, life goals and career plans for a life of Christian service and leadership. Committed to providing students the information, resources, and assistance needed to accomplish these goals, HSU recognizes that ultimately the responsibility for making decisions about educational plans rests with the student.

Students who are undeclared majors are

academically counseled and mentored through the McIntyre Academic Foundation Advising Center. The staff utilizes advising strategies to identify an appropriate academic path in relation to each student's personal goals and interests. The Center works closely with various other offices on campus such as Career Services in an effort to facilitate a positive and productive academic experience for the students being served. The Advising Center is located on the first floor of the Sandefer Memorial Building.

POST-ENROLLMENT TRANSFER CREDIT

An HSU student who wishes to receive credit for courses taken Intercollege or during the summer term at another college or university must obtain written permission documented by the submission of an Application for Acceptance of Non-Residence Work Form supplied by the Office of the Registrar. Transfer courses (except Intercollege) with a grade lower than C do not transfer. HSU does not accept courses repeated at other institutions if the course was taken previously at HSU and a grade is recorded. Concurrent Enrollment

Concurrent enrollment is not permitted except as provided for below:

- 1. An HSU student who must take a specific course in a given semester, but who, due to unavoidable conflicts or other circumstances making it impossible for the student to enroll, cannot do so at HSU, may enroll for that course concurrently at Abilene Christian University or McMurry University. Work taken by an HSU student at these Intercollege institutions is treated in the same manner as HSU work with respect to acceptance of credit and the calculation of grade point averages. Only if it is not possible for the student to enroll for the course at one of the Intercollege institutions may the student be approved to enroll for the course concurrently at a non-Intercollege institution, in which case the grade received will not affect the student's grade point average at HSU, and the student must make a grade of C or better in order for the course to transfer to HSU. Students seeking approval to enroll concurrently at a junior college should be aware that no work will be transferred from a junior college after the student has completed a total of 66 semester credits, regardless of where those 66 credits have been earned.
- 2. Students enrolled at other institutions may be permitted to enroll concurrently at HSU for courses not in the catalog of the student's home institution. Undergraduates Registering for Graduate Courses Under limited circumstances, seniors may register for a limited number of graduate-level courses either to count toward the completion of the undergraduate degree plan, or to count above and

beyond the required number of hours for the undergraduate degree requirements. Only six hours of graduate credit may be taken to count toward completion of undergraduate degree requirements. Graduate hours taken above and beyond the requirements of the undergraduate degree plan are eligible to count toward future graduate degree work (see Graduate Catalog for more information).

In both cases, the student must have the necessary prerequisite course work and the written permissions of the undergraduate advisor, the graduate program advisor, and the Dean of the college the course is offered. The Dean's permission will be based on review of the undergraduate academic record and evidence of the student's ability to succeed in graduate level course work. Undergraduate registration in graduate courses may only be completed in the Registrar's Office. Students are required to submit this permission form with all required signatures for registration.

ACADEMIC STANDARDS

Class Attendance

Students, whether present or absent, are responsible for all material presented in or assigned for courses and will be held accountable for such material in the determination of course grades. Absences for athletic or school-related participation are counted as any other absence, and all absence, whether athleticrelated or not, should NOT exceed 25 percent of the class meetings and/or laboratory sessions scheduled for a course. Regular and punctual attendance, therefore, is expected and essential to success in a course. Accordingly, absence from more than 25 percent of class meetings and/or laboratory sessions scheduled for a course (including absences because of athletic participation) is regarded as excessive, and a grade of F may be assigned as deemed appropriate by the professor.

Students may be required to make up any class work and/or assignments missed due to absence. Since absences are counted from the first class session, students entering class late will already have missed class work, which must be made up just as any other type of absence. Any student whose absence was caused by (1) personal illness, (2) a death in the family, or (3) authorized participation in official school functions will be given an opportunity to rectify, in a manner acceptable to the professor, any deficiencies which may have resulted from such absence. The professor has the prerogative of determining whether or not a student may rectify deficiencies occasioned by absences for other reasons. It is the student's responsibility to inform the professor of the reason for an absence and to do

so in a timely fashion if the student wishes to claim the benefits stated in this paragraph.

Grades and Quality of Work

A college grade indicates the level of knowledge, understanding, and competence attained by a student relative to the objectives and subject matter of a course as determined by the professor's evaluation of the student's performance during the semester. A grade is assigned for each course in which a student is enrolled, and that grade is entered on the student's permanent record.

The following grades are assigned as appropriate:

- A Superior
- B Good (Above average)
- C Average
- D Poor (Below average, passing)
- S Satisfactory, given only in a few courses such as practicums, internships, or other special courses offered on a pass-fail basis. (Does not affect the student's GPA.)
- U Unsatisfactory Given only in a few courses such as practicums, internships, or other special courses offered on a pass-fail basis. (No credit points; has the effect of an 'F' on the student's GPA.)
- I Incomplete Given to a student who has substantially completed the course but whom, at the end of the semester and due to circumstances beyond his/her control, lacks certain essentials of performance. A grade of 'I' is not counted as an attempt in calculating the student's grade point average. However, if the course is not completed by the deadline specified by the professor giving the 'I' the grade will be changed to an 'F' which becomes the permanent grade. The deadline specified by the professor can be no later than the last day of the following long semester after the semester in which the 'I' was awarded.
- IP In Progress Available only when, by design, course work extends beyond the semester or term in which the course is scheduled. This grade implies satisfactory progress and is used primarily in internship, travel, individual research, and thesis courses. A grade of 'IP' is not counted as an attempt in calculating the student's grade point average. The student is given a full year from the end of the term in which the grade of IP was assigned to complete the course or the grade will be changed to an 'F'. In addition, no student may graduate with a grade of 'IP' still active.
- F Failure No credit given.
- W Withdrawn *See note.
- WP Withdrawn Passing *See note.
- WF Withdrawn Failing *See note.
- CR Credit (Does not affect the student's GPA.)
- NC No Credit (Does not affect the student's GPA.)

AU Audit Indicates a course for which the student enrolled but did not seek credit.

P/F Pass/Fail

*NOTE: A student who officially withdraws from a course will receive a grade of W if the withdrawal occurs early in the semester, prior to the date specified in the calendar. A student who withdraws after the last date for a W will receive a grade of WP if judged by the professor to be passing or a WF if judged by the professor to be failing. No student may withdraw after the last date for withdrawal indicated in the academic calendar.

It is the responsibility of a candidate for graduation to see that all incomplete courses have been completed. Grades must be reported to the Registrar's Office two weeks prior to the end of the semester of graduation.

Grade reports are posted on HSU Student Self Service at the close of each semester and at the end of each summer term.

Statute of Limitations on Changes in an Academic Record

The statute of limitations for any change in an academic record is one year from the date of the closing of the semester in question. Included are such items as grade changes and incompletes.

Calculation of Grade Point Average

Grade points are earned in courses in which grades of A, B, C, or D are awarded. To determine the grade point average, total all of the grade points from all courses in which any of the following grades are given and divide the total by the number of semester credits represented by those courses.

A	4.0
В	3.0
C	2.0
D	1.0
WF	0
F	0
U	0

Repeat Courses

When courses are repeated, only the most recent grade will be used to calculate grade points and semester credits. HSU does not accept courses repeated at other institutions if the course was taken originally at HSU and a grade is recorded.

Mid-term Grade Policy

Mid-term grades will be reported following the eighth and eleventh weeks of the Fall and Spring semesters. Progress will be reported with letter grades to show the status of the student at that time.

Mid-term grades reports are available in HSU Student Self Service.

Academic Grievance Policy

The following measures should be taken with respect to an academic grievance pertaining to a course offered by the University. A student may seek remediation for the following:

Grade Appeal: A student who feels that the grading policy for a class is unfair or has been unfairly administered and that the result is a course grade lower than deserved has the right to contest the professor's decision. This process is only for appealing the final course average; consequently, grades on individual projects may not be challenged.

Course-Related Concern: Any complaint, beyond the parameters of a grade appeal, that involves an experience occurring within the context of an academic course offered by the University also comes under the purview of the Academic Grievance Policy.

Arbitration for either (a) Grade Appeal or (b) a Course-Related Concern follows the same procedure, with exceptions noted below.

Informal Measures

The University encourages matters to be resolved informally and judiciously whenever possible. If such an agreement is unable to be reached, then a student may file a formal complaint. Each step must be taken in order. Failure to follow the procedure may obviate the appeal.

Step 1. The student discusses the matter with the professor. If possible, the matter is reconciled at this point.

Step 2. If dissatisfied with this discussion, the student voices the concern to the department head in a conference scheduled by the student. (If no department head exists, or if the department head is a disputant, then the student consults with the dean of the college or school in which the course under consideration is offered.) The department head (or, if applicable, the dean) discusses the matter with the professor.

Step 1 and Step 2 attempt to find an amicable resolution to the academic grievance informally—be it either (a) Grade Appeal or (b) a Course-Related Concern—without a formal, written complaint. If no resolution occurs in the first two steps, then formal measures may be taken beginning with Step 3.

Formal Measures

Step 3. If no resolution occurs at the department level (Step 2), the student then submits a written petition to the dean of the area. If the complaint is against a dean, the complaint will go to the Provost. The student's letter of petition must include a straightforward narrative (one to three pages in length) detailing (a) the circumstances surrounding the contested grade or course-related concern, (b) reasons why the student believes the complaint is warranted, and (c) what possible outcome or resolution, from the student's perspective, will resolve the issue at hand.

If the grievance is a grade appeal, then all graded projects in the class—tests, essays, projects, etc.—that are in the student's possession must be submitted along with the cover letter along with the student's personal record of attendance in the class. Upon the dean's notification that a student has filed a formal grievance, the department head forwards a written summation of the matter to the dean, along with a recommendation for a resolution to the problem. (If no department head exists, or if the department head is a disputant, then a letter from the department head is not necessary.) Step 4. In writing, the dean apprises the professor of the course under dispute regarding the student's grievance and provides a summary of the points of concern.

Step 5. The professor submits a written response to the student's grievance in a straightforward narrative (one to three pages in length) detailing his or her own account of (a) the circumstances surrounding the contested grade or course-related concern, (b) reasons why the professor believes the complaint either warranted or unwarranted, and (c) what possible outcome or resolution, from the professor's perspective, will resolve the issue at hand.

If the grievance is a grade appeal, then the professor appends the student's projects in the professor's possession, grades on all work done in the course, the student's attendance record in the class, and a copy of the class syllabus with the contested policy clearly marked.

Step 6. The dean will meet with each party separately, or jointly, to seek a viable solution. Step 7. If no solution can be reached with Step 6, then

1. a formal Grade Appeal goes to arbitration before the Academic Grievance Committee. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the committee.

Membership of the Academic Grievance Committee: The committee includes three

professors from different academic areas with one specified to the chair and two senior students with grade point averages of at least 3.0. The chair of the committee will schedule meetings and preside during deliberations.

Neither the professor nor the student will have counsel at the meetings.

Duties of the Academic Grievance Committee: The committee will review materials submitted by both student and professor before coming together in session and convene at a time convenient for all involved for the purpose of hearing both parties present their cases. Committee members will then hold an executive session to reach a decision. The chair of the committee will inform the student, the faculty member, and the Provost of their decision in writing. If a grade is to be changed, the Provost will see that the proper forms are submitted to the Office of the Registrar. The ruling of this committee is final with respect to grade appeals.

2. a formal Course-Related Concern goes directly to the Provost and Chief Academic Officer for resolution. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the Provost, who will then review materials submitted by both student and professor before scheduling a time, convenient for all involved, for the purpose of hearing both parties present their cases. The Provost, at his or her own discretion, may seek additional counsel as appropriate. The ruling of the Provost is final.

Academic Integrity Policy

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

- 1. Cheating on an examination:
 - a. Copying from another student's examination.
 - b. Possessing or using during an examination material not authorized by the person giving the exam.

- c. Collaborating with or seeking aid from another student during an exam without permission from the instructor.
- d. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered examination.
- e. Substituting for another student or permitting another student to substitute for one's self to take a test.
- f. Obtaining an unadministered test or information about an unadministered test.
- 2. Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to specifically cite sources.

Penalties

Penalties may range from dismissal from the University to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

No student who has violated the Academic Integrity Policy will be allowed to graduate from Hardin-Simmons University with honors.

Procedure for Violation

- 1. At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, then the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2-5.
- 2. Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of this report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office for Academic Affairs, the student, and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the charge of violating academic integrity.
- 3. From the point of discovery, and within ten (10) working days, the instructor shall complete the process outlined above.
- 4. The Office for Academic Affairs shall maintain files of all violations of academic integrity.

5. The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

- 1. A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within ten (10) working days after receiving the instructor's written report.
- 2. The chair of the committee will schedule a meeting of the committee as soon as practical after receipt of the letter of appeal, preferably within ten (10) working days. The chair will notify the student and the instructor of the meeting date and time.
- 3. Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two (2) working days before the day of the meeting.
- 4. The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office for Academic Affairs of the decision.
- 5. If the appeal is denied, then the charge and the penalty are upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty.

The ruling of the committee is final. Action or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the university when appropriate.

Academic Forgiveness Opportunity for Returning Students

A former HSU student who has not been enrolled in any college or university during the past five years and who wishes to resume university studies at HSU without the current grade point average being affected by a poor record in the past may, at the time of readmission, petition the university for "academic forgiveness." Should the petition be granted, the student's transcript will be so noted and the previous HSU work will be treated as though it has been taken at another university and subject to the

policies governing transfer of credit to HSU. The result is that, although all HSU courses will continue to appear on the HSU transcript, credit will no longer be recognized for prior HSU courses with a grade lower than C, except that the applicant's petition may incorporate a request to include no more than two courses with grades of D, providing the resulting overall "transfer" GPA is 2.00 or higher. Accordingly, only HSU courses (and approved Intercollege work) taken subsequent to the student's readmission to HSU, will be used in calculating the grade point average for purposes of graduation, honors, and general academic standing.

Students who fail all courses after being given

Students who fail all courses after being given Academic Forgiveness will automatically be suspended and not allowed to return to HSU.

ACADEMIC STANDING

Each student's transcript will be evaluated at the end of the fall, spring and summer semesters. Because all students are expected to maintain an overall grade point average of at least 2.00, which is a requirement for graduation, any student whose overall grade point average is less than 2.00 will be placed in one of the following categories:

Academic Supervision

Students whose grade point average, while below 2.00, is not so low as to place them on probation (see standards outlined below), are regarded as continuing their studies under academic supervision. Students on academic supervision are expected to seek appropriate assistance and to make a concerted effort to raise their level of academic performance.

Academic Probation

49 or more

Students who's overall GPA is less than the appropriate levels indicated are placed on academic probation.

Semester Credits Attempted at HSU	Required
G.P.A.	
12-32	1.60
33-48	1.80

Students on academic and/or disciplinary probation are subject to the following policy limiting their extracurricular activities.

2.00

1. A student on probation may not represent the University in activities for which he/she is not registered for credit. This includes, but is not limited to, such activities as intercollegiate contests, off-campus religious programs, student publications, music productions, drama productions, pledging, or active membership in social clubs. Official representation of HSU is defined as participation in any activity under the name of the University, under the direction, supervision or sponsorship of any

University area. It is not necessary that an administrator, faculty, or staff member be present during the activity for it to be official for the purposes of this definition or for implementation of this policy. Authorized use of a University vehicle automatically makes the activity an official one.

- 2. No participant in any class for which he/she is registered for credit shall be prohibited from taking field trips.
- 3. A student on probation may participate in tours and other such activities if credit for the course is dependent on participation in that activity. The student must receive prior written approval from all other instructors.

One significant purpose of this policy is to protect the study time of the student on probation and to control absenteeism from regular class work. The policy shall apply within a term during which the probationary student is enrolled.

Satisfactory Academic Progress

In order for a student to continue to represent the University in any of the above-mentioned activities, a student must have completed twenty-one credits in the last academic year. The purpose of this policy is to ensure that all students involved in school activities are also making satisfactory progress toward a degree. Credits that are taken during May Term, Summer I and Summer II will be counted toward the calendar year. All directors or sponsors of extracurricular activities will be required to turn in a list of all students who desire to participate to the Registrar's Office. The Registrar will approve all students for participation.

Academic Suspension

Students failing all courses any semester with 12 or more credits (6 or more credits for May Term, Summer I and Summer II collectively) will be suspended immediately (no probation period). Students will have a chance to appeal to the Suspension Appeals Committee if they choose to do so.

Any student on academic probation whose cumulative grade point average falls below the appropriate level indicated below will be placed on academic suspension for the following long semester:

Semester Credits Attempted at HSU	Required
G.P.A.	
12-32	1.40
33-48	1.60
49 or more	1.80

No students under suspension may represent the University at any time.

A student notified of academic suspension who has earned a grade point average of 2.50 or better in

his/her last twelve semester credits of work attempted may apply to the Vice President of Academic Affairs for an extension of probation in lieu of suspension.

Work completed by students while on academic suspension is not transferable to Hardin-Simmons University. A student on first suspension may be readmitted to the University at the conclusion of the suspension period, which terminates at the end of the first long semester. A student on second suspension who wishes to be readmitted to the University must make formal application to the University Registrar. Accordingly, the suspension period for such a student (which must include at least one long semester) is effectively extended until a favorable decision is rendered by the Appeals Committee. In no instance is a student to assume that readmission is automatic after having been placed on suspension a second time for failure to meet minimum academic standards.

A third suspension is final, and a student placed on academic suspension for a third time will not be readmitted to the University.

Withdrawing from the university in consecutive long semesters (fall, spring) will result in a review of satisfactory progress towards a degree. According to federal and university guidelines, students not demonstrating progress towards a degree are not eligible for financial aid.

Special Recognition

Special recognition is given for academic excellence as follows:

The President's List is composed of students completing 12 or more semester credits who have grades of A on all courses for the semester.

The Dean's List is composed of students completing 12 or more semester credits who have a grade point average of 3.75 to 3.99 for the semester.

The Honor Roll is composed of students completing 12 or more semester credits who have a grade point average of 3.60 to 3.74 for the semester.

The Honorable Mention Roll is composed of students completing from 6 to 11 semester credits that earn a grade point average of 3.60 or better for the semester.

Academic Services

TUTORING AND ACADEMIC SUPPORT

Tutoring opportunities include Centralized Tutoring, individual appointments, the Math Lab, and the Writing Center. These opportunities are available to all students seeking assistance in undergraduate courses. Students may receive academic support at no additional charge. For more information, please contact the Academic Advising Center 325-670-1480

Hardin-Simmons Writing Center

The Hardin-Simmons Writing Center (WC) is a student-centered resource that offers free and individualized assistance with writing to all disciplines. The WC accepts walk-ins and/or appointments. Students can expect to be greeted by a friendly staff of tutors. The sessions involve working with a WC student tutor to first define goals, such as ideas on how to get started on an assignment OR clarification/organization of ideas OR improvement of grammatical skills OR proper citation of sources. A healthy part of the writing process for all good writers is the step of gaining expert feedback. Students who come to the WC engage in an active partnership in the consultation and revision process, thus gaining the chance to take ownership in the educational experience. The ultimate goal of the WC is to help students gain maturity and confidence in their ever-growing writing skills.

Students should not expect a proofreading service. Although the WC does not offer quick fixes, the tutors do teach others how to proofread their own work. The tutors extend guidance and email professors a brief summary of the conference. A student should come in the WC with an open mind and a willingness to challenge oneself as a writer. Contact: Rachel King/Director of the HSU Writing Center

DISABILITIES SERVICES

Hardin-Simmons University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Director of Undergraduate Advising and Disability Services as soon as possible in the academic term (preferably during the first two weeks of a long semester) for which they are seeking accommodations. The Director shall prepare letters to appropriate faculty members concerning specific, reasonable academic accommodations for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. The Director shall consult with the student and with HSU faculty and staff to ensure delivery of appropriate support services and shall serve as liaison between the student and the faculty member as needed.

CAREER SERVICES

The University provides a variety of career development services for current students and alumni. Career Services is set to enhance the opportunities to choose, prepare adequately for, and enter career fields in which students can serve as Christian leaders. To provide a clear pathway to the end, Career Services provides access to off-campus listings for full-time and part-time jobs and internships, evaluation of employment documents

such as resumes and cover letters, assistance with developing interviewing skills, access to career fairs and other career-related events and workshops, and guidance in graduate school planning. Individual career counseling and interest inventories are also available for those who need guidance in choosing a career or who desire to make a career change. In addition, Career Services helps to facilitate employer contact with students and faculty through job fairs. on-campus interviews and other career-related events. A computer lab and additional resources are available on the second floor of the Moody Center. The Career Services staff aims to help students identify realistic career choices and develop relevant job search skills that will contribute to their success beyond HSU.

For information about the work study program and on-campus jobs, please contact the Office of Financial Aid.

RELEASE OF INFORMATION AND STUDENT PRIVACY (FERPA)

Directory listings are information, which are customarily made public without the written consent of the student. A student may request that the University not disclose directory information by making written notice to the Student Life Office on or before the last official day to register for the fall semester. Refer to the HSU Student Handbook for more details.

The student will be required to submit written signed consent authorizing the University to release educational records to individuals (including parents) other than official agencies. Refer to the HSU Student Handbook for this list of agencies.

GRADUATION

All degree requirements must be complete or in progress in the semester of graduation
Application for Graduation

The deadline for filing Application for Graduation in the Registrar's Office is listed in the Academic Calendar in the front of this catalog. Students filing a Application for Graduation after this date will be charged a late fee. It is to the student's benefit to file the Application for Graduation at least one semester prior to the semester the student plans to graduate. A degree audit will be made after the Application for Graduation is received and the student will receive a letter indicating graduation requirements needed. The student should inform the Graduation Coordinator if his/her graduation date changes one month before graduation.

Deadlines

The deadline for chapel credits to be completed and reported to the Registrar's Office is April 15th for Spring, July 15th for Summer, and November 15th for Fall graduation. Failure to meet this deadline, as

well as failure to file your Application for Graduation,

will incur the following fees and no guarantee of name being in the program: (See the University calendar for deadlines for submission of the Application for Graduation.) Spring After the published deadline through April 15 \$25. After April 15 \$100 .00 Summer After the published deadline through July 15 \$25.0 After July 15 \$100. 00 Fall After the published deadline through Nov. 15 \$25.0 After Nov. 15 \$100

GRADUATION REQUIREMENTS

.00

Minimum Grade Point Average

In order to graduate, a student must have a cumulative grade point average of 2.00 overall including a cumulative average of 2.00 in all work completed at HSU as well as in work in both the major and minor. Programs leading to Teacher Preparation require a 2.80 GPA. Some majors require a higher GPA. (Refer to departmental offerings for specific information.)

Minimum Credits Required

A minimum of 124 semester credits is required for a baccalaureate degree, but some degrees require more than 124 semester credits. (Refer to departmental offerings for specific information.)

Residence Work

A student transferring from a senior college or university who wishes to complete a degree from HSU must complete at least 25% of the credit hours required for the degree (excluding intercollegiate work) in residence from HSU. At least twelve upper level credits in the major field, and six upper level credits in the minor field must be taken from HSU when the major and/or minor fields are offered at HSU.

Upper Level Work

A minimum of 42 semester credits in courses at the junior and/or senior (3000-4000) level must be completed before a bachelor's degree is granted. At least 18 semester credits in the major field of study and at least six semester credits in the minor field of study must be upper level work. Work transferred from a junior college will not count toward the upper level credits requirement.

Technological Competency

Each student must demonstrate technological proficiency (click here for more information (p. 27)) through coursework or testing identified by his or her major.

Degree Plan (Academic Evaluation)

Each student must confer with his/her advisor and decide on a major and minor (if applicable). This should be done no later than after the completion of 30 semester credits. The major advisor or Preparation Officer (if education student) will submit an *Application for Declaring Degree* to the Office of the Registrar.

The major and minor professors as well as the Preparation Officer in the School of Education (if applicable) and the student will receive a copy of the Academic Evaluation usually within a couple of weeks from the Office of the Registrar. All substitutions and waivers must be submitted by the advisors in the major and minor areas.

Chapel-Assembly Credit

The purpose of HSU chapel is to enlighten by faith the Hardin-Simmons community through worship, dialogue, and community service. HSU students are required to accumulate 80 (40 for Nursing Students) chapel credits in order to graduate. Students may earn chapel credits by attending chapel, alternative chapel events, and by performing community service.

Chapel credits from other institutions are non-transferable. For each hour of course work that transfers to Hardin-Simmons students will receive .65 chapel credits.

In special circumstances (employment and family obligations), the Chapel Advisory Committee may be petitioned for a waiver of the chapel requirement. Contact the Chaplain's Office to find out how to start the petition process. Semester exemptions are not granted. For more information, contact the Office of the University Chaplain at 671-2190.

Participation in Graduation Exercises

All candidates for degrees are requested to participate in the commencement ceremony. Candidates must be enrolled in all courses required to complete the degree including chapel and Writing

Proficiency. Chapel and Writing Proficiency must be completed by the deadlines of April 15th (May graduation) and November 15th (December graduation). Students with any graduation requirements not completed by these dates will be excluded from walking at their respective graduation ceremony.

Statute of Limitations

A student may graduate under the curriculum provisions of any single catalog in effect for any academic year for which the student was enrolled so long as the catalog selected is dated not more than five years prior to the student's date of graduation unless those provisions have been changed in response to an external mandate by the state or by the relevant accrediting body.

Transfer and Credit by Exam During the Senior Year

A maximum of nine semester credits may be transferred from another senior institution during the senior year (last 30 credits), provided the student has met the minimum residence requirement. See also Post-Enrollment Transfer Credit. Official transcripts must be sent directly from the college or university attended to the Office of the Registrar. Proof of enrollment must be received by the Registrar 30 days prior to graduation to be eligible to participate in commencement ceremony.

Correspondence Credit

No more than 12 credits of correspondence work may be accepted toward a baccalaureate degree at HSU. Correspondence work will not satisfy residence requirements. NOTE: correspondence courses and internet courses are NOT accepted for undergraduate credit in foreign languages.

CLEP Policy

No CLEP tests or departmental exams can be taken after the last date to register for a course during a student's last semester before graduation. Students may earn credit through satisfactory scores (as recommended by the American Council on Education) on the Subject Examinations as indicated in this catalog. (Note: Enrollment in the equivalent class prevents the student from attempting credit by examination in that class.)

Awards and Honors

Graduation with Honors (for Baccalaureate degrees) A student who has completed 60 credits of HSU residence credit and has earned a cumulative grade point average of 3.55 is graduated cum laude.

A student who has completed 60 credits of HSU residence credit and has earned a cumulative grade point average of 3.75 is graduated magna cum laude.

A student who has completed 60 credits of HSU residence credit and has earned a cumulative grade point average of 3.90 is graduated summa cum laude.

NOTE: Current GPA is the basis for honors read at Commencement. Honors for transcript and diploma are based on actual GPA after requirements are completed.

Commencement Awards

The Anderson Medals

Two awards are made at spring commencement in the name of George Skiles Anderson and Minnie L. Anderson, longtime benefactors. The medals go to the senior man and senior woman who, having spent three or more years (90 semester credits including international study work taken through HSU) in residence at HSU, have excelled in character, personal development, and service to the University as recommended by a faculty/staff committee.

The Julius Nelson Olsen Medal
Dr. and Mrs. Julius Olsen established the Julius
Nelson Olsen Medal in 1914 in memory of their son.
It is perpetuated through a bequest by Dean Julius
Olsen, who was Professor of Physics at HardinSimmons University from 1902-1942 and Dean of
the University during much of that time. This medal
is awarded annually at spring commencement to the
graduate who has the highest grade average, has
exemplified the highest scholarly achievement, and
has completed at least 90 semester credits of
residence credit at Hardin-Simmons University
including international study work taken through
HSU.

The Winnie K. and D. M. Wiggins Medal Awarded to the senior student graduating during the winter commencement for academic excellence throughout his/her entire college career. The medal will go to one who has spent three or more years in residence (including international study work taken through HSU) and who has excelled in character, personal development, and academic achievement.

The Academic Foundation Medal Established in 1999 by The Academic Foundation of Hardin-Simmons University, the medal is awarded annually during the winter commencement to the graduate who has the highest grade point average, exemplifies the highest scholarly achievement, and has completed at least 90 semester credits of

residence credit at Hardin-Simmons University including international study work taken through HSII.

Other Awards

Hardin-Simmons University presents numerous other medals and awards to deserving students who demonstrate excellence in academics, athletics, and service to others. These awards are sponsored by various campus departments and organizations as well as memorial foundations and endowments.

Financial Obligations to the University

Students are required to settle all accounts in a manner satisfactory to the University Controller before a diploma or transcript will be awarded.

Requirements for a Second Baccalaureate Degree

A student who desires to earn a second baccalaureate degree must complete the requirements of a single catalog in effect since entering school for the second degree under the statute of limitations. All of the components of the degree (foundational curriculum, Writing Proficiency, major, and minor) must be completed under the curriculum provisions of the catalog. A minimum of 30 semester credits beyond the first bachelor's degree is required. All work taken at HSU after the first degree will be figured into the GPA (not just the major courses).

Academic Organization and Degrees

ACADEMIC ORGANIZATION

The Cynthia Ann Parker College of Liberal Arts offers a wide variety of majors and minors and provides most of the instruction required by the foundational curriculum which is an integral part of all degree programs. The professional schools offer specialized training in their respective fields and provide a clearly focused program for students preparing for those fields. The Graduate School coordinates and supervises the work of those students seeking master or doctoral degrees.

College Departments and Programs

The academic programs of Hardin-Simmons University are developed and implemented through an academic organization consisting of the following major units:

Cynthia Ann Parker College of Liberal Arts

Communication

Criminal Justice

English

Foreign Language

Geography

History

Honors

Humanities

Leadership Studies

Legal Studies

Psychology and Counseling

Social Work

Holland School of Sciences and Mathematics

Biology

Chemistry

Communication Sciences and Disorders

Mathematics

Kelley College of Business

Accounting

Banking and Financial Services

Business Administration

Computer Science

Economics

Finance

Information Systems

Management

Marketing

Non-Profit Management

Public Administration

College of Human Sciences and Educational Studies

Human Services Administration

Teacher Education

Kinesiology, Health, and Recreation

College of Fine Arts

Art

Music

Music Education

Music History and Literature

Music Theory and Composition

Worship Music

Theatre

Patty Hanks Shelton School of Nursing

Nursing

Nursing RN to BSN

Logsdon School of Theology

Biblical Studies

Hebrew and Greek

Ethics

Historical/ Theological Studies

Religion

Ministry

Missions

DEGREES OFFERED

HSU offers work leading to the following undergraduate degrees: Bachelor of Arts, Bachelor of Behavioral Science, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Human Sciences, and Bachelor of Science in Nursing. Work is also offered which leads to the following graduate degrees: Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, Master of Music, Master of Physician Assistant Studies, Master of Science in Nursing, Master of Science, Doctor of Ministry, Doctor of Physical Therapy, and Doctor of Education. For descriptions of the graduate degrees see the Graduate Catalog.

Students electing a degree with the objective of earning teacher preparation in the state of Texas should refer to The Irvin School of Education section of this catalog for state requirements.

Notes:

- 1. For specific major and minor requirements, a student should refer to the departmental offerings.
- 2. The natural science requirement for students who major or minor in science is determined by the faculty of the department involved. If minoring in mathematics or one of the sciences, a student should see the appropriate departmental recommendations.
- 3. Some courses which are taken to fulfill the HSU Foundational Curriculum requirements may also be

counted in corresponding majors or minors if the catalog requirements allow the possibility of those courses. This double counting arises when a student majors or minors in a core-related field. At no time may a course be counted in three required fields. Also, a course may not be counted both in the student's major and minor fields. The capability of counting a course in two required areas does not decrease the graduation requirement of attaining a minimum of 124 semester credits for the bachelor's degree.

- 4. Although students are encouraged to seek a broad educational experience at HSU, the approval to earn double majors is not automatic. Because the requirements for double majors are complex, students should investigate major and degree requirements early in their career at HSU, referring to the appropriate school/college section of the current Undergraduate Catalog. To pursue double majors, approval from the major advisors and from the Registrar's Office are required using the Application for Declaring Degree. A double major will typically require more than 124 semester credits. A second major will replace a minor for programs which require a minor.
- 5. Majors require a minimum of 30 credits. (Due to additional foundational courses in the Logsdon School of Theology and the School of Business, majors in those schools may have a minimum of 24 credits.) Minors require a minimum of 18 credits.

BACHELOR OF ARTS DEGREE (BA)

General Outline for the Bachelor of Arts Degree	Required Semester Credits
MAJOR (Select from the above-mentioned fields) MINOR (Select from the above-mentioned fields)	Minimum 30 Minimum 18
Core (16) FYSM 1300 First-Year Seminar: Gateway	3333
FOREIGN LANGUAGE (Must be from one language)	12
ELECTIVES Varies by major as r	needed for 124 hours minimum
MINIMUM REQUIRED	124

TEACHER PREPARATION FOR A B.A. DEGREE INCLUDES ADDITIONAL STATE REQUIREMENTS IN THE DEGREE CORE. SEE IRVIN SCHOOL OF EDUCATION (page 100).

BACHELOR OF BEHAVIORAL SCIENCE DEGREE (BBS)

General Outline for the Bachelor of Behavioral Science Degree	Required Semester Credit
IAJOR (Select from the above-mentioned fields)	Minimum 3
INOR (Select from the above-mentioned fields)	Minimum 1
OUNDATIONAL CURRICULUM	55-5
Core (16)	00 0
FYSM 1300 First-Year Seminar: Gateway	3
COMM 1301 Introduction to Communication	
FSSC 1170 Wellness for Life	
HIST 1300 Making History: The Human Experience in America	
RELI 2345 The Religious and Philosophical Life	
ENGL 3300 Writing as Discovery	3
Choices:	3
Freshman Writing: ENGL 1301 or 1302	3
Sophomore Literature	
Fine Arts: Art. Music. or Theatre	
Biblical Studies: BIBL 1301 or BIBL 1302	
FSSC Activity (2 different activity courses)	
Mathematics (defined by major)	3
Natural & Physical Sciences – Two courses from different fields, one with lab	7
Natural Science Field: Biology or Environmental Science	,
Physical Science Field: Chemistry, Geology, Physics, or Physical Science	
Social Science: Economics, History, Philosophy, Political Science, Psychology, or Sociology	(outside major and minor:
maximum 9 credits History)	
Technological Competency	
Technological Competency	0-0
I FCTIVESVaries by major	as needed for 124 hours minimur
LECTIVESVaries by major	as needed for 124 hours minim
INIMUM REQUIRED	12

BACHELOR OF BUSINESS ADMINISTRATION DEGREE (BBA)

For requirements leading to the Bachelor of Business Administration degree, please refer to the Kelley College of Business section of this Catalog

General Outline for the Bachelor of Business Administration Degree **Required Semester Credits** MAJOR (Select from the above-mentioned fields)------24 FYSM 1300 First-Year Seminar: Gateway ------3 COMM 1301 Introduction to Communication ------3 HIST 1300 Making History: The Human Experience in America -----3 Freshman Writing: BSAD 1301 Business Writing, ENGL1301, or ENGL 1302------3 Sophomore Literature ----Fine Arts: Art, Music, or Theatre ------3 Natural & Physical Sciences – Two courses from different fields, one with lab ------7 Natural Science Field: Biology or Environmental Science Physical Science Field: Chemistry, Geology, Physics, or Physical Science Social Science: ECON 2331 Principles of Macroeconomics, ECON 2332 Principles of Microeconomics ------6 Technological Competency (CSCI-1303 in major) -----0 ELECTIVES ------- 15

BACHELOR OF FINE ARTS DEGREE (BFA)

General Outline for the Bachelor of Fine Arts Degree	Required Semester Credits
MAJOR (Select from the above-mentioned fields) MINOR (none needed)	70
FOUNDATIONAL CURRICULUM	
COMM 1301 Introduction to CommunicationFSSC 1170 Wellness for Life	3 1
RELI 2345 The Religious and Philosophical Life	3
Freshman Writing: ENGL1301 or ENGL 1302	3
Biblical Studies: BIBL 1301 or BIBL 1302FSSC Activity (2 different activity courses)	3 2
Mathematics: MATH 1301 or higher Natural & Physical Sciences – Two courses from different fields, one with lab Natural Science Field: Biology or Environmental Science	7
Physical Science Field: Chemistry, Geology, Physics, or Physical Science Social Science: Economics, Philosophy, Political Science, Psychology, or Sociology Technological Competency (in major)	6 0-3
FOREIGN LANGUAGE (Must be from one language)	6
ELECTIVES Varies by major as n	eeded for 124 hours minimum
MINIMUM REQUIRED	124

TEACHER PREPARATION FOR A B.F.A. DEGREE INCLUDES ADDITIONAL STATE REQUIREMENTS IN THE DEGREE CORE. SEE IRVIN SCHOOL OF EDUCATION (page 100).

BACHELOR OF MUSIC DEGREE (BM)

General Outline for the Bachelor of Music Degree	Required Semester Credits
MAJOR (Select from the above-mentioned fields) MINOR (none needed)	74 or more
FOUNDATIONAL CURRICULUM Core (16) FYSM 1300 First-Year Seminar: Gateway COMM 1300 Introduction to Communication FSSC 1170 Wellness for Life HIST 1300 Making History: The Human Experience in America RELI 2345 The Religious and Philosophical Life ENGL 3300 Writing as Discovery Choices: Freshman Writing: ENGL1301 or ENGL 1302 Sophomore Literature Fine Arts: Art, Music, or Theatre Biblical Studies: BIBL 1301 or BIBL 1302 Biblical Studies: MATH 1301 or higher Natural & Physical Sciences – Two courses from different fields, one with lab Natural Science Field: Biology or Environmental Science Physical Science Field: Chemistry, Geology, Physics, or Physical Science Social Science: Economics, Philosophy, Political Science, Psychology, or Sociology Technological Competency (in major)	3
FOREIGN LANGUAGE (See degree requirements for major)	0-6
MINIMUM REQUIRED	124

TEACHER PREPARATION FOR A B.M. DEGREE INCLUDES ADDITIONAL STATE REQUIREMENTS IN THE DEGREE CORE. SEE IRVIN SCHOOL OF EDUCATION (page 100).

BACHELOR OF SCIENCE DEGREE (BS)

General Outline for the Bachelor of Science Degree	Required Semester Credits
MAJOR (Select from the above-mentioned fields)	Minimum 30
MINOR (Select from the above-mentioned fields)	Minimum 18
FOUNDATIONAL CURRICULUM	53-56
Core (16)	
FYSM 1300 First-Year Seminar: Gateway	3
COMM 1301 Introduction to Communication	3
FSSC 1170 Wellness for Life	1
HIST 1300 Making History: The Human Experience in America	3
RELI 2345 The Religious and Philosophical Life	3
ENGL 3300 Writing as Discovery	3
Choices:	
Freshman Writing: ENGL 1301 or 1302	3
Sophomore Literature	
Fine Arts: Art, Music, or Theatre	
Biblical Studies: BIBL 1301 or BIBL 1302	
FSSC Activity (2 different activity courses)	2
Mathematics: MATH 1310 or higher, excluding MATH 1315 and MATH 1316	
Natural & Physical Sciences – At least two courses from different fields, with	labs11
Natural Science Field: Biology or Environmental Science	
Physical Science Field: Chemistry, Geology, Physics, or Physical Science	
Social Science: Economics, Philosophy, Political Science, Psychology, or So	
Technological Competency	0-3
:LECTIVES\	aries by major as needed for 124 hours minimum
IINIMUM REQUIRED	104
	124

BACHELOR OF SCIENCE IN HUMAN SCIENCES DEGREE (BSHS)

General Outline for the Bachelor of Science in Human Sciences Degree	Required Semester Credits
MAJOR (Select from the above-mentioned fields)	Minimum 30
MINOR (Select from the above-mentioned fields)	Minimum 18
FOUNDATIONAL CURRICULUM Core (16) FYSM 1300 First-Year Seminar: Gateway COMM 1301 Introduction to Communication— FSSC 1170 Wellness for Life— HIST 1300 Making History: The Human Experience in America— RELI 2345 The Religious and Philosophical Life— ENGL 3300 Writing as Discovery— Choices: Freshman Writing: ENGL 1301 or 1302— Sophomore Literature— Fine Arts: Art, Music, or Theatre— Biblical Studies: BIBL 1301 or BIBL 1302— FSSC Activity (2 different activity courses)—	3
Mathematics: MATH 1310 or higher	7 6
ELECTIVESVaries by major as	

TEACHER PREPARATION FOR A B.S.H.S. DEGREE INCLUDES ADDITIONAL STATE REQUIREMENTS IN THE DEGREE CORE. SEE IRVIN SCHOOL OF EDUCATION (See page 100).

BACHELOR OF SCIENCE IN NURSING DEGREE (BSN)

For admissions and other requirements leading to this degree, please refer to the School of Nursing section of this Catalog.	
General Outline for the Bachelor of Science in Nursing Degree	Required Semester Credits
MAJOR	64
MINOR (not required)	
FOUNDATIONAL CURRICULUM	68
Core (16)	
FYSM 1300 First-Year Seminar: Gateway	3
COMM 1301 Introduction to Communication	
FSSC 1170 Wellness for Life	
HIST 1300 Making History: The Human Experience in America	3
RELI 2345 The Religious and Philosophical Life	3
ENGL 3300 Writing as Discovery	3
Choices:	
Freshman Writing: ENGL 1301 or 1302	
Sophomore Literature	3
Fine Arts: Art, Music, or Theatre	
Biblical Studies: BIBL 1301 or BIBL 1302	
FSSC Activity (2 different activity courses)	2
Mathematics: MATH 1310 or higher and STAT 3312	
Natural & Physical Sciences – Courses from different fields, one with labs	
Natural Science Field: BIOL 2402/2403 Anatomy and Physiology I & II, and	d BIOL 2405 Public Health Microbiology
Physical Science Field: 4 credits from Chemistry including a lab	
Social Science: PSYC 1301, PSYC 2300 and SOCI 1301	9
Technological Competency	3
MINIMUM REQUIRED	128

PRE-PROFESSIONAL COURSES OF STUDY

Some students enrolling in the University are interested in preparing for professional fields such as dentistry, engineering, geology, law, medicine, pharmacy, or veterinary medicine. HSU offers an ample number of academic foundation courses required for admission to professional schools.

Professional schools maintain rigid admission policies, and admission is highly competitive. Qualified HSU students have been most successful in gaining admission to these schools.

A student interested in these specialized fields, in consultation with the appropriate advisor, is responsible for becoming acquainted with the admissions requirements of the school of his/her choice so that a program may be planned to meet those requirements.

The following pre-professional guidelines are provided for those wishing to complete liberal arts requirements at Hardin-Simmons University prior to their graduate or professional study

Pre-Engineering Requirements - Schools of engineering will accept work from Hardin-Simmons University which is equivalent to courses in their engineering curriculum. In general, a student may attend Hardin-Simmons University for two years and then transfer approximately 50-60 credits into an engineering curriculum. Each student will consult with the preengineering advisor from the beginning to plan a program that will fit the particular engineering school and program in which the student is interested.

The following is a general guide showing work which may be transferred from Hardin-Simmons University into an engineering curriculum. Particular requirements should be determined from the catalog of the selected engineering school—the exact credits transferred will depend upon the area of engineering and school selected. Some courses are offered on a rotational basis, therefore, work closely with your advisor in preparing your schedule.

PRE-ENGINEERING

re-Engineering Requirements	Required Semester Credi
OUNDATIONAL CURRICULUM	69-72
Core (16)	
FYSM 1300 First-Year Seminar: Gateway	3
COMM 1301 Introduction to Communication	3
FSSC 1170 Wellness for Life	1
HIST 1300 Making History: The Human Experience in America	3
RELI 2345 The Religious and Philosophical Life	3
ENGL 3300 Writing as Discovery	3
Choices:	
Freshman Writing: ENGL 1301 or 1302	3
Sophomore Literature	3
Fine Arts: Art, Music, or Theatre	3
Biblical Studies: BIBL 1301 or BIBL 1302	3
FSSC Activity (2 different activity courses)	
Mathematics: MATH 1420, 1421, 2320, 2321	14
Natural & Physical Sciences - At least two courses from different fields, one with lab	19
Natural Science Field: Biology or Environmental Science	
Physical Science Field: CHEM 1310/1110, 1311/111; PHYS 1320/1120, 1321/1121	
Social Science: Economics, Philosophy, Political Science, Psychology, or Sociology	6
Technological Competency	

Pre-Geologist Requirements The Bachelor of Science degree in Geological Sciences prepares students to sit for the National Association of State Boards of Geology (ASBOG) Fundamentals and Geology Practice examinations.

Pre-Graduate Software Engineering and Computer Science

- Students desiring to enroll in graduate programs in software engineering or computer science are strongly encouraged to major in computer science and minor in mathematics; major in mathematics and minor in computer science; or double major in mathematics and computer science. Alternatively, students may major in any science and take the following courses: MATH 1420, 1421, 2320, 3305, 3310, 3315; CSCI 1320, 2320, 3320, 3323.

Pre-Medical and Pre-Dental Requirements - Hardin-Simmons University has for many years provided course work necessary for preparing men and women for careers in medicine and

dentistry. Hardin-Simmons University students perform admirably in our nation's medical and dental schools. Many premedical and pre-dental students major in biochemistry, biology, or chemistry although it is possible to major in other areas. Each student is counseled individually with regard to needs and interests. The following outline of courses is a typical requirement for students applying to medical or dental schools.

Most pre-medical and pre-dental students will complete at least 124 credits, including the above courses, and obtain a Bachelor of Science or a Bachelor of Arts degree. Exceptional premedical and pre-dental students may elect to follow a threeyear degree plan consisting of at least 94 credits at HSU plus the successful completion of the first year in an accredited United States medical or dental school. This program is outlined below in this section of the Catalog.

PRE-MEDICAL AND PRE-DENTAL REQUIREMENTS

Pre-Medical and Pre-Dental Requirements	Required Semester Credits
Minimum Requirements: Biological Sciences	
Suggested Course Requirements: Biology 1306, 1106, 1307, 1107, and 2 upper level courses*	19-21 8 6
*Anatomy, Physiology, Microbiology, Genetics, Molecular Biology, Immunology, Histology, Advanced Cell Biology are suggested to strengthen the student's science background **Biochemistry II is recommended for pre-medical and pre-dental students to strengthen the student's ***recommended for all pre-health students.	s science background

Bachelor of Science—Three Year Pre-Medical and Pre-Dental Programs - The Bachelor of Science degree is available to exceptional pre-medical and pre-dental students who have completed at least 94 semester credits, as outlined above, and who have completed 30 semester credits or the first year in an accredited United States medical or dental school. These students will receive the Bachelor of Science degree in Biology from Hardin-Simmons University. Preparation of the work done in medical or dental school must be made by the dean of that school.

Pre-Law Program and Legal Studies Minor - Few law schools require specific undergraduate majors for admission. Accordingly, a pre-law student at HSU may, after consultation with the pre-law advisor, choose his course of study from a variety of curricula.

However, for both the student seeking a law or law-related career ("professional track" student) and students interested in the law from a liberal arts or other perspective ("non-professional track" student), HSU offers a unique

multidisciplinary legal study minor of 18 credits. This program is available under the B.A., B.B.S., or B.B.A. degree.

Please direct questions concerning the Legal Studies and prelaw programs to the University's Legal Studies Director. For additional information, refer to the catalog section on Legal Studies.

Pre-Pharmacy Requirements - Students interested in a career in pharmacy *may* complete at least two years of work in a college or university and then enter a school of pharmacy for four additional years. Most students take an average of 2 $\frac{1}{2}$ - 3 years to complete the course requirements for pharmacy college. A prior degree is not required, though the applicant pools reveal that over half of the applicants have a degree in some field of study. The student and his/her advisor will consult the catalog of the school of pharmacy to which the student seeks admission and plan his/her specific program to meet the requirements of that school. The following pre-pharmacy program represents the requirements of most pharmacy schools.

PRF-PHARMACY REQUIREMENTS

TRE-THARMACT REQUIREMENTS	
Pre-Pharmacy Requirements	Required Semester Credits
American History	6
Biology 1306, 1106, 2420, 3420, 3417*, 3418*	12-20
Chemistry 1310, 1110, 1311, 1111, 3401, 3402	16
Fconomics	
English and/or Speech	6-12
English and/or SpeechFitness & Sport Sciences activity courses	2-4
Mathematics 1420, 3312, 1310*	9
Physics 1310, 1110, 1311, 1111	8
Political Science	6
TOTAL CREDITS	61-72
*recommended	

Pre-Physical Therapy - While the requirements for admission to any of the professional physical therapy educational programs have similar prerequisites, there are slight differences with each school. The student is advised to consult with each program in which they have an interest for specific admission criteria. All physical therapy programs confer the doctoral (DPT) degree upon graduation and generally require that the applicant complete a baccalaureate degree which will include the prescribed prerequisite course work. Admission to physical therapy programs is highly competitive and usually requires a grade point average considerably above a 3.00 (on a 4.00 system.) Additionally, the majority of programs require that the student demonstrate knowledge of the profession. This may be

obtained in a variety of ways, such as observation, volunteering or paid employment as an aide in a physical therapy department or clinic. It is suggested that the student have broad exposure to various types of physical therapy practice settings. Hardin-Simmons University offers a doctoral-level curriculum in physical therapy education with a class beginning yearly in the fall semester. As a service to the pre-physical therapy students on the HSU campus, the department of physical therapy serves as a central advisory office. Pre-physical therapy students should seek assistance from their academic advisor or contact the Department of Physical Therapy with questions about the graduate program in physical therapy at HSU.

PRE-PHYSICAL THERAPY

Pre-Physical Therapy Requirements	Required Semester Credits
Biology 1306/1106, 1307/1107 OR 2402, 2403 AND 3417, 3418	
Chemistry 1310/1110, 1311/1111	
Physics 1310/1110, 1311/1111	
Statistics	
Psychology 1301; 2300 or 3303	6
TÓTAL CREDITS	
Biology: General Biology with lab for science majors (1306/1106 and 1307/1107) OR A&P I (2402	

Chemistry: General Chemistry with lab for science majors; organic chemistry or other higher courses may be used.

Statistics: One introductory course: may be taken from any department.

Psychology: Minimum one introductory or general psychology course AND one course in developmental or abnormal psychology; two appropriate higher-level courses may also be used.

Advanced Anatomy: One course of upper level human anatomy with lab (3417); if a 300/400 level human anatomy course is not available, another upper level course related to humans may be substituted (embryology, microbiology, neuroanatomy, etc.)

General Physiology: One course of upper level human physiology with lab (3418), if a 300/400 level human physiology course is not available, another upper level biology course related to humans may be substituted (pathophysiology, neurophysiology, immunology, nutrition, etc. -NO EXERCISE PHYSIOLOGY)

PRE-PHYSICIAN ASSISTANT

Pre-Physician Assistant Requirements Required Semester Credits Biological Sciences 1306/1106, 1307/1107, 3417/3418 (OR 2402/2403), 3420-------20 General Chemistry 1310/1110 -----Organic Chemistry-------4 Psychology 1301______3 Sociology 1301*-----Statistics**-------Biology: General Biology with lab for science majors (1306/1106 and 1307/1107) and Microbiology with lab for science majors (3420) Anatomy/Physiology: Advanced Human Anatomy (3417) and General Physiology (3418) are recommended; OR A&P I (2402) and A&P II (2403) may be taken. *Sociology may be waived if 3 additional semester hours of Psychology have been completed * *Statistics: STAT 3312 is recommended, lower level statistical courses will be considered

Cynthia Ann Parker College of Liberal Arts

Dean

Dr. Stephen Cook

The Cynthia Ann Parker College of Liberal Arts offers courses and programs designed to provide a broad liberal arts education to students in all majors throughout the University. The Foundational Curriculum, which is required for all bachelor's degrees, is provided primarily through the College as are a wide variety of courses which serve to augment and expand the student's general educational experience.

The College also offers specialized training in a variety of pre-professional programs and in specific major and minor fields appropriate to the following bachelor's degrees:

Majors

Bachelor of Arts

Strategic Communication

Criminal Justice

English

History

Psychology

Bachelor of Behavioral Science

Strategic Communication

Criminal Justice

History

Psychology

Social Work

Bachelor of Science

Criminal Justice

Health Psychology

Psychology

Social work and Psychology

For specific requirements leading to these degrees, please refer to the Academic Organization and

Degrees section of this catalog.

In addition to these programs the college offers minors in several fields of study.

Minors

Communication

Criminal Justice

English

Forensic Studies

History

Honors

Human Computer Interaction

Leadership

Legal Studies

Philosophy

Political Science

Psychology Social Work Sociology

Spanish

Writing

The following topics and courses are also offered in the Cynthia Ann Parker College of Liberal Arts.

Geography

Objectives - Geography is offered to give the student an opportunity to learn more about the world. GEOG 3301 is required for the Social Studies Composite major as well as elementary teacher preparation students. History certification students will take 3301 (cross-listed as HIST 3307), and all history majors are encouraged to take it.

Humanities

Objectives - Each of these courses is designed to be taken independently. The first two survey the interrelatedness or selected academic disciplines in order that students may gain an informed perspective on their cultural background and to help them better understand contemporary culture. The film course studies the evolution of motion pictures in America as a contemporary phenomenon resulting from societal, cultural, artistic, and commercial influences.

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Minor (minimum 18 credits, 9-12 upper level) **Technological Competency and Electives**

Computers in Communication

Total Credit Hours: 124

Electives (3-6 upper level)

COMM 1310

DEPARTMENT OF COMMUNICATION Strategic Communication, B.A. (SCOM) http://www.hsutx.edu/academics/cap/communicati Core Curriculum **Core Distinctive Head of Department** FYSM 1300 First Year Seminar: Gateway Dr. Steve Stogsdill COMM 1301 Speech Communication 325-671-2206 **KINE 1170** Wellness for Life **HSU Box 16145** HIST 1300 Making US History sstogsdill@hsutx.edu The Religious and Philosophical Life 3 **RELI 2345** Writing As Discovery ENGL 3300 **Faculty** Writing Joseph Bailey, Ph.D., Professor Freshmen Writing I or **ENGL 1301** Timothy B. Chandler, Ed.D., Professor **ENGL 1302** Freshmen Writing II Steven P. Stogsdill, Ph.D., Associate Professor Literature ENGL 2301 World Literature or Objectives ENGL 2302 English Literature or The learning objectives for the Strategic ENGL 2303 American Literature Communication degree in the Department of **Fine Arts** Communication are for the student to become Fine Arts - from Art. Music. Theatre proficient in writing, mass media literacy, **Biblical Studies** advertising, public speaking, political BIBL 1301 Old Testament Survey or communication, and building a career portfolio in an **BIBL 1302 New Testament Survey** integrated course of study involving each faculty Kinesiology, Health and Recreation member. Students will engage in the application of KINE Activity course (X 2) theory in professional settings for a rapidly changing **Mathematics** world of communication. **MATH 1301** Aspects of Modern Math or higher Internship **Natural and Physical Sciences** All Department of Communication majors and BIOL or ENVS minors are eligible to enroll in COMM 4389, PHYS, GEOL, CHEM, or PHSC Communication Internship, during the junior or Science Lab senior year. Plans for an internship should be made Social and Behavioral Sciences with a communication advisor in advance of the Must be from outside the major & minor semester in which the student wishes to do the ECON, POLS, PSYC, SOCI, or PHIL internship. **Foreign Language** One language 12 Portfolio Requirement for Graduation **Major: Strategic Communication** 36 During the junior or senior year, the student **COMM 1380** Survey of Mass Media majoring in communication must enroll in COMM **COMM 2300 Communication Theory** 4310, Digital Portfolio. At the beginning of the senior COMM 2301 **Public Speaking** year the student majoring in communication must **COMM 2308** Social Media Writing present a portfolio of work completed in the Survey of Advertising COMM 2352 department. This presentation may be added to **Interpersonal Communication** COMM 3302 during the senior year of study with the consultation **COMM 3308** Media Campaigns provided by the student's advisor and other COMM 3330 Survey of American Film members of the communication faculty. COMM 4303 **Political Communication COMM 4305** Organizational Communication COMM 4310 Digital Portfolio 3 **Note: Graduation Requirements** Internship in Communication COMM 4389 Complete a minimum of 124 credits with a Minor 18

cumulative GPA of 2.0 or higher to

80 Chapel attendances required.

42 upper level credits (3000 and 4000-

graduate.

level) required.

Strategic C	ommunication, B.B.S.			cation Minor (COMM)	
			Required Cou		
(SCOM)			COMM 1380	Survey of Mass Media	3
Core Curricul		55	COMM 2301	Public Speaking	3
EVOV 4000	Core Distinctive	0	COMM 3302	Interpersonal	3
FYSM 1300	First Year Seminar: Gateway	3	20111	Communication	0
COMM 1301	Speech Communication	3	COMM	upper level elective	3
KINE 1170	Wellness for Life	1	COMM	upper level elective	3
HIST 1300	Making US History	3	COMM	upper level elective	3
RELI 2345	The Religious and Philosophical Lif		* In addition t	o COMM 1301	
ENGL 3300	Writing As Discovery	3		Total Credit	Hours: 18
	Writing				
ENGL 1301	Freshmen Writing I or	_	Madia Dro	duction Minor (MDDI	21
ENGL 1302	Freshmen Writing II	3		duction Minor (MDPI))
	Literature		Required Cou		
ENGL 2301	World Literature or		COMM 1380	Survey of Mass Media	3
ENGL 2302	English Literature or		COMM 2352	Survey of Advertising	3
ENGL 2303	American Literature	3	COMM 2335	Media Field Production	3
	Fine Arts		COMM 3308	Media Campaigns	3
Fine Arts - fron	n Art, Music, Theatre	3	COMM 4335	Media Production	3
	Biblical Studies			COMM or Interdisciplinary	3
BIBL 1301	Old Testament Survey or			elective	
BIBL 1302	New Testament Survey	3		Total Credit	Hours: 18
	ology, Health and Recreation				
KINE Activity of		2			
	Mathematics				
MATH 1301	Aspects of Modern Math or higher	3			
	ural and Physical Sciences				
	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Socia	al and Behavioral Sciences				
Must be	from outside the major & minor				
	aximum 9 hours of history				
•	upper level recommended)				
ECO	N, HIST, PHIL, POLS, PSYC, or SOCI	15			
Major: Strateg	gic Communication	36			
COMM 1380	Survey of Mass Media	3			
COMM 2300	Communication Theory	3			
COMM 2301	Public Speaking	3			
COMM 2308	Social Media Writing	3			
COMM 2352	Survey of Advertising	3			
COMM 3302	Interpersonal Communication	3			
COMM 3308	Media Campaigns	3			
COMM 3330	Survey of American Film	3			
COMM 4303	Political Communication	3			
COMM 4305	Organizational Communication	3			
COMM 4310	Digital Portfolio	3			
COMM 4389	Internship in Communication	3			
Minor		18			
Minor (minimu	ım 18 credits, 9-12 upper level)				
Technological	Competency and Electives	15			
COMM 1310	Computers in Communication	3			
	Electives (3-6 upper level)	12			
	Total Credit Hours	124			

DEPARTMENT OF CRIMINAL JUSTICE

http://www.hsutx.edu/academics/cap/criminaljustic e/ Head of Department Dr. Karin Brown

325-670-5819 HSU Box 16024 kbrown@hsutx.edu

Faculty Karin Brown, Ph.D., Associate Professor

Objectives

The field of criminal justice is dynamic and local, state, and federal agencies are recruiting men and women of integrity, dedication, and a strong desire to serve their communities. The faculty in the Criminal Justice Department are invested in the education and development of students toward achieving their personal and professional goals and are committed to preparing them to ethically demonstrate those qualities sought by agencies at all levels of this system.

Students must complete the HSU core curriculum as described in this catalog; have a minimum of 42 upper level credits and a minimum of 124 semester credits. A minimum 2.0 overall GPA and a minimum 2.0 GPA in the major and minor field of study are required for graduation. Criminal Justice majors and minors must earn at least a "C" in all criminal justice courses or retake the course the next time it is offered. "D's" in criminal justice courses will not count toward a Criminal Justice major or minor and transfer students may not petition to transfer a "D" in a criminal justice course from another institution.

Forensic Studies Minor

This course of study provides students with the skills requisite to the investigation of criminal offenses and the identification, apprehension, and prosecution of criminal offenders. This curriculum integrates various disciplines pertaining to deviant and criminal behavior with the practice of identification, procurement, and presentation of evidence resulting from criminal activity. The curriculum blends crime scene analysis, laboratory analysis, behavior analysis, and criminal law. The program's objective is to develop a sound educational foundation for graduate work or professional practice at the bachelor's level. Legal Studies Minor

This program is a unique multidisciplinary minor of law and law-related courses in criminal justice, political science, and business administration. Students may elect to major in Criminal Justice and minor in Legal Studies. For further information, please refer to the Legal Studies section in this catalog.

Admission Requirements

All prospective students should research agency requirements and standards to determine whether they qualify for employment. Policies vary among agencies and often include age, eyesight, weight, and other health and personal restrictions. Additionally, criminal justice agencies conduct thorough background investigations of applicants and those with issues related to criminal records and/or poor driving records may be disqualified. Admission into and continuation in the Criminal Justice program include the potential for employability in criminal justice or related fields and academic performance and conduct. Students who develop academic, attendance or conduct issues after admission may be dismissed from the program. The Criminal Justice Department faculty are dedicated to the academic and pre-professional development of students seeking a career or advanced study in this challenging and highly rewarding field.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Criminal Justice, B.A. (CRIJ)				ustice, B.B.S. (CRIJ)	
Core Curricu		58	Core Curricu		55
	Core Distinctive	_		Core Distinctive	_
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life		RELI 2345	The Religious and Philosophical Li	
ENGL 3300	Writing As Discovery Writing	3	ENGL 3300	Writing As Discovery Writing	3
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3	ENGL 1302	Freshmen Writing II	3
	Literature			Literature	
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2303	American Literature	3	ENGL 2303	American Literature	3
	Fine Arts			Fine Arts	
Fine Arts - fro	om Art, Music, Theatre	3	Fine Arts - fro	m Art, Music, Theatre	3
	Biblical Studies			Biblical Studies	
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey	3
	siology, Health and Recreation			iology, Health and Recreation	Ü
KINE Activity		2	KINE Activity		2
111112110011109	Mathematics	_	111112110011109	Mathematics	_
MATH 1301	Aspects of Modern Math or higher	3	MATH 1301	Aspects of Modern Math or higher	. 3
	tural and Physical Sciences	Ü		tural and Physical Sciences	J
BIOL 3303	Topics in Forensic Science	3	BIOL 3303	Topics in Forensic Science	3
BIOL 3103	Forensic Science Lab	1	BIOL 3103	Forensic Science Lab	1
DIOL 3103	CHEM, GEOL, PHYS, or PHSC	3	DIOLISTOS	CHEM, GEOL, PHYS, or PHSC	3
Soci	cial and Behavioral Sciences	3	Soc	ial and Behavioral Sciences	3
	e from outside the major & minor			e from outside the major & minor	
Must b	ECON, POLS, PSYC, SOCI, or PHIL	6		Iaximum 9 hours of history	
		O		6 upper level recommended)	
	Foreign Language One language	12			15
Major Crims	5 5	12 42		ON, HIST, PHIL, POLS, PSYC, or SOCI	
Major: Crimi	•		Major: Crimi	•	42
CRIJ 1301	The Justice System	3	CRIJ 1301	The Justice System	3
CRIJ 1302	Law Enforcement Prac &		CRIJ 1302	Law Enforcement Prac &	
Procedures	3	_	Procedures	3	_
CRIJ 1303	Courts and the Judicial Process	3	CRIJ 1303	Courts and the Judicial Process	3
CRIJ 1304	Corrective Methods and Outcomes	3	CRIJ 1304	Corrective Methods and Outcomes	
CRIJ 2305	Youth Justice	3	CRIJ 2305	Youth Justice	3
CRIJ 3302	Bill of Rights and the Criminal		CRIJ 3302	Bill of Rights and the Criminal	
Justice	3		Justice	3	
CRIJ 3305	Report Writing, Research &		CRIJ 3305	Report Writing, Research &	
Statistics	3		Statistics	3	
CRIJ 3307	Criminal Law	3	CRIJ 3307	Criminal Law	3
CRIJ 4311	Service Learning and Field	3	CRIJ 4311	Service Learning and Field	3
CRIJ 4321	Ethics in the Justice Sytem	3	CRIJ 4321	Ethics in the Justice Sytem	3
CRIJ 4360	Capstone	3	CRIJ 4360	Capstone	3
	Upper level CRIJ electives	9		Upper level CRIJ electives	9
Minor		18	Minor		18
Technologic	al Competency and Electives	6	Technologica	nl Competency and Electives	9
CSCI 1306	Intro to Computer Forensics	3	CSCI 1306	Intro to Computer Forensics	3
	Electives	3		Electives	6
	Total Credit Hours: 1	24		Total Credit Hours:	124
*Grades of C	or above are required in all criminal		*Grades of C o	r above are required in all criminal	
justice course	es.		justice course	S.	

Criminal J	ustice, B.S. (CRIJ)		Criminal J	ustice Minor (CRIJ)
Core Curricu		53	Required Cou	
Core Curricu	Core Distinctive	33	CRIJ 1301	The Justice System 3
FYSM 1300	First Year Seminar: Gateway	2	CRIJ 3307	Criminal Law 3
COMM 1301	Speech Communication	3 3	•	
	Wellness for Life		CRIJ 4321	· · · · · · · · · · · · · · · · · · ·
KINE 1170		1		,
HIST 1300	Making US History	3	*0 1 60	CRIJ Upper Level Electives 6
RELI 2345	The Religious and Philosophical Life			or above are required in all criminal
ENGL 3300	Writing As Discovery Writing	3	justice course	es. Total Credit Hours: 18
ENGL 1301	Freshmen Writing I or			
ENGL 1302	Freshmen Writing II	3	Forensic S	Studies Minor (FRNS)
	Literature		Required Cou	irses
ENGL 2301	World Literature or		BIOL 3103	Forensic Science Lab 1
ENGL 2302	English Literature or		BIOL 3303	Topics in Forensic Science 3
ENGL 2303	American Literature	3	CSCI 1306	Intro to Computer Forensics 3
	Fine Arts		4 of the follow	
Fine Arts - fro	om Art, Music, Theatre	3	CRIJ 3304	Forensic Interviewing 3
	Biblical Studies	_	CRIJ 3306	Mental Health & Justice System 3
BIBL 1301	Old Testament Survey or		CRIJ 4309	International/Domestic Terrorism 3
BIBL 1302	New Testament Survey	3	POLS 4309	International/Domestic Terrorism 3
	siology, Health and Recreation	3	CRIJ 4312	Violence and Victimology 3
KINE Activity		2	LGLS 4312	Violence and Victimology 3 Violence and Victimology 3
KINE ACTIVITY	Mathematics	2	SOCI 4312	Violence and Victimology 3 Violence and Victimology 3 Violence and Victimology 3
	6 credits MATH 1310 or higher	6	CRIJ 4313	Forensic Evidence/Expert Witness 3
	_	O	LGLS 4313	Forensic Evidence/Expert Witness 3 Forensic Evidence/Expert Witness 3
No	(not MATH 1315)			
	tural and Physical Sciences	2	CRIJ 4317	
BIOL 3303	Topics in Forensic Science	3	POLS 4317	
BIOL 3103	Forensic Science Lab	1	CRIJ 4318	Case Law and Courtroom Testimony 3
	CHEM, GEOL, PHYS, or PHSC with lab		LGLS 4318	Case Law and Courtroom Testimony 3
	Science Elective	3	CRIJ 4304	Profiling Serial Offenders 3
	cial and Behavioral Sciences		CRIJ 4319	Sex Crimes 3
Must b	e from outside the major & minor		CRIJ 4320	Seminar in Forensic Studies 3
	ECON, POLS, PSYC, SOCI, or PHIL	6	CRIJ 4323	Forensic Investigation 3
Major: Crimi		42	CRIJ 4317	Homeland Security 3
CRIJ 1301	The Justice System	3	CRIJ 4324	Crime Scene Investigation 3
CRIJ 1302	Law Enforcement Prac &		CRIJ 4355	Search and Seizure 3
Procedures	3		CRIJ 4336	Forensic Psychology 3
CRIJ 1303	Courts and the Judicial Process	3	PSYC 4336	Forensic Psychology 3
CRIJ 1304	Corrective Methods and Outcomes	3		Total Credit Hours: 19
CRIJ 2305	Youth Justice	3		
CRIJ 3302	Bill of Rights and the Criminal			
Justice	3			
CRIJ 3305	Report Writing, Research &			
Statistics	3			
CRIJ 3307	Criminal Law	3		
CRIJ 4311	Service Learning and Field	3		
CRIJ 4321	Ethics in the Justice Sytem	3		
CRIJ 4360	Capstone	3		
- ,	Upper level CRIJ electives	9		
Minor	-ppor ior or oranj orocaveo	18		
	al Competency and Electives	11		
CSCI 1306	Intro to Computer Forensics	3		
3501 1500	Electives	8		
	Total Credit Hours: 1	-		
*Grades of C	or above are required in all criminal	- 1		
instice course	-			

justice courses.

DEPARTMENT OF ENGLISH

http://www.hsutx.edu/academics/cap/english

Head of Department Dr. Traci S. Thompson 325-670-1305 HSU Box 16035 tthomp@hsutx.edu

Faculty

Jason King, Ph.D., Associate Professor Laura Pogue, Ph.D., Associate Professor Traci S. Thompson, Ph.D., Professor

Objectives

The Department offers courses in literature and the English language. Courses in composition and language provide training in the techniques and skills requisite for accurate and effective written expression. Courses in the literature of America, England, and other countries familiarize students with specific writers, movements, periods, and literary issues; prepare students to recognize, to analyze, and to evaluate the various types of literature; build reading and other language skills; train students to do independent thinking and research; and develop understanding of aesthetic and cultural dimensions in the human experience. The Department offers a major and minor in English.

A bachelor's degree in English thus provides excellent preparation for the professional world beyond the university years and is a powerful degree for any area where sharp critical thinking skills are highly valued. English graduates are especially qualified for careers in communication, journalism, public relations, business, technology, and education as well as further study in law, library science, literature, or creative writing.

Members of the department are available to assist the student during any phase of this study at the University. Students are encouraged to take advantage of the Writing Center, located in Abilene Hall, Room 313, for help with problems in written expression.

The student should note that the Bachelor of Arts degree requires 12 credits of one foreign language. The department considers foreign language courses extremely beneficial to students, especially those planning to teach English because they understand their own language better when they know at least one other language. In addition, those students planning to attend graduate school will find it especially beneficial to meet the foreign language requirement as part of the bachelor degree.

Freshman English

All degree candidates in the University, regardless of the degree sought, are required to receive three semester credits of English composition credit (ENGL 1301, 1302, or BSAD 1301). Research papers are required.

Sophomore English

- All University curricula requires students to receive at least three semester credits in literature credit. The student may satisfy this requirement by taking a literature course numbered in the 2300 sequence. Three semester credits of freshman and three credits of sophomore English are prerequisite to all English courses numbered 3000 or above. A student seeking a teaching certificate for English Language Arts in grades 4-8 or 7-12 or majoring in English, must take six credits at the sophomore level. Research papers are required.

Teacher Preparation Program

Students seeking teacher certification in English should refer to the Irvin School of Education section of this catalog for Texas certification requirements. English majors seeking certification for grades 4-8 or 7-12 must meet the following requirements to be eligible to student teach and to take the TExES prior to graduation:

- Cumulative GPA of 2.80 in English courses;
- Obtain written consent of the Head of Department of English.

Additionally, students seeking certification need to attend a practice session for the TExES exam. These sessions are sponsored regularly by the Irvin School of Education and more information can be obtained in that office.

For certification plans in English Language Arts, see ENGLISH LANGUAGE ARTS and READING GRADES 4-8 (M.ELAR) (p. 120) and ENGLISH LANGUAGE ARTS & READING GRADES 7-12 (H.ELAR) (p. 122)

Advanced Placement/CLEP Credit

If another university granted AP credit for a score of less than 3, that credit will NOT transfer to HSU. If CLEP credit was granted by another university, that credit will only transfer to HSU if the original exam included the essay portion. CLEP credit requires both objective and essay portions of the exam be taken. CLEP is available for English 1301, 1302, and 2300 level courses.

NOTE: CLEP accepts requests for sending scores ONLY if such requests come from the student. Educational institutions are not permitted to make such requests. Thus, the student is responsible for contacting CLEP and requesting scores be sent to $\mbox{HSU}.$ There is no departmental exam for English credit at

HSU, and departmental exam credits from other universities will NOT transfer.

Technological Competency: The department accepts CSCI 1303.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

English Minor (ENGL) Required Courses

	Total Credit H	ours: 27	
	English Electives upper level	12	
	Non-literature upper level	3	
	British Lit upper level	3	
	American Lit upper level	3	
ENGL 3300	NGL 3300 Writing as Discovery		
ENGL 230X	Sophomore Literature	3	
Required Courses			

Writing Minor (WRIT)

Total Credit Hours: 18				
COMM 2308	Social Media Writing	3		
ENGL 4318	Studies in Compositional Theory	3		
ENGL 4302	Issues in Grammar	3		
ENGL 4316	Adv Creative Writing	3		
ENGL 4315	Creative Writing	3		
ENGL 3300	Writing as Discovery	3		
Required Courses				

English, B.A. (ENGL)

English, B.A. (ENGL)					
Core Curricul	um	52			
	Core Distinctive				
FYSM 1300	First Year Seminar: Gateway	3			
COMM 1301	Speech Communication	3			
KINE 1170	Wellness for Life	1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Lit	fe 3			
	Writing				
ENGL 1301	Freshmen Writing I or	_			
ENGL 1302	Freshmen Writing II	3			
	Literature				
	See Major				
	Fine Arts				
Fine Arts - fron	n Art, Music, Theatre	3			
	Biblical Studies				
BIBL 1301	Old Testament Survey or				
BIBL 1302	New Testament Survey	3			
Kinesi	ology, Health and Recreation				
KINE Activity of	ourse (X 2)	2			
	Mathematics				
MATH 1301	Aspects of Modern Math or higher	. 3			
Natural and Physical Sciences					
	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Socia	Social and Behavioral Sciences				
Must be	from outside the major & minor				
	ECON, POLS, PSYC, SOCI, or PHIL	6			
	Foreign Language				
	One language	12			
Major: English	1	40			
ENGL 230X	Sophomore Literature Course	3			
ENGL 230X	Sophomore Literature Course	3			
ENGL 3300	Writing As Discovery	3			
	American Lit Upper Level Credits	6			
	English Literature Upper Level	6			
	Non-literature Upper Level	6			
	English Electives Upper Level	12			
ENGL 4110	Senior Capstone Course	1			
Minor		18			
Technological	Competency and Electives	14			
CSCI 1303	Intro to Computer Applications	3			
	Electives	11			
	Total Credit Hours: 124				

DEPARTMENT OF FOREIGN LANGUAGES

(French, German, and Spanish)

(For Greek and Hebrew courses see Logsdon School of Theology)

http://www.hsutx.edu/academics/cap/foreignlanguage

Director of Foreign Languages Dr. Rosario Hall 325-670-1309 HSU Box 16206 Rosario.hall@hsutx.edu

Faculty

Rosario Hall, Ph.D., Associate Professor

A working knowledge of a second language serves as an important means of expanding communication among peoples and transcends cultural barriers so, in an increasingly interdependent world and global workplace, can be vital to success in one's profession. Additionally, second language study promotes greater diversity of thought in all disciplines and deepens appreciation of one's native tongue.

The Department of Foreign Languages offers a minor for the study of Spanish as well as two years of study in German and French. All students are encouraged to fuse second language work with their major and minor concentrations of study, whether for elective credit or for credit towards the Foreign Language requirement in the Bachelor of Arts degree.

Note: No correspondence work or online work will be counted toward foreign language credit. No correspondence or online work may be taken for 1301, 1302, 2301, 2302. Four semesters (two years) of study in a foreign language is required for some degrees. However, if a student demonstrates proficiency at the intermediate level, whether by satisfactory performance in appropriate course work or by a departmental examination or by a standardized college-level examination, he/she shall be regarded as having satisfied the foreign language requirement on the Bachelor of Arts degree. See 'Academic programs And Policies (p. 29) for the regulations for Credit by Examination with special attention to regulations #4 and #5.

Audits are not permitted in Foreign Language.

Objectives

- To prepare students with a foundation of grammar, vocabulary, syntax, and literary analysis;
- To develop audio-oral skills in the modern foreign languages;

- To increase student abilities to communicate in oral and written expression;
- To develop the interpersonal, interpretive, and presentational modes of communication;
- To increase the student's knowledge and understanding of the target culture;
- To exercise using a wide range of resources in pursuit of knowledge for independent research;
- To offer opportunity for students to process information and knowledge which enrich a student's values, attitudes, and perspectives;
- To understand traditional approaches to the study of modern languages and literature as well as current and changing methodologies;
- To foster connections with other disciplines;
- To develop insights into the nature of languages other than English by comparison of an additional language with one's first language;
- To encourage Foreign Language students to develop a sense of community by participation in the university community and in the world at large with service and communication;
- To prepare students for advanced study in the language and/or professions in which the knowledge of foreign language is a primary or a value-added component.

Haggerton Language Laboratory

Through a generous donation from the Haggerton Estate, the Department of Foreign Languages offers foreign language students the many features of its state-of-the-art multimedia language facility. Students in ALL first-year language classes are expected to complete a minimum of one hour of language lab per week. Upper-level students will use the lab as required by the professor to practice communication skills, to do research, and to learn more about the culture of the language being studied. All students are encouraged to spend time in the laboratory for language review or improvement. The Haggerton Language Laboratory schedule is posted each semester on the bulletin board next to the lab, in class syllabi, and Canvas.

Study Abroad

Students are encouraged to consider the Study Abroad opportunity offered at the University of Salamanca in Salamanca, Spain. No other study abroad in Spanish will be accepted for course credit unless previously approved by the Department of Foreign Language.

Internships

Students are encouraged to consider an internship in Spain under the auspices of the Embassy of Spain or at the University of Salamanca. See Department Head for details.

Spanish Minor (SPAN)

Required Courses

SPAN 1301	Elementary Spanish I	3
	2 1	ū
SPAN 1302	Elementary Spanish II	3
SPAN 2301	Intermediate Spanish I	3
SPAN 2302	Intermediate Spanish II	3
	SPAN upper level credits	9

Total Credit Hours: 21

Note: To be awarded CLEP credit for Spanish, the student must demonstrate writing proficiency by performing at B level or above on the optional essay.

DEPARTMENT OF HISTORY

http://www.hsutx.edu/academics/cap/history

Head of Department Donathan Taylor 325-670-1294 Box 16125 dtaylor@hsutx.edu

Faculty

Tiffany Fink, Ph.D., Professor Donathan Taylor, Ph.D., Professor Richard Traylor, Ph.D., Professor

The Department of History seeks to provide a dynamic learning environment for the exploration of our collective human past in all its rich dimensions. The Department of History offers major and minor programs leading to the Bachelor of Arts and Bachelor of Behavioral Science degrees. The experienced faculty members of the department are available to assist students throughout their academic journey at HSU.

Objectives

The Department of History has four main objectives (1) to contribute to the liberal arts experience and general education of the student; (2) to give students a fundamental knowledge and understanding of the social, political, cultural, and religious movements, and the most influential people, scientific discoveries, and technological advances as well as the major events which have shaped human history; (3) to prepare students to meet the challenges of teaching in the public schools; (4) to prepare students to meet the challenges of graduate study at an accredited institution of higher learning.

An education in history can provide students with the multiple skills necessary to prepare them not only as citizens but as educators, information managers, writers, editors and businesspeople as well as for law school and further graduate work in history.

Note: CLEP for history courses for history majors or minors is not accepted.

Teacher Preparation Programs

History majors seeking certification for grades 7-12 must successfully meet the following requirements to be eligible to student teach and sit for the TEXES prior to graduation:

1. complete admission into teacher preparation program and complete program requirements.

successfully complete the practice TExES administered by the Irvin School of Education
 demonstrate a cumulative GPA of 2.8 in all History courses.

Students seeking teacher Preparation in Social Studies (composite) and/or History for Grades 7-12 should refer to the Irvin School of Education section of this catalog for Teacher Preparation Requirements.

Geography

Objectives - Geography is offered to give the student an opportunity to learn more about the world. GEOG 3301 is required for the Social Studies Composite major as well as elementary teacher preparation students. History certification students will take 3301 (cross-listed as HIST 3307), and all history majors are encouraged to take it.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

History, B.A. (HIST)

HISTORY, B.A. (HIST)					
Core Curricul	um	58			
	Core Distinctive				
FYSM 1300	First Year Seminar: Gateway	3			
COMM 1301	Speech Communication	3			
KINE 1170	Wellness for Life	1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Lif	e 3			
ENGL 3300	Writing As Discovery	3			
	Writing				
ENGL 1301	Freshmen Writing I or				
ENGL 1302	Freshmen Writing II	3			
	Literature				
ENGL 2301	World Literature or				
ENGL 2302	English Literature or				
ENGL 2303	American Literature	3			
LIVOL 2505	Fine Arts	3			
Fine Arts - from	n Art, Music, Theatre	3			
rille Al ts - II of	Biblical Studies	3			
DIDI 1201					
BIBL 1301	Old Testament Survey or	3			
BIBL 1302	New Testament Survey	3			
	ology, Health and Recreation	2			
KINE Activity of		2			
N/ A TTV 4 0 0 4	Mathematics	_			
MATH 1301	Aspects of Modern Math or higher	3			
Natural and Physical Sciences					
	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
	al and Behavioral Sciences				
Must be	from outside the major & minor				
	ECON, POLS, PSYC, SOCI, or PHIL	6			
	Foreign Language				
	One language	12			
Major: History	y	30			
HIST 1301	U S History to 1876	3			
HIST 1302	U S History Since 1876	3			
HIST 2301	History of Western Civ. to 1550	3			
HIST 2302	History of Western Civ. Since 1550	3			
HIST 3100	Historiography	1			
HIST 3200	Seminar in Historical Writing	2			
HIST 3306	Studies in World History	3			
	HIST Electives upper level	12			
Minor	PP	18			
	Competency and Electives	18			
CSCI 1303	Intro to Computer Applications	3			
	Electives (upper level recommende	_			
	Total Credit Hours: 124				

History, B.B.S. (HIST)			History M	inor (HIST)
Core Curriculum		55	Required Cou	•
core currieus	Core Distinctive	55	HIST 1301	U S History to 1876
FYSM 1300	First Year Seminar: Gateway	3	HIST 1302	U S History Since 1876 3
COMM 1301	Speech Communication	3	HIST 2301	History of Western Civ. to 1550
KINE 1170	Wellness for Life	1	HIST 2302	History of Western Civ. Since 1550 3
HIST 1300	Making US History	3	HIST 3100	Historiography 1
RELI 2345	The Religious and Philosophical Li		HIST 3200	Seminar in Historical Writing 2
ENGL 3300	Writing As Discovery	3	HIST 3306	Studies in World History 3
	Writing			HIST Electives upper level 3
ENGL 1301	Freshmen Writing I or			Total Credit Hours: 21
ENGL 1302	Freshmen Writing II	3		
	Literature			
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - from	m Art, Music, Theatre	3		
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
Kinesi	ology, Health and Recreation			
KINE Activity	course (X 2)	2		
	Mathematics			
MATH 1301	Aspects of Modern Math or higher	. 3		
Nat	ural and Physical Sciences			
	BIOL or ENVS	3		
	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	1		
	al and Behavioral Sciences			
	from outside the major & minor			
	ON, PHIL, POLS, PSYC, or SOCI	15		
Major: Histor	-	30		
HIST 1301	U S History to 1876	3		
HIST 1302	U S History Since 1876	3		
HIST 2301	History of Western Civ. to 1550	3		
HIST 2302	History of Western Civ. Since, 1550	3		
HIST 3100	Historiography	1		
HIST 3200	Seminar in Historical Writing	2		
HIST 3306	Studies in World History	3		
	HIST Electives upper level	12		
Minor		18		
Technologica	l Competency and Electives	21		

Intro to Computer Applications

Electives (upper level recommended)18

Total Credit Hours: 124

CSCI 1303

HONORS PROGRAM

http://www.hsutx.edu/academics/honors

Director of Honors Program Dr. Tom Copeland 325-670-1533 HSU Box 16115 copeland@hsutx.edu

The Honors Program is designed to offer highly motivated, exceptional students the opportunity to work within the Honors community to pursue interests beyond the scope of regularly formulated classes, under the direction of faculty selected and approved to teach honors courses, in an environment enlightened by Christian faith and values.

Objectives

- 1. To encourage and provide unique, varied and interdisciplinary opportunities for students to actively engage in the pursuit of knowledge;
- 2. To encourage and provide unique, varied and interdisciplinary opportunities for free discussion and exchange of ideas;
- 3. To encourage and provide unique and varied opportunities for self-discovery and personal growth;
- 4. To encourage and provide opportunities for spiritual growth and the integration of faith and intellect.

Students graduating from the honors program are required to complete an Honors Minor in Interdisciplinary Studies. In some cases, depending on the major, Honors courses may also satisfy Foundational Curriculum requirements or the student's major requirements. These determinations will be made by the program director in consultation with the University Registrar.

Admissions Criteria

Admission to the Honors Program requires approval by the Honors Council. Formal application to the Program includes a written essay and an interview.

Honors Minor (HONR)

Required Cours	ses		
HONR 1301	Honors Colloquium	3	
BIBL 1301H	Old Testament Survey or		
BIBL 1302H	New Testament Survey	3	
HONR 3301	Discourse in Aesthetics	3	
HONR 3302	Discourse in Cultural Theory	3	
HONR 3303	Discourse in Applied Science & Ma	thematics	3
HONR 4101	Honors Capstone I	1	
HONR 4102	Honors Capstone II	1	
	Upper level to enhance major	6	
	Total Credit Hours	: 23	

LEADERSHIP STUDIES PROGRAM

http://www.hsutx.edu/academics/leadership

Director of Leadership Studies Dr. Coleman Patterson 325-671-2172 HSU Box 16215 ColemanP@hsutx.edu

Objectives

This program seeks to prepare ethical, imaginative, effective leaders for the twenty-first century through a course of study emphasizing both theory and practice. Successful leaders need to have an education that will enable them to deal humanely and intelligently with the complex problems of a rapidly changing world. The classes in this academic minor will introduce students to prominent theories in leadership studies, train them in such important life skills as communication and critical thinking, develop them as leaders with a Christian perspective and system of values, and motivate women and men to serve society through positions of leadership.

The curriculum is designed to emphasize inquiry, understanding, skill development, practice, and reflection. In-class study, class exercises, service projects, leadership workshops, and leadership development programs provide an environment where students can study and develop an understanding of leadership.

Courses can also be taken as electives for students who are not interested in completing the minor. Leadership Studies minors must earn at least a "C" in all leadership studies courses or retake the course the next time it is offered. Grades lower than a "C" in leadership studies courses will not count toward a leadership studies minor.

Leadership Minor (LDSP)

Required Courses

LDSP 1301	Foundations of Leadership Studies	3
LDSP 4306	Leadership Seminar	3
LDSP	Elective	3

Total Credit Hours: 21

Leadership Minor, B.B.A. (LDSP)

Required Courses			
LDSP 1301	Foundations of Leadership Studies	3	
LDSP 4306	Leadership Seminar	3	
LDSP Electives	from the following*	12	
LDSP 3306	Communication for Leaders		
LDSP 3310	Leadership Workshop		
LDSP 3320	Creating Profit/Nonprofit Ventures		
LDSP 3325	Sport/Recreation Mgmt. Seminar		
LDSP 3330	Outdoor Leadership		
LDSP 3335	Leading Teams		
LDSP 3345	Leadership in Film		
LDSP 3350	Organizational Behavior		
LDSP 3360	Organization Builders		
LDSP 3365	Leading Virtual Teams		

Total Credit Hours: 18

*Two advanced Leadership electives from this list may count as Advanced Business Electives. LDSP 3320: Credit may not be received for both this course and MGMT 4351.

LDSP 3350: Credit may not be received for both this course and MGMT 3354.

LEGAL STUDIES

http://www.hsutx.edu/academics/cap/politicalscience/legalstudies

Director of Legal Studies and Pre-Law Advisor Sandra B. Self, J.D., Professor 325-670-5885 HSU Box 16232 sself@hsutx.edu

Objectives

The HSU Legal Studies Program includes a unique undergraduate multidisciplinary minor consisting of 18 credits of law and law-related courses. Knowledge of the law and legal systems is important for students interested in pursuing a wide array of degrees and career paths. Future lawyers, business professionals, social workers, educators, lobbyists. personnel administrators, politicians, law enforcement and corrections officers, are just a few examples of careers which frequently encounter legal issues. The Legal Studies minor provides undergraduate students with an opportunity to become familiar with legal ideas, legal institutions, and the legal process. It is designed to provide tools for the reasoned appraisal of how the law works and of the policies that underlie it.

All legal studies and pre-law students must contact the Legal Studies/Pre-law Director every semester in order to receive the most current information on course offerings, scheduling, and scholarships.

Legal Studies Minor (LGLS)

Required Courses LGLS 1301 Introduction to Law 3 LGLS/POLS 4306 Const. Law: Liberties and Rights or LGLS/CRIJ/POLS 4316 Const. Law:Federal/State Pow 12 credits from the following 12 Business Law I BSAD 3303 COMM 3304 Argumentation and Debate Bill of Rights and the Criminal CRII 3302 **Iustice** Search and Seizure CRIJ 4355 LGLS/CRIJ/POLS 1303 Courts & the Judicial Process CRIJ/POLS 1303 Courts and the Judicial Process LGLS/CRIJ 3307 Criminal Law LGLS 3309 Family Law LGLS/CRIJ/POLS 3312 Law and Politics in Film LGLS 4300 Legal Internship LGLS 4600 Legal Internship LGLS/POLS 4306 Const. Law: Liberties and Rights LGLS/CRIJ/POLS 4308 Death Penalty LGLS/CRIJ 4312 Violence and Victimology LGLS/CRIJ 4313 Forensic Evidence/Expert Witness LGLS/CRIJ/POLS 4315 International Law LGLS/CRIJ/POLS 4316 Const. Law: Federal/State LGLS/CRIJ 4340 Justice Abroad LGLS/CRIJ 4318 Case Law/Courtroom Testimony Critical Thinking PHIL 1310 **PHIL 3320** Logic

Total Credit Hours: 18

DEPARTMENT OF PHILOSOPHY

http://www.hsutx.edu/academics/cap/philosophy

Director of Philosophy Dr. Bryan D. Yorton 325-670-5864 HSU Box 15234 Bryan.D.Yorton@hsutx.edu

Faculty

Bryan D. Yorton, Ph.D., Associate Professor

Objectives

To contribute to the liberal education of students by developing analytical and critical thinking, broadening perspectives, and encouraging the pursuit of knowledge and truth in all areas of life. This involves exploring the perennial questions (and preeminent answers) that humans encounter in contemplating existence and seeking to live wisely. Underlying these goals is the aim to help students develop their own philosophical approach within a trustworthy world-view, together with an awareness of the relevance of philosophy for the fundamental methodological and substantive perspectives of other disciplines.

Why study Philosophy? Because it prepares graduates for success and adaptability over a lifetime of changing marketplaces and personal challenges. Philosophy students learn to think and communicate with clarity, breadth, and precision, learn how to ask the questions and solve the problems that enable one to succeed. Thus, the study of philosophy provides a solid foundation for both the workplace and advanced study in all academic and professional fields, including law, theology, education, science, and business. As a major or minor the study of philosophy complements and enhances all areas of study. But most importantly, the study of philosophy at HSU is a wisdom-seeking enterprise operating under the conviction that Christian faith is relevant to all of life, while recognizing that wisdom may be found in unexpected places.

Philosophy Minor (PHIL)

Required Courses

PHIL courses (9 upper level) 18 **Total Credit Hours: 18**

DEPARTMENT OF POLITICAL SCIENCE

http://www.hsutx.edu/academics/cap/politicalscience

Director of Political Science Sandra B. Self, J.D., Professor 325-670-5885 HSU Box 16232 sself@hsutx.edu

Objectives

The Department of Political Science introduces students to the study of politics at the state and local, national, and international levels with the primary goal of preparing them for careers in public service and for graduate study.

Political Science Minor (POLS)

Required Courses

riequirea dourses					
POLS 1302	American Government	3			
POLS 2301	Texas State & Local Government	3			
POLS 2302	Major World Governments	3			
POLS 3302	International Relations or				
POLS 3322	Us Foreign Policy	3			
POLS 4306	Const. Law: Liberties & Rights, Law II				
or					
POLS 4316	Const. Law: Federal/State Powers	3			
	POLS Electives upper level	3			

Total Credits: 18

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

http://www.hsutx.edu/academics/cap/psychology

Head of Department Brandon Awbrey 325-670-1538 HSU Box 16115 Brandon.Awbrey@hsutx.edu

Faculty

Brandon Awbrey, Ph.D., Assistant Professor Stephen Cook, Ph.D., Professor Thomas V. Copeland, Jr., Ed.D., Professor Randall J. Maurer, Ph.D., Professor Sherry R. Rosenblad, Ph.D., Assistant Professor John Eric Swenson, Ph.D., Professor

Objectives

The coursework offered in psychology has three main objectives: (1) to contribute to the liberal or general education of the student; (2) to aid in the professional preparation of the student in such areas as counseling, social work, the ministry, and teaching; (3) to give basic preparation to those expecting to make psychology their profession.

The psychology major is available for the Bachelor of Science, Bachelor of Arts, and Bachelor of Behavioral Science degree plans. Although the major courses are the same for both, the general degree requirements differ, giving students flexibility in their studies. The Bachelor of Science degree requires more credits in science and math. The Bachelor of Arts program requires a foreign language which is useful for advanced degree programs. The Bachelor of Behavioral Science requires more credits in the social sciences and is useful for students seeking a greater breadth in these areas. The Bachelor of Science in Health Psychology degree is an interdisciplinary option that does not require a minor. Students can choose to complete the coursework for both psychology and social work in one BS degree program on the Social Work and Psychology degree plan.

A student who majors in psychology with the intention of entering into a field like counseling, teaching, research, psychological testing, or occupational therapy should plan to continue work in a graduate school to obtain a master's degree. In many cases the Ph.D. is required if one expects to reach the higher levels of employment. Students wishing to pursue advanced degrees should consult catalogs from various graduate schools to acquaint themselves with admission requirements. Many of our psychology majors continue their graduate

studies within our graduate program in Clinical Counseling and Marriage and Family Therapy.

Technological Competency
The department accepts Psychology 4335.

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000level) required.
- 80 Chapel attendances required.

Psychology	y, B.A. (PSYC)		Psychology	y, B.B.S. (PSYC)	
Core Curricul	um	58	Core Curricul		55
	Core Distinctive		Core Curricu		55
FYSM 1300	First Year Seminar: Gateway	3	EVCM 1200	Core Distinctive	2
COMM 1301	Speech Communication	3	FYSM 1300	First Year Seminar: Gateway	3
KINE 1170	Wellness for Life	1	COMM 1301	Speech Communication	3
HIST 1300	Making US History	3	KINE 1170	Wellness for Life	1
RELI 2345	The Religious and Philosophical Li		HIST 1300	Making US History	3
ENGL 3300	Writing as Discovery	3	RELI 2345	The Religious and Philosophical Li	
	Writing	3	ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3	ENGL 1302	Freshmen Writing II	3
	Literature		E114E 100E	Literature	Ü
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2301	English Literature or	
ENGL 2303	American Literature	3	ENGL 2302 ENGL 2303	American Literature	3
	Fine Arts		ENGL 2505	Fine Arts	3
Fine Arts - from	m Art, Music, Theatre	3	Din a Anta Con		2
	Biblical Studies		Fine Arts - iro	m Art, Music, Theatre	3
BIBL 1301	Old Testament Survey or		DIDI 1201	Biblical Studies	
BIBL 1302	New Testament Survey	3	BIBL 1301	Old Testament Survey or	_
Kinesi	iology, Health and Recreation		BIBL 1302	New Testament Survey	3
KINE Activity		2		iology, Health and Recreation	_
,	Mathematics		KINE Activity		2
MATH 1301	Aspects of Modern Math or higher	3		Mathematics	_
	cural and Physical Sciences		MATH 1301	Aspects of Modern Math or higher	3
1100	BIOL or ENVS	3	Nat	tural and Physical Sciences	
	PHYS, GEOL, CHEM, or PHSC	3		BIOL or ENVS	3
	Science Lab	1		PHYS, GEOL, CHEM, or PHSC	3
Soci	ial and Behavioral Sciences	1		Science Lab	1
	from outside the major & minor		Soc	ial and Behavioral Sciences	
Must be	The state of the s	_	Must be	from outside the major & minor	
	ECON, POLS, SOCI, or PHIL	6	M	aximum 9 hours of history	
	Foreign Language	12	ECO	ON, HIST, PHIL, POLS, or SOCI	15
Material Develo	One language	12	Major: Psych		33
Major: Psycho		33	PSÝC 1301	Intro to Psychology	3
PSYC 1301	Intro to Psychology	3	PSYC 3303	Abnormal Psychology	3
PSYC 3303	Abnormal Psychology	3	PSYC 3306	Child & Adolescent Psychology or	
PSYC 3306	Child & Adolescent Psychology or		PSYC 3337	Adult Development & Gerontology	7 3
PSYC 3337	Adult Development & Gerontolog	y 3	PSYC 3307	Human Sexuality or	
PSYC 3307	Human Sexuality or		PSYC 3340	Social Psychology or	
PSYC 3340	Social Psychology or		PSYC 4340	Psychology of the Family	3
PSYC 4340	Psychology of the Family	3	PSYC 3308	Intro. Research Methods in Psych	3
PSYC 3308	Intro. Research Methods in Psych	3	PSYC 4335	History/Systems/Phil of Psych	3
PSYC 4335	History/Systems/Phil of Psych	3	F31C 4333		
	PSYC Electives upper level	15	Minar	PSYC Electives upper level	15
Minor		18	Minor	1.C	18
Technologica	l Competency and Electives	15	i ecnnologica	ll Competency and Electives	18
J	Technological Competency - See		M .	Technological Competency - See	
Major	S Fill if		Major	77	
- , -	Electives	15		Electives	18
	Total Credit Hours:			Total Credit Hours:	124

	,B.S. (PSYC)	5 0					
Core Curricul		53					
	Core Distinctive	_					
FYSM 1300	First Year Seminar: Gateway	3					
COMM 1301	Speech Communication	3					
KINE 1170	Wellness for Life	1					
HIST 1300	Making US History	3					
RELI 2345	The Religious and Philosophical Life						
ENGL 3300	Writing as Discovery Writing	3					
ENGL 1301	Freshmen Writing I or						
ENGL 1302	Freshmen Writing II	3					
	Literature						
ENGL 2301	World Literature or						
ENGL 2302	English Literature or						
ENGL 2303	American Literature	3					
	Fine Arts						
Fine Arts - fron	n Art, Music, Theatre	3					
	Biblical Studies						
BIBL 1301	Old Testament Survey or						
BIBL 1302	New Testament Survey	3					
	ology, Health and Recreation						
KINE Activity c		2					
KINL Activity C	Mathematics						
	6 credits MATH 1310 or higher	6					
	(not MATH 1315)	U					
Note	ıral and Physical Sciences						
		2					
	BIOL or ENVS	3					
	CHEM, GEOL, PHYS, or PHSC	3					
	Science Elective	3					
	Science Labs	2					
	al and Behavioral Sciences						
	from outside the major & minor ECON, POLS, SOCI, or PHIL	6					
Major: Psycho	logy	33					
PSYC 1301	Intro to Psychology	3					
PSYC 3303	Abnormal Psychology	3					
PSYC 3306	Child & Adolescent Psychology or						
PSYC 3337	Adult Development & Gerontology	3					
PSYC 3307	Human Sexuality or						
PSYC 3340	Social Psychology or						
PSYC 4340	Psychology of the Family	3					
PSYC 3308	Intro. Research Methods in Psych	3					
PSYC 4335	History/Systems/Phil of Psych	3					
2 - 2 - 2 - 2 - 2	PSYC Electives upper level	15					
Minor	Zicou, co apper ici ci	18					
	Competency and Electives	20					
. cominingical	Technological Competency - See	-0					
Major	1 commonogical competency - 3cc						
1-10101	·						
	Electives Total Credit Hours: 1	20					
	Total Credit Hours: 1	L 44					

u. dd. n.	1 1 2 2 (1156)			redits from PSYC)	
•	chology, B.S. (HPSY)		BIOL 3304	Medical and Research Ethics	
Core Curricul	um	57	BIOL 3307	Nutrition	
	Core Distinctive		BIOL 3308	Medical Terminology	
FYSM 1300	First Year Seminar: Gateway	3	CSD 2351	Intro to Comm Sciences Disorders	
COMM 1301	Speech Communication	3	KINE 3313	Kinesiology	
KINE 1170	Wellness for Life	1	KINE 3314	Physiology of Exercise	
HIST 1300	Making US History	3	KINE 3316	Sport and Exercise Psychology	
RELI 2345	The Religious and Philosophical L	ife 3	MNST 3390	Introduction to Hospital Ministry	
ENGL 3300	Writing as Discovery	3	PBHL 2301	Introduction to Public Health	
	Writing		PBHL 3310	Fundamentals of Epidemiology	
ENGL 1301	Freshmen Writing I or		PSYC 3307	Human Sexuality	
ENGL 1302	Freshmen Writing II	3	PSYC 3314	Childhood and Family Resilience	
	Literature		PSYC 3345	Positive Psychology	
ENGL 2301	World Literature or		PSYC 4357	Recreational Therapy	
ENGL 2302	English Literature or		PSYC 4101	Directed Research I	
ENGL 2302	American Literature	3	PSYC 4102	Directed Research II	
LINGL 2505	Fine Arts	3	PSYC 4102	Directed Research III	
Eina Arts from	n Art, Music, Theatre	3	PSYC 4370		
rille Al ts - II oi		3		Internship in Psychology	
DIDI 1201	Biblical Studies		SOCI 4360	Health Care Issues in Society	40
BIBL 1301	Old Testament Survey or	2	i ecnnological	Competency and Electives	13
BIBL 1302	New Testament Survey	3	3.6 .	Technological Competency - See	
	ology, Health and Recreation	0	Major	T1	4.0
KINE Activity		2		Electives	13
	Mathematics	_		Total Credit Hours:	124
	6 credits MATH 1310 or higher	6			
	(not MATH 1315)				
	ural and Physical Sciences				
BIOL 2402	Human Anatomy/Physiology I	4			
BIOL 2403	Human Anatomy/Physiology II o	r			
BIOL 3417	Advanced Human Physiology	4			
BIOL 3418	Advanced Human Anatomy	4			
CHEM 1401	Essentials of Chemistry I or				
PHYS 1310	General Physics I	4/3			
Soci	al and Behavioral Sciences				
Must be	from outside the major & minor				
E	CON, POLS, SOCI, or PHIL 6				
Major: Health	Psychology	54			
	Intro to Psychology	3			
PSYC 3303	Abnormal Psychology	3			
PSYC 2300	Life Span Development or				
PSYC 3306	Child & Adolescent Psychology or				
PSYC 3337	Adult Development & Gerontolog				
PSYC 3340	Social Psychology or	., .			
PSYC 4340	Psychology of the Family	3			
PSYC 3308	Intro. Research Methods in Psych				
PSYC 4335	History/Systems/Phil of Psych	3			
1516 1555	PSYC Electives upper level	3			
Specialization	Health Psychology	J			
BIOL 3307	Nutrition or				
	Essential Elements of Nutrition	2			
KINE 3302		3			
PSYC 3318	Health Psychology	3			
PSYC 3302	Cognition, Learning, & Motivation				
PSYC 4322	Brain and Behavior	3			
SOCI 3303	Cultural Diversity	3			
SOCI 3330	Statistics for the Social Sciences of				
STAT 3312	Statistical Methods	3			
Take 15 credit	s from the following	15			

Social Wor	k and Psychology, B.S.		SCWK 4450 SCWK 4552	Field Instruction I Field Instruction II	4 5
(SWPSY)				SCWK Elective upper level	3
Core Curricul	um	53	Technologica	al Competency and Electives	0
0010 00111001	Core Distinctive	00		Technological Competency - See	
FYSM 1300	First Year Seminar: Gateway	3	Major		
COMM 1301	Speech Communication	3		Total Credit Hours: 1	25
KINE 1170	Wellness for Life	1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical L				
ENGL 3300	Writing as Discovery	3	Human Co	mputer Interaction Minor	
ENGL 3300	Writing as Discovery Writing	3	(HCI)		
ENCL 1201	<u> </u>				
ENGL 1301	Freshmen Writing I or	2	Required Cou		2
ENGL 1302	Freshmen Writing II	3	CSCI 1320	Program Design & Devel I	3
ENGL 0004	Literature		CSCI 3333	User-Interface/-Experience (Ui/Ux)	
ENGL 2301	World Literature or		or		_
ENGL 2302	English Literature or		CSCI 3350	Web Technologies I	3
ENGL 2303	American Literature	3	CSCI	(Sophomore level or above)	3
	Fine Arts		PSYC 1301	Intro to Psychology	3
Fine Arts - from	m Art, Music, Theatre	3	PSYC 3330	Statistics for the Social Sciences or	
	Biblical Studies		PSYC 3308	Intro to Research Methods in Psych	3
BIBL 1301	Old Testament Survey or		PSYC 4099	Special Topics	3
BIBL 1302	New Testament Survey	3		PSYC Electives	3
Kinesi	ology, Health and Recreation			Total Credit Hours:	21
KINE Activity	course (X 2)	2			
	Mathematics		Psycholog	y Minor (PSYC)	
	6 credits MATH 1310 or higher	6	Required Cou	rses	
	(not MATH 1315)		PSYC 1301	Intro to Psychology	3
Nat	ural and Physical Sciences		PSYC 3303	Abnormal Psychology	3
	BIOL or ENVS	3	PSYC 2300	Life Span Development or	
	CHEM, GEOL, PHYS, or PHSC	3	PSYC 3306	Child & Adolescent Psychology or	
	Science Elective	3	PSYC 3337	Adult Development & Gerontology	3
	Science Labs	2		PSYC Electives upper level	9
Soci	al and Behavioral Sciences	_		Total Credit Hours:	18
	from outside the major & minor			Total Ground House	
riust be	ECON, POLS, PSYC, SOCI, or PHIL	6			
Major: Social	Work and Psychology	72			
PSYC 1301	Intro to Psychology	3			
PSYC 3303	Abnormal Psychology	3			
PSYC 3306	Child & Adolescent Psychology				
PSYC 3337	Adult Development & Gerontolog				
PSYC 3307	-	gy 3			
	Human Sexuality or				
PSYC 3340	Social Psychology or	2			
PSYC 4340	Psychology of the Family	3			
PSYC 3308	Intro. Research Methods in Psych				
PSYC 4335	History/Systems/Phil of Psych	3			
	PSYC Electives upper level	12			
SCWK 1350	Introduction to Social Work	3			
SCWK 2303	Social Work Practice I	3			
SCWK 2360	Human Behavior/Social Envir I	3			
SCWK 2365	Human Behavior/Social Envir II	3			
SCWK 3360	Social Welfare Policy I	3			
SCWK 3365	Social Welfare Policy II	3			
SCWK 3370	Social Work Practice II	3			
SCWK 3375	Social Work Practice III	3			
SCWK 4310	Senior Research Seminar I	3			
SCWK 4320	Senior Research Seminar II	3			

DEPARTMENT OF SOCIAL WORK

http://www.hsutx.edu/academics/cap/socialwork

Head of Department Melissa Milliorn 325-670-1281 HSU Box 16218 mmilliorn@hsutx.edu

Faculty

Melissa Milliorn, M.S.S.W., LMSW-IPR., Professor Lauren Wright, M.S.S.W., LMSW, Assistant Professor

Objectives

Social work is a dynamic profession which has at its core the fundamental commitment to help people and communities and society solve problems. As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities,
- develop professionals who promote social justice, dignity and worth of the individual, importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service. And,
- produce leaders and advocates in policy development and service delivery for human rights and social and economic justice within a global context.

Following this mission, the Social Work Program goals are:

- 1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.
- 2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
- 3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic

justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.

- 4. To foster students' development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
- 5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

The curriculum is organized around five essential components, which include Human Behavior and Social Environment, Social Welfare Policy and Services, Social Work Practice, Social Work Research, and Field Instruction. It is important that the student make an early decision to enter the program, as courses are in sequential order and begin in the freshman year. The program does not grant academic credit for life or work experience.

In the admission process, students may apply after successful completion of SCWK 2360. The Program is open to all qualified applicants without discrimination.

The Social Work Program is accredited at the undergraduate level by the Council on Social Work Education. Upper level social work practice and field classes are restricted to majors or minors who have been accepted into the program.

Technological Competency: The department accepts CSCI 1303.

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

	D D 0 (00)	
Social Work	k, B.B.S. (SCWK)	
Core Curriculu	ım	55
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345		
	The Religious and Philosophical Lif	
ENGL 3300	Writing as Discovery	3
ENCL 1201	Writing	
ENGL 1301	Freshmen Writing I or	_
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	n Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	_
KINE Activity co		2
THIT I TICHT TO	Mathematics	_
MATH 1301	Aspects of Modern Math or higher	3
	iral and Physical Sciences	3
	BIOL or ENVS (BIOL 2410	
	3	_
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
	al and Behavioral Sciences	
	from outside the major & minor	
	ximum 9 hours of history	
PHIL 2335	Introduction to Ethics	3
	POLS Elective	3
PSYC 1301	Intro to Psychology	3
SOCI 1301	Intro to Sociology	3
SOCI 2302	Social Problems	3
Department R	eauirements	9
- op	SOCI upper level**	6
	PSYC upper level	3
**Students are	not required to have a minor. If a	3
	n, a minimum of 18 credits is needed	
		,
	r level credits of Sociology are NOT	
required	A/ o.wl-	F 1
Major: Social V		51
SCWK 1350	Introduction to Social Work	3
SCWK 2303	Social Work Practice I	3
SCWK 2360	Human Behavior/Social Envir I	3
SCWK 2365	Human Behavior/Social Envir II	3
SCWK 3360	Social Welfare Policy I	3
SCWK 3365	Social Welfare Policy II	3
SCWK 3370	Social Work Practice II	3
SCWK 3375	Social Work Practice III	3
SCWK 3380	Social Research Methods	3
SCWK 4310	Senior Research Seminar I	3
SCMK 4330	Senior Research Seminar II	2

SCWK 4450	Field Instruction I	4		
SCWK 4552 Field Instruction II				
	SCWK Electives upper level	9		
Technological Competency and Electives				
CSCI 1303	Intro to Computer Applications	3		
	Electives	6		
Total Credit Hours: 124				

**Students are not required to have a minor. If a minor is chosen, a minimum of 18 credits is needed, and three upper level credits of Sociology are NOT required

Social Work Minor (SCWK)

	Total Credit Hours:	18
	SCWK Electives (6 upper leve)	9
SCWK 2303	Social Work Practice I	3
SCWK 2365	Human Behavior/Social Envir II	3
SCWK 2360	Human Behavior/Social Envir I or	
SCWK 1350	Introduction to Social Work	3
Requirea Cour	ses	

The Social Work minor is not preparation for professional social work practice and is only intended to enhance the students' overall knowledge, skills and professional practice in their chosen field of study. Only graduates with a bachelor's degree or Master's degree in Social Work from an accredited program may become a professional social worker, be approved for professional licensing examination, or obtain graduate credit/advanced standing for undergraduate academic work.

Social Wo	rk and Psychology, B.S.		SCWK 4552	Field Instruction II SCWK Elective upper level	5 3
(SWPSY)	,		Technologica	al Competency and Electives	0
Core Curricul	lum	53		Technological Competency - See	
core curricu	Core Distinctive	00	Major		
FYSM 1300	First Year Seminar: Gateway	3		Total Credit Hours: 1	25
COMM 1301	Speech Communication	3			
KINE 1170	Wellness for Life	1			
HIST 1300		3			
	Making US History		Human Co	mputer Interaction Minor	
RELI 2345	The Religious and Philosophical Life		(HCI)		
ENGL 3300	Writing as Discovery	3	. ,		
ENGL 4004	Writing		Required Cou		_
ENGL 1301	Freshmen Writing I or	0	CSCI 1320	Program Design & Devel I	3
ENGL 1302	Freshmen Writing II	3	CSCI 3333	User-Interface/-Experience (Ui/Ux)	
	Literature		or		
ENGL 2301	World Literature or		CSCI 3350	Web Technologies I	3
ENGL 2302	English Literature or		CSCI	(Sophomore level or above)	3
ENGL 2303	American Literature	3	PSYC 1301	Intro to Psychology	3
	Fine Arts		PSYC 3330	Statistics for the Social Sciences or	
Fine Arts - fro	m Art, Music, Theatre	3	PSYC 3308	Intro to Research Methods in Psych	3
	Biblical Studies		PSYC 4099	Special Topics	3
BIBL 1301	Old Testament Survey or			PSYC Electives	3
BIBL 1302	New Testament Survey	3		Total Credit Hours:	21
Kines	iology, Health and Recreation				
KINE Activity	course (X 2)	2	Psycholog	y Minor (PSYC)	
J	Mathematics		Required Cou	rses	
	6 credits MATH 1310 or higher	6	PSYC 1301	Intro to Psychology	3
	(not MATH 1315)	-	PSYC 3303	Abnormal Psychology	3
Nat	tural and Physical Sciences		PSYC 2300	Life Span Development or	
1102	BIOL or ENVS	3	PSYC 3306	Child & Adolescent Psychology or	
	CHEM, GEOL, PHYS, or PHSC	3	PSYC 3337	Adult Development & Gerontology	3
	Science Elective	3	1010007	PSYC Electives upper level	9
	Science Labs	2		Total Credit Hours:	-
Soc	ial and Behavioral Sciences	2		Total Cicalt Hours.	10
	from outside the major & minor				
Must be	ECON, POLS, PSYC, SOCI, or PHIL	6			
Major: Social		72			
-	Intro to Psychology	3			
PSYC 3303	Abnormal Psychology	3			
PSYC 3306	Child & Adolescent Psychology or	2			
PSYC 3337	Adult Development & Gerontology	3			
PSYC 3307	Human Sexuality or				
PSYC 3340	Social Psychology or	2			
PSYC 4340	Psychology of the Family	3			
PSYC 3308	Intro. Research Methods in Psych	3	David 111		
PSYC 4335	History/Systems/Phil of Psych	3	PSYC Electives u	pper level 12	
SCWK 1350	Introduction to Social Work	3			
SCWK 2303	Social Work Practice I	3			
SCWK 2360	Human Behavior/Social Envir I	3			
SCWK 2365	Human Behavior/Social Envir II	3			
SCWK 3360	Social Welfare Policy I	3			
SCWK 3365	Social Welfare Policy II	3			
SCWK 3370	Social Work Practice II	3			
SCWK 3375	Social Work Practice III	3			
SCWK 4310	Senior Research Seminar I	3			
SCWK 4320	Senior Research Seminar II	3			
SCWK 4450	Field Instruction I	4			

DEPARTMENT OF SOCIOLOGY

http://www.hsutx.edu/academics/cap/sociology

Head of Department Dr. Joanne Roberts 325-670-5863 HSU Box 16216 jroberts@hsutx.edu

Faculty

Jeremy Rhodes, Ph.D., Associate Professor Joanne Roberts, Ph.D., Professor

Objectives

The primary objectives of the Department of Sociology are (1) to give the student a basic understanding of human interaction, social group relationships, and societal systems; . to prepare students for the profession of sociology; and . to assist in the preparation of students who are planning to enter careers such as criminal justice, social work, psychology, church-related vocations, speech pathology, communication, counseling, law, teaching, and recreation.

Human Services Administration The Bachelor of Behavioral Science (B.B.S) degree with a major in Human Services Administration with an emphasis in Adult Services is available through the Irvin School of Education in the College of Human Sciences and Educational Studies.

Sociology Minor (SOCI)

Required Courses

SOCI 1301 Intro to Sociology 3 SOCI Electives (12 upper level) 15

The Dr. and Mrs. David "Scotty" Holland School of Sciences and Mathematics

Dean Dr. Andrea Jensen

The school is named for David and Jacque Holland of Houston, long-time friends and benefactors of Hardin-Simmons University. Dr. Holland, a noted geologist, attended Hardin-Simmons University and in 1999, he established the Holland School of Sciences and Mathematics through a generous endowment. The school offers courses and programs of study designed to provide a strong foundation of scientific education and research in several fields encompassing undergraduate, graduate, and professional training. The university foundational curriculum requirements in science can be achieved through a variety of offerings in astronomy, biology, chemistry, environmental science, geology, mathematics, physical science, physics and science education. The Holland School of Sciences and Mathematics offers undergraduate majors and minors in biochemistry and molecular biology, biology, chemistry, communication sciences and disorders, environmental science, geology, mathematics, physics and public health. Graduate studies within the school provide for a master's degree in physician assistant studies and the doctorate in physical therapy (DPT). The Graduate Catalog of Hardin-Simmons University provides a complete description of coursework leading to these degrees. The school offers specialized training in a variety of pre-professional programs and in specific major and minor fields appropriate to the following bachelor's degrees:

Bachelor of Arts:

Biochemistry & Molecular Biology

Biology

Chemistry

Communication Sciences and Disorders

Mathematics

Bachelor of Behavioral Science:

Communication Sciences and Disorders

Mathematics Education

Bachelor of Science:

Biochemistry & Molecular Biology

Biology

Chemistry

Communication Sciences and Disorders

Mathematics

For specific requirements leading to these undergraduate degrees, please refer to the Academic Organization and Degrees section of this catalog and to each department within the Holland School of Sciences and Mathematics. For specific course requirements related to science teaching fields, please refer to the Irvin School of Education section of this catalog.

(See minors at the end of this chapter.)

DEPARTMENT OF BIOLOGY

http://www.hsutx.edu/academics/holland/biology

Head of Department Jennifer Hennigan, Ph.D 325-670-1396 HSU Box 16165 jennifer.hennigan@hsutx.edu

Faculty

Austin Alexander, DPT, Visiting Instructor Rick Hammer, Ph.D., Associate Professor Jennifer Hennigan, Ph.D., Associate Professor Andrea B. Jensen, Ph.D., Associate Professor Allan J. Landwer, Ph.D., Professor Christopher L. McNair, Ph.D., Professor Candace Wicks, Ph.D., Associate Professor Wendi Wolfram, Ph.D., Associate Professor

Objectives

The Department of Biology teaches courses in cellular and molecular biology, organismal biology, human biology, field biology, and ecology. Graduates of our program have succeeded in professional and graduate programs after earning their baccalaureate degree. Course sequences are designed to meet the educational needs of students interested in gaining admittance to professional programs in the medical sciences (e.g., medical, physician assistant, dental, physical/occupational therapy, veterinary schools); baccalaureate degree or certification programs in various allied health fields (e.g. nursing, medical technology, radiological technology); graduate programs in cellular, organismal, or field biology; or pursuing certification to teach at the elementary or secondary grade school levels.

Students who graduate with a major in Biology will:

- 1. Recognize core biological principles, including evolution, the relationship between structure and function, and information flow at all levels of biological organization.
- 2. Explain and apply the scientific method, including designing, experimenting, and analyzing data.
- 3. Analyze data, identify key results, and critically review primary scientific literature.
- 4. Communicate biological information in oral and written form.
- 5. Apply ethics to the daily practice of biology in research and medicine.

Bachelor of Arts in Biology

The Biology major requires a minimum of 35 semester hours in biology. Students are required to demonstrate technological proficiency by completion of a computer course or by completing the departmental technological proficiency exam offered by the Kelley College of Business. Foreign language requirements and options for meeting minor degree requirements for the B.A. degree.

Bachelor of Science in Biology

The Biology major requires a minimum of 38 semester hours in biology. Courses required include: BIOL 1306, 1106, 1307, 1107, 2334, 3410, 3411, 4104, and 18 semester hours of biology at the advanced level, with at least 12 of those hours from courses offering a laboratory. Required supporting courses include: CHEM 1310, 1110, 1311, and 1111; PHYS 1310, 1110, 1311, and 1111; STAT 3312; and six hours of mathematics selected from MATH 1310. 1311, 1312, 1420, or 1421. Students are required to demonstrate technological proficiency by completion of a computer course or by completing the departmental technological proficiency exam offered by the Kelley College of Business. Students pursuing the B.S. degree must minor in one of the following fields: biochemistry, chemistry, computer science, environmental science, geology, mathematics, physics, or public health. catalog.

Note: Students majoring in biology and pursuing either a B.S. or B.A. degree must pass BIOL 1306, 1307, and 2334 with grades of "C" or better before registering for advanced courses in the biology curriculum. Exceptions to this rule will be considered on a case-by-case basis by the student's advisor and the biology department head.

A minor in Biology for the B.A. or B.S. requires BIOL 1306, 1106, 1307, 1107, 2234, 3410, 3411, and 3 semester hours of biology at the advanced level.

A minor in Public Health provides students with the skills required to seek careers or pursue graduate studies in the five core disciplines of public health at the community, state, and national levels in the United States. This minor for the B.B.S., B.B.A., B.A., or B.S. requires PBHL 2301, PBHL 3310, BIOL 2405 or 3420, STAT 3312, SOCI 4360, ENVM 4320, and one of the following: BIOL 2334, 3304, 3314, 4402, 4326, or ENVM 3312.

Teacher Preparation Program:

Students seeking teacher certification in biology should pursue a major in Life Sciences (Composite) offered by the Irvin School of Education. Please refer to the Irvin School of Education (p. 111) section of this catalog for Texas Preparation requirements.

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Biology, B.	A. (BIOL)		Biology, B.	S. (BIOL)	
Core Curricul	um	48	Core Curricul	lum	36
	Core Distinctive			Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Li	fe 3	RELI 2345	The Religious and Philosophical Lif	fe 3
ENGL 3300	Writing as Discovery Writing	3	ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3	ENGL 1302	Freshmen Writing II	3
	Literature			Literature	
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2303	American Literature	3	ENGL 2303	American Literature	3
	Fine Arts			Fine Arts	
Fine Arts - from	n Art, Music, Theatre	3	Fine Arts - from	m Art, Music, Theatre	3
	Biblical Studies	_		Biblical Studies	_
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	5		iology, Health and Recreation	
KINE Activity		2	KINE Activity		2
	Sathematics - See Major	_		Mathematics - See Major	_
	and Physical Sciences - See Major			and Physical Sciences - See Major	
	al and Behavioral Sciences			ial and Behavioral Sciences	
	from outside the major & minor			from outside the major & minor	
Must be	ECON, POLS, PSYC, SOCI, or PHIL	6	Must be	ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	U	Donartmonta	ll Requirements	25
	One language	12	CHEM 1410	General Chemistry I	4
Donartmonta	l Requirements	22	CHEM 1410	General Chemistry II	4
CHEM 1410	General Chemistry I	4		110 General Physics I with Lab	4
	General Chemistry I	4		110 General Physics I with Lab	4
CHEM 1411	.10 General Physics I with Lab	4	STAT 3312	Statistical Methods	3
		4			5 6
•	.11 General Physics II with Lab		6 Hours from:		O
6 Hours from:		6	MATH 1310	College Algebra	
MATH 1310	College Algebra		MATH 1311	Trigonometry	
MATH 1311	Trigonometry		MATH 1420	Calculus I	
MATH 1420	Calculus I		MATH 1421	Calculus II	
MATH 1421	Calculus II		Major: Biolog		38
Major: Biolog		35		.06*General Biology I with Lab	4
	06*General Biology I with Lab	4	•	07*General Biology II with Lab	4
,	07*General Biology II with Lab	4	BIOL 2334*	Introduction to Research Methods	3
BIOL 2334*	Introduction to Research Methods	3	BIOL 3410	General Ecology	4
BIOL 3410	General Ecology	4	BIOL 3411	Genetics	4
BIOL 3411	Genetics	4	BIOL 4104	Seminar in Biology	1
BIOL 4104	Seminar in Biology	1		BIOL upper-level	6
	BIOL upper-level credits	7		BIOL upper-level with labs	12
	BIOL upper-level credits with lab	8	Minor (Biochen	nistry, Chemistry, Physics, Computer Science,	18
Minor		18		atics, Environmental Science, or Public Health)	
Technologica		3		l Competency and Electives	7
CSCI 1303	Intro to Computer Applications	3	CSCI 1303	Intro to Computer Applications	3
* C or better gr	rade Total Credit Hours:	126	* 0 .	Electives	4
			* C or better g	rade Total Credit Hours :	124

DEPARTMENT OF CHEMISTRY, PHYSICS, AND EARTH SCIENCES

http://www.hsutx.edu/academics/holland/chemistry

Head of Department Kenny F. Stephens 325-670-1500 HSU Box 16170 kstephens@hsutx.edu

Faculty

Kent Chambers, Ph.D., Associate Professor Michelle M. Dose, Ph.D., Associate Professor Steve Rosscoe, Ph.D., Associate Professor Kenny Stephens, Ph.D. Professor

Objectives

The department offers the student the opportunity of gaining a broad-based foundation in the respective chemical, physical, or earth science field by providing fundamental training in the application of chemical and physical principles and introduces the liberal arts student to a basic understanding of chemistry, physics, or earth science. The course of study is designed to prepare the student for teaching, industrial work, and graduate education.

Biochemistry and Molecular Biology Interdisciplinary Major

Bachelor of Arts

The major in Biochemistry and Molecular Biology (BIMB) requires a minimum of 65 hours of science and mathematics. Because this degree is interdisciplinary in nature, no minor is required.

Bachelor of Science

The major in Biochemistry and Molecular Biology (BIMB) requires a minimum of 73 hours of science and mathematics Because this degree is interdisciplinary in nature, no minor is required.

Chemistry

Bachelor of Arts

The Chemistry major requires a minimum of 33 semester hours of Chemistry. A minor is recommended in a physical or life science, or mathematics.

Bachelor of Science

The Chemistry major requires a minimum of 41 semester hours of Chemistry. Students pursuing the BS degree must minor in one of the following fields: biology, computer science, geology, mathematics, environmental science, and physics. The student preparing for graduate study in chemistry should take additional work in mathematics and physics.

Earth Science

The Environmental Science Minor is designed for the student seeking a B.S. or B.A. degree wishing to minor in the environmental sciences. The minor establishes a strong foundational understanding of the environmental sciences and their application in modern society. Students may choose from a geology track or a biology track to tailor to their interests. Environmental science minors must take ENVS 1111, 1311, 4350, and ENVM 4320, 4340. Students must complete either Track 1 (Geology) requiring GEOL 1103, 1303, and 3311 or Track 2 (Biology) requiring BIOL 1307 and 3410. Students majoring in biology are required to take the geology track to ensure a more interdisciplinary understanding of the field.

The Geology minor requires a minimum of 19 semester hours of Geology, including GEOL 1303/1103, 1411, 2410, 3405 or 4410, and three upper-level hours.

Physical Science

Objectives - Physical Science courses are designed to give the student an understanding of the physical universe. Note: PHSC 3101, 3301 and 3320 can be used as partial fulfillment of the science requirement in the university General Education curriculum.

Physics

The Physics minor requires a minimum of 24 semester hours of Physics, including PHYS 1320/1120, 1321/1121, 2410, 3320, 3340, 4310, and three credits of 4090.

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Biochemis B.A. (BIMB Core Curriculu	-	48	BIOL 3418 BIOL 3420 BIOL 3324 BIOL 4326 BIOL 4402	Advanced Human Anatomy General Microbiology Cell Biology Virology Immunology
FYSM 1300	First Year Seminar: Gateway	3	BIOL 4423	Human Histology
COMM 1301	-	3		6
	Speech Communication		CHEM 3411	Spectroscopy and Chromatography
KINE 1170	Wellness for Life	1	CHEM 4304	Adv Inorganic Chemistry
HIST 1300	Making US History	3	MATH 3312	Statistical Methods
RELI 2345	The Religious and Philosophical Life			l Competency and Electives 9-11
ENGL 3300	Writing as Discovery Writing	3	CSCI 1303	Intro to Computer Applications 3 Electives 6-8
ENGL 1301	Freshmen Writing I or			Total Credit Hours: 124
ENGL 1302	Freshmen Writing II	3		
	Literature			
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2302	American Literature	3		
ENGL 2303		3		
TI 4	Fine Arts			
Fine Arts - fron	n Art, Music, Theatre	3		
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
Kinesi	ology, Health and Recreation			
KINE Activity c	ourse (X 2)	2		
•	athematics - See Major			
	nd Physical Sciences - See Major			
	al and Behavioral Sciences			
	from outside the major & minor	_		
	ECON, POLS, PSYC, SOCI, or PHIL	6		
	Foreign Language			
	One language	12		
Major: Bioche	mistry 65	5-67		
CHEM 1410	General Chemistry I	4		
CHEM 1411	General Chemistry II	4		
MATH 1310	College Algebra	3		
MATH 1311	Trigonometry	3		
PHYS 1310	General Physics I	3		
PHYS 1110	General Physics I Lab	1		
PHYS 1311	General Physics II	3		
PHYS 1111	General Physics II Lab	1		
BIOL 1306	General Biology I	3		
BIOL 1106	General Biology I Lab	1		
BIOL 1307	General Biology II	3		
BIOL 1107	General Biology II Lab	1		
BIOL 3411	Genetics	4		
BIOL 4330	Molecular Biology	3		
CHEM 3401	Organic Chemistry I	4		
CHEM 3402	Organic Chemistry II	4		
CHEM 3410	Quant Analysis & Electrochemistry			
CHEM 4310	Biochemistry I	3		
CHEM 4311	Biochemistry II	3		
CHEM 4312	Biochemical Techniques	3		
BIOL 4104	Seminar in Biology or			
CHEM 4105	Chemistry Seminar	1		
	m the following	6		
BIOL 3417	Advanced Human Physiology	•		

Biochemistry and Molecular Biology,						
B.S. (BIMB)						
Core Curriculum 36						
	Core Distinctive					
FYSM 1300	First Year Seminar: Gateway	3				
COMM 1301	Speech Communication	3				
KINE 1170	Wellness for Life	1				
HIST 1300	Making US History	3				
RELI 2345	The Religious and Philosophical Life	3				
ENGL 3300	Writing as Discovery	3				
	Writing					
ENGL 1301	Freshmen Writing I or					
ENGL 1302	Freshmen Writing II	3				
	Literature					
ENGL 2301	World Literature or					
ENGL 2302	English Literature or					
ENGL 2303	American Literature	3				
	Fine Arts					
Fine Arts - from	Art, Music, Theatre	3				
D.D. 1001	Biblical Studies					
BIBL 1301	Old Testament Survey or	_				
BIBL 1302	New Testament Survey	3				
	ology, Health and Recreation	0				
KINE Activity c		2				
	athematics - See Major					
	nd Physical Sciences - See Major nl and Behavioral Sciences					
	from outside the major & minor					
	ECON, POLS, PSYC, SOCI, or PHIL	6				
	mistry and Molecular Biology 73-7	-				
CHEM 1410	General Chemistry I	4				
CHEM 1411	General Chemistry II	4				
MATH 1420	Calculus I	4				
MATH 1421	Calculus II	4				
PHYS 1320	Physics/ Scientists & Engineers I	3				
PHYS 1120	Physics/Scientists & Engineers I Lab	1				
PHYS 1321	Physics/Scientists & Engineers II	3				
PHYS 1121	Physics/Scientists & Engineers II Lab	1				
BIOL 1306	General Biology I	3				
BIOL 1106	General Biology I Lab	1				
BIOL 1307	General Biology II	3				
BIOL 1107	General Biology II Lab	1				
BIOL 3411	Genetics	4				
BIOL 4330	Molecular Biology	3				
CHEM 3401	Organic Chemistry I	4				
CHEM 3402	Organic Chemistry II	4				
CHEM 3410	Quant Analysis & Electrochemistry	4				
CHEM 4310	Biochemistry I	3				
CHEM 4311	Biochemistry II	3				
CHEM 4312	Biochemical Techniques	3				
BIOL 4104	Seminar in Biology or					
CHEM 4105	Chemistry Seminar	1				
CHEM 4320	Physical Chemistry I	3				
	m the following	6				
BIOL 3417	Advanced Human Physiology					
BIOL 3418	Advanced Human Anatomy					

BIOL 3420	General Microbiology	
BIOL 3324	Cell Biology	
BIOL 4326	Virology	
BIOL 4402	Immunology	
BIOL 4423	Human Histology	
CHEM 3411	Spectroscopy and Chromatograp	ohy
CHEM 4304	Adv Inorganic Chemistry	
CHEM 4321	Physical Chemistry II	
MATH 3312	Statistical Methods	
Technological	Competency and Electives	12-15
CSCI 1303	Intro to Computer Applications	3
	Electives	9-12
	Total Credit Hour	s: 124

Chemistry,	B.A. (CHEM)		Chemistry	, B.S. (CHEM)
Core Curricul		51	Core Curricu	lum 39
	Core Distinctive	_		Core Distinctive
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway 3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication 3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life 1
HIST 1300	Making US History	3	HIST 1300	Making US History 3
RELI 2345	The Religious and Philosophical		RELI 2345	The Religious and Philosophical Life 3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing as Discovery 3
LIVEL 5500	Writing	3	ENGE 5500	Writing
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or
ENGL 1301	Freshmen Writing II	3	ENGL 1301	Freshmen Writing II 3
LIVEL 1502	Literature	3	LNGL 1302	Literature
ENGL 2301	World Literature or		ENGL 2301	World Literature or
ENGL 2301 ENGL 2302	English Literature or		ENGL 2301 ENGL 2302	English Literature or
ENGL 2302 ENGL 2303	American Literature	3	ENGL 2302 ENGL 2303	American Literature 3
ENGL 2303		3	ENGL 2303	
F: At C	Fine Arts	2	Dia Anta Car	Fine Arts
Fine Arts - fron	n Art, Music, Theatre	3	Fine Arts - fro	om Art, Music, Theatre 3
DIDI 4004	Biblical Studies		DIDI 4004	Biblical Studies
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey 3
	ology, Health and Recreation			iology, Health and Recreation
KINE Activity c		2	KINE Activity	
	athematics - See Major			Mathematics - See Major
Natı	ıral and Physical Sciences		Na	tural and Physical Sciences
	BIOL or ENVS	3		BIOL or ENVS 3
	CHEM, PHSC. PHYS, GEOL – See			CHEM, PHSC. PHYS, GEOL – See
major			major	
	al and Behavioral Sciences		Soc	ial and Behavioral Sciences
Must be	from outside the major & minor		Must be	e from outside the major & minor
	ECON, POLS, PSYC, SOCI, or PHIL	6		ECON, POLS, PSYC, SOCI, or PHIL 6
	Foreign Language		Departmenta	l Requirements 16
	One language	12	MATH 1420	Calculus I 4
Departmental	Requirements	14-16	MATH 1421	Calculus II 4
MATH 1310	College Algebra or			120 Physics/Scientists & Eng I w/Lab 4
MATH 1420	Calculus I	3/4		121 Physics/Scientists & Eng II w/Lab 4
MATH 1311	Trigonometry or	•	Major: Chemi	
MATH 1421	Calculus II	3/4	CHEM 1410	General Chemistry I 4
	10 General Physics I with Lab	4	CHEM 1411	General Chemistry II 4
	11 General Physics II with Lab	4	CHEM 3401	Organic Chemistry I 4
Major: Chemis		33	CHEM 3402	Organic Chemistry II 4
CHEM 1410	General Chemistry I	4	CHEM 3410	Quant Analysis & Electrochemistry 4
CHEM 1411	General Chemistry II	4	CHEM 3411	Spectroscopy and Chromatography 4
CHEM 3401	Organic Chemistry I	4	CHEM 4105	Chemistry Seminar 1
CHEM 3402	Organic Chemistry II	4	CHEM 4140	Individual Research 1
CHEM 3410	Quant Analysis & Electrochemist		CHEM 4304	Adv Inorganic Chemistry 3
CHEM 4105	Chemistry Seminar	1	CHEM 4320	Physical Chemistry I 3
CIILM 4103	CHEM upper-level credits	12	CHEM 4321	Physical Chemistry II 3
Minor	offisial appearievel credits	12 18	Minor (D: '	CHEM upper-level credits 3
	Competency and Electives	6-8		mistry, Chemistry, Physics, Computer Science, 18 latics, Environmental Science, or Public Health)
CSCI 1303				l Competency and Electives 13
C3C1 13U3	Intro to Computer Applications	3 3-5	CSCI 1303	Intro to Computer Applications 3
	Electives Total Credit How		5551 1505	Electives 10
	Total Credit Hou	15: 144		Total Credit Hours: 124

DEPARTMENT OF MATHEMATICS

http://www.hsutx.edu/academics/holland/mathematics

Head of Department Andrew J. Potter 325-670-5826 HSU Box 16060 apotter@hsutx.edu

Faculty

James Martin, Ph.D., Assistant Professor Patrick Miller, D.Sc. Professor Andrew Jay Potter, Ph.D., Professor Jessica Rieger, M.Ed., Instructor

Objectives

The department offers programs leading to Bachelor of Arts, Bachelor of Behavioral Science, and Bachelor of Science degrees.

Students are encouraged to learn by doing mathematics. Appropriate attention is given to theory and experience is provided in a variety of interesting applications. Computers and the science of computing play important roles in the programs in the department. Mathematics preparation is provided to help the student take advantage of career opportunities in business, government, and education. Prerequisites for upper-level study in mathematics at the graduate level are also included in the department's programs.

A student who graduates with a major in mathematics will (1) have the knowledge and skill to set up and solve problems; . be able to use computers in support of mathematics problem-solving; . be able to communicate clearly, both orally and in writing, mathematical ideas and results; and (4) have an appreciation for the place of mathematics in culture.

Students who plan to become professional mathematicians or who plan to use mathematics in a career other than teaching should choose a program in either the Bachelor of Arts or Bachelor of Science degree. If the student has a special interest in computer science or one of the natural sciences, the Bachelor of Science degree program should be selected. Students who plan to become secondary or middle school mathematics teachers should choose the program in the Bachelor of Behavioral Science degree.

Technological Competency is satisfied by CSCI 1320, which is required for every mathematics major.

Notes:

- 1. Students who major or minor in mathematics should begin with MATH 1420, Calculus I, unless deficient in mathematics preparation.
- 2. Qualified students are encouraged to earn credit by examination. See "Credit by Examination (p. 29)"
- 3. Courses designed to fulfill degree requirements should be carefully selected in consultation with the department and the student's advisor.
- 4. MATH 0300, Introductory Algebra, is the course a student should take in preparation for MATH 1310, College Algebra, MATH 1315, Discrete Mathematics, or MATH 1315, Finite Mathematics for Business if the ACT math score is below 18 (SAT math score below 470, or 510 RSAT).
- 5. Students are encouraged to use calculators, graphing calculators, and computers.

Teacher Preparation Program
Students seeking teacher certification in
Mathematics should refer to the Irvin School of
Education section of this catalog for Texas
certification requirements. All students seeking
certification must have the written consent of the
head of the department of Mathematics
to be eligible to receive a bar code from the Dean of
the Irvin School of Education to take the TEXES.

Pre-Graduate Software Engineering and Computer Science

Students desiring to enroll in graduate programs in software engineering or computer science are strongly encouraged to major in computer science and minor in mathematics; major in mathematics and minor in computer science; or double major in mathematics and computer science. Alternatively, students may major in any science and take the following courses: MATH 1420 Calculus I, MATH 1421 Calculus II, MATH 2320 Calculus III, MATH 3305 Linear Algebra, MATH 3310 Computer Applications in Mathematics, MATH 3315 Mathematical Structures; CSCI 1320 Program Design and Development, CSCI 2320 Program Design and Development II, CSCI 3320 Assembly Language and Computer Organization, CSCI 3323 Computer Data Structures.

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000level) required.
- 80 Chapel attendances required.

Mathemat	tics, B.A. (MATH)		Mathema	tics , B.S. (MATH)	
Core Curricu	lum	55			20
	Core Distinctive		Core Curricu		39
FYSM 1300	First Year Seminar: Gateway	3	EVCM 1200	Core Distinctive	2
COMM 1301	Speech Communication	3	FYSM 1300 COMM 1301	First Year Seminar: Gateway	3
KINE 1170	Wellness for Life	1		Speech Communication	
HIST 1300	Making US History	3	KINE 1170	Wellness for Life	1
RELI 2345	The Religious and Philosophical	Life 3	HIST 1300	Making US History	3
ENGL 3300	Writing as Discovery	3	RELI 2345	The Religious and Philosophical I	
	Writing		ENGL 3300	Writing as Discovery	3
ENGL 1301	Freshmen Writing I or		ENGL 4004	Writing	
ENGL 1302	Freshmen Writing II	3	ENGL 1301	Freshmen Writing I or	_
	Literature		ENGL 1302	Freshmen Writing II	3
ENGL 2301	World Literature or		ENGL 2204	Literature	
ENGL 2302	English Literature or		ENGL 2301	World Literature or	
ENGL 2303	American Literature	3	ENGL 2302	English Literature or	_
	Fine Arts		ENGL 2303	American Literature	3
Fine Arts - fro	m Art, Music, Theatre	3		Fine Arts	
	Biblical Studies		Fine Arts - fro	m Art, Music, Theatre	3
BIBL 1301	Old Testament Survey or			Biblical Studies	
BIBL 1302	New Testament Survey	3	BIBL 1301	Old Testament Survey or	
	iology, Health and Recreation	Ü	BIBL 1302	New Testament Survey	3
KINE Activity		2		iology, Health and Recreation	
	Mathematics - See Major	_	KINE Activity		2
	tural and Physical Sciences			Mathematics - See Major	
1102	BIOL or ENVS	3	Na	tural and Physical Sciences	
	PHYS, GEOL, CHEM, or PHSC	3		BIOL or ENVS	3
	Science Lab	1		CHEM, PHSC. PHYS, GEOL – See	
Soc	ial and Behavioral Sciences	•	major		
	e from outside the major & minor			ial and Behavioral Sciences	
r-rust be	ECON, POLS, PSYC, SOCI, or PHIL	6	Must be	e from outside the major & minor	
	Foreign Language	Ü		ECON, POLS, PSYC, SOCI, or PHIL	6
	One language	12		al Requirements	11
Denartmenta	al Requirements	3		120 Physics/Scientists & Eng I w/La	
	302 or 2303 Literature	3	PHYS 1321/1	121 Physics/Scientists & Eng II w/I	
E11GE 2501, 2	(Not taken in core)	5		Any science	3
Major: Mathe		35	Major: Mathe		35
MATH 1420	Calculus I	4	MATH 1420	Calculus I	4
MATH 1421	Calculus II	4	MATH 1421	Calculus II	4
MATH 2320	Calculus III	3	MATH 2320	Calculus III	3
MATH 2321	Differential Equations	3	MATH 2321	Differential Equations	3
MATH 2321 MATH 3305	Linear Algebra	3	MATH 3305	Linear Algebra	3
MATH 3310	Computer Applications/Math	3	MATH 3310	Computer Applications/Math	3
MATH 3315	Mathematical Structures	3	MATH 3315	Mathematical Structures	3
MATH 3313	Abstract Algebra	3	MATH 3320	Abstract Algebra	3
MATH 4320	Introduction to Analysis	3	MATH 4320	Introduction to Analysis	3
MATH 4340	Senior Project	3	MATH 4340	Senior Project	3
MATH 4340	MATH upper level (not MATH 33			MATH upper level (not MATH 33	12) 3
Minor	MATH upper lever (not MATH 33	18		, Biochemistry, Chemistry, Physics,	18
_	al Competency and Electives	13		e, Geology, Environmental Science, or Public	
CSCI 1320		3	Health)	ol Commotomory on J. Elections	24
C3CI 13ZU	Program Design & Devel I Electives	3 10		al Competency and Electives	21
	Total Credit Hour		CSCI 1320	Program Design & Devel I	3
	i otai Creuit Hour	s. 14 4		Electives	18
				Total Credit Hours	5: 124

Biology Min				linor (GEOL)	
Required Cours			Required Cour		
BIOL 1306*	General Biology I	3	GEOL 1303*	Physical Geology	3
BIOL 1106*	General Biology I Lab	1	GEOL 1103*	Physical Geology Lab	1
BIOL 1307*	General Biology II	3	GEOL 1411	Historical Geology	4
BIOL 1107*	General Biology II Lab	1	GEOL 2410	Mineralogy	4
BIOL 2334*	Introduction to Research Methods	3	GEOL 3405	Invertebrate Paleontology or	
BIOL 3410	General Ecology	4	GEOL 4410	Stratigraphy & Sedimentation	4
BIOL 3411	Genetics	4		GEOL Elective upper-level*	3
	BIOL upper-level credits	7		Total Credit Hour	s: 19
*C or better	Total Credit Hours	: 22	*GEOL upper-	level elective - not from GEOL 3301	
				or GEOL 3305 Volcanoes and	
			Earthquakes		
Biochemist	ry Minor (BIOC)			r better before registering for upper	_
Required Cours	Ses		level geology		
CHEM 1410	General Chemistry I	4	iover georegy		
CHEM 1411	General Chemistry II	4			
CHEM 3401	Organic Chemistry I	4	Mathemat	tics Minor, B.B.S., B.S.H.S.	
CHEM 3402	Organic Chemistry II	4		, , , ,	
CHEM 4310	Biochemistry I	3	(MATH)		
CHEM 4310	Biochemistry II	3	Required Cour		
CHEM 4312	Biochemical Techniques	3	MATH 1420	Calculus I	4
CILLIN 4312	Total Credit Hours		MATH 1421	Calculus II	4
	Total Credit Hours	. 23	MATH 3305	Linear Algebra	3
			MATH 3310	Computer Applications/Math	3
Chemistry I	Minor (CHEM)		MATH 3312	Statistical Methods	3
-			MATH	upper-level elective	3
Required Cours		4	CSCI 1320	Program Design & Devel I	3
CHEM 1410	General Chemistry I	4		Total Credit Hour	c. 22
CHEM 1 4 1 1	Comonal Chomisture II	4		Total Greate Hour	3. 4J
CHEM 1411	General Chemistry II	4		Total Greate Hour	3. 23
CHEM 3401	Organic Chemistry I	4			
CHEM 3401 CHEM 3402	Organic Chemistry I Organic Chemistry II	4 4	Mathemat	tics Minor, B.A., B.S. (MAT	
CHEM 3401	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry	4 4 4	Mathemat Required Cour	tics Minor, B.A., B.S. (MAT	
CHEM 3401 CHEM 3402	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits	4 4 4 4		tics Minor, B.A., B.S. (MAT	
CHEM 3401 CHEM 3402	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry	4 4 4 4	Required Cour	tics Minor, B.A., B.S. (MAT	H)
CHEM 3401 CHEM 3402	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits	4 4 4 4	Required Cour MATH 1420	tics Minor, B.A., B.S. (MAT rses Calculus I	H) 4 4
CHEM 3401 CHEM 3402 CHEM 3410	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours	4 4 4 4	Required Coun MATH 1420 MATH 1421	tics Minor, B.A., B.S. (MAT rses Calculus I Calculus II Calculus III	H) 4 4 3
CHEM 3401 CHEM 3402 CHEM 3410	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS)	4 4 4 4	Required Coun MATH 1420 MATH 1421 MATH 2320	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations	H) 4 4
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses	4 4 4 2: 24	Required Coun MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra	4 4 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science	4 4 4 2 24	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math	4 4 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab	4 4 4 2 24	Required Coun MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course*	4 4 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability	4 4 4 2: 24	Required Coun MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management	4 4 4 2 24 3 1 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria	4 4 4 2 24 3 1 3 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs	4 4 4 2:24 3 1 3 3 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours Intal Science Minor (ENVS) Ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs ack	4 4 4 2 24 3 1 3 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320	tics Minor, B.A., B.S. (MAT) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors)	Organic Chemistry I Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs ack must complete Track 2)	4 4 4 2:24 3 1 3 3 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MA Statistical Met	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of Track 1 Biology)	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs ack must complete Track 2)	4 4 4 2:24 3 1 3 3 3 3	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MAStatistical Metal	tics Minor, B.A., B.S. (MATINESS) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods)	4 4 4 3 3 3 3 3 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1111 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors) Track 1 Biology BIOL 1307	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs sick must complete Track 2) General Biology II	4 4 4 2:24 3 1 3 3 3 3	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MAStatistical Metal Physics Min Required Cound MATH Cound Mathematical Metal Physics Min Required Cound MATH Cound Mathematical Metal Physics Min Required Cound MATH Mathematical Metal Physics Min Required Cound MATH MATHEMATICAL MATHE	tics Minor, B.A., B.S. (MATINESS) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 Chods)	4 4 3 3 3 3 3 3 3 3 3 5 8: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of the cours) Track 1 Biology BIOL 1307 BIOL 3410	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs ack must complete Track 2) General Biology II General Ecology	4 4 4 2:24 3 1 3 3 3 3	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MAStatistical Metal Physics Min Required Cound Phys 1320/13	tics Minor, B.A., B.S. (MATINESS) rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) rses 120 Physics/Scientists & Eng I w/La	4 4 3 3 3 3 3 3 3 3 3 5 5: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of the cours) Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs ack must complete Track 2) General Biology II General Ecology	4 4 4 2:24 3 1 3 3 3 3	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MASTATISTICAL MET Physics Mill Required Cound PHYS 1320/11 PHYS 1321/11	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) inor (PHYS) rses 120 Physics/Scientists & Eng I w/La 121 Physics/Scientists & Eng II w/La	4 4 3 3 3 3 3 3 3 3 3 3 5 s: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Track 1 Biology majors of the cours Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology GEOL 1103	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs sck must complete Track 2) General Biology II General Ecology y Physical Geology Lab	4 4 4 2:24 3 1 3 3 3 3	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MASTATISTICAL Physics Min Required Cound Phys 1320/12 Phys 1321/12 Phys 2410	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) inor (PHYS) rses 120 Physics/Scientists & Eng I w/La Modern Physics	4 4 3 3 3 3 3 3 3 3 3 3 3 5 s: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology GEOL 1103 GEOL 1303	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs sck must complete Track 2) General Biology II General Ecology Physical Geology Lab Physical Geology	4 4 4 2:24 3 1 3 3 3 3	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MA Statistical Met Physics Mi Required Cour PHYS 1320/12 PHYS 1321/12 PHYS 2410 PHYS 3320	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) inor (PHYS) rses 120 Physics/Scientists & Eng I w/La Modern Physics Classical Dynamics	4 4 3 3 3 3 3 3 3 3 3 3 3 3 5 5 5 2 6 b 4 4 4 3 3
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Track 1 Biology majors of the cours Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology GEOL 1103	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours Intal Science Minor (ENVS) Total Credit Hours Total Credit Hours Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs Total Credit Hours Total Credit Hour	4 4 4 4 2 3 1 3 3 3 7	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MAStatistical Met Physics Mi Required Cound Phys 1320/12 Phys 1321/12 Phys 2410 Phys 3320 Phys 3340	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) Inor (PHYS) rses 120 Physics/Scientists & Eng I w/La Modern Physics Classical Dynamics Stat Physics and Thermodynamics	H) 4 4 3 3 3 3 3 3 3 ss: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology GEOL 1103 GEOL 1303	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours ntal Science Minor (ENVS) ses Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs sck must complete Track 2) General Biology II General Ecology Physical Geology Lab Physical Geology	4 4 4 4 2 3 1 3 3 3 7	Required Cour MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MA Statistical Met Physics Mi Required Cour PHYS 1320/12 PHYS 1321/12 PHYS 2410 PHYS 3320 PHYS 3340 PHYS 4310	calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) inor (PHYS) rses 120 Physics/Scientists & Eng I w/La 121 Physics/Scientists & Eng II w/La Modern Physics Classical Dynamics Stat Physics and Thermodynamics Quantum Mechanics	H) 4 4 3 3 3 3 3 3 3 3 55: 26
CHEM 3401 CHEM 3402 CHEM 3410 Environme Required Cours ENVS 1311 ENVS 1311 ENVS 2311 ENVS 4350 ENVM 4320 ENVM 4340 Choose one Tra (Biology majors of Track 1 Biology BIOL 1307 BIOL 3410 Track 2 Geology GEOL 1103 GEOL 1303	Organic Chemistry I Organic Chemistry II Organic Chemistry II Quant Analysis & Electrochemistry CHEM upper-level credits Total Credit Hours Intal Science Minor (ENVS) Total Credit Hours Total Credit Hours Intro to Environmental Science Intro to Environmental Sci. Lab Ecosystem Sustainability Conflict Resolution Management Fund of Toxicology and Industria Environmental Laws & Regs Total Credit Hours Total Credit Hour	4 4 4 4 2 3 1 3 3 3 7	Required Cound MATH 1420 MATH 1421 MATH 2320 MATH 2321 MATH 3305 MATH 3310 CSCI 1320 *Advanced MAStatistical Met Physics Mi Required Cound Phys 1320/12 Phys 1321/12 Phys 2410 Phys 3320 Phys 3340	rses Calculus I Calculus II Calculus III Differential Equations Linear Algebra Computer Applications/Math Advanced MATH course* Program Design & Devel I Total Credit Hour ATH course: (not MATH 3312 chods) Inor (PHYS) rses 120 Physics/Scientists & Eng I w/La Modern Physics Classical Dynamics Stat Physics and Thermodynamics	H) 4 4 3 3 3 3 3 3 3 3 3 3 1 1 4

Public Health Minor (PBHL)

	,	
Required Cours	es	
BIOL 2405	Public Health Microbiology or	
BIOL 3420	General Microbiology	4
ENVM 4320	Fund of Toxicology and Industria	3
PBHL 2301	Introduction to Public Health	3
PBHL 3310	Fundamentals of Epidemiology	3
SOCI 4360	Health Care Issues in Society	3
STAT 3312	Statistical Methods	3
3 Elective credi	ts from:	
BIOL 2334	Introduction to Research Methods	
BIOL 3304	Medical and Research Ethics	
BIOL 4314	Bioinformatics	
BIOL 4402	Immunology	
BIOL 4326	Virology	
ENVM 3312	Environmental Ethics	

Kelley College of Business

Dean Michael L. Monhollon

Faculty

Wade Ashby, M.Div., M.S., Assistant Professor of Computer Science

John N. Davis, Ph.D., Associate Professor of Management

Fei Gao, Ph.D., Associate Professor of Finance John A. Hill, Ph.D., Professor of Economics Nancy E. Kucinski, Ph.D., Professor of Management R. Douglas McIntyre, Ph.D., Professor of Business Administration

Michael L. Monhollon, J.D., Professor of Business Law Shaylee J. Piland, M.B.A., C.P.A, Associate Professor of Accounting

Jennifer H. Plantier, Ph.D., Professor of Business and Marketing

Jared V. Reynolds, M.B.A., Assistant Professor of Business

Laura Reynolds, M.B.A., Visiting Instructor of Business Administration

Terry W. Sergeant, Ph.D., Professor of Computer Science

Edward R. Sim, Ph.D., Professor of Information Systems

Thomas Wier, Ph.D., Associate Professor of Economics

The college of business is named for Doyle Kelley and Inez Tucker Kelley, who helped to secure the future of business education at Hardin-Simmons with a generous gift made in honor of their parents. Doyle and Inez Kelley met while students at HSU, which Doyle attended on a scholarship for the Cowboy Band.

Objectives

The Kelley College of Business will supply a noticeably Christian environment in which undergraduate business students will learn how to build a life of meaning within the context of a business career, acquiring the skills necessary to find a job, to run a successful business, and to accumulate wealth.

In furtherance of its mission, the Kelley College of Business will equip its students to:

- 1. Understand the function of private industry in the national and world economies.
- 2. Understand the various business functions, how they interact, and how they contribute to organizational objectives.
- 3. Integrate legal, ethical, and personal considerations into business decision-making.

- 4. Work effectively as a team-member and as a team-leader for projects, functional divisions of a company, and an entire organization.
- 5. Understand how data is collected, reported, and analyzed to manage organizations and make better business decisions.
- 6. Communicate analyses, results, decisions, and recommendations.
- 7. Identify business opportunities, and learn how to raise and manage the capital to finance them.
- 8. Market themselves as well as their organization, its mission, and its products or services.
- 9. Build a satisfying career and grow toward financial independence.

Areas of Study

The HSU Kelley College of Business offers undergraduate majors in Accounting, Banking and Financial Services, Business Administration, Computer Science, Economics, Finance, Human Computer Interaction, Information Systems, Management, Marketing, Nonprofit Management, and Public Administration. It offers minors in Accounting, Business Administration, Computer Science, Economics, Finance, Management, and Marketing.

Bachelor of Business Administration Degree*
Majors are available in the fields of Accounting,
Banking and Financial Services, Economics, Finance,
Information Systems, Management, Marketing,
Nonprofit Management, and Public Administration.
Students seeking the Bachelor of Business
Administration (B.B.A.) degree must complete a
minimum of 124 semester credits.

Students who plan to sit for the Uniform Certified Public Accountant Examination need more credits in accounting than those required by the major. The Texas State Board of Public Accounting (TSBPA) requires 30 accounting credits beyond Principles of Accounting I and II. These 30 credits can be satisfied by taking the following courses: ACCT 3311, 3312, 3313, 3315, 3320, 4311, 4316, 4317, 4319, and 4321. In addition to the TSBPA course requirements, TSBPA also requires a minimum of 150 semester credits from an accredited institution. Thus, a student planning to sit for the CPA exam will have to take 26 credits beyond the 124 credits required for the B.B.A. degree. Students may want to consider B.B.A.-to-M.B.A. Early Admission and continue into the M.B.A. program to meet the additional credit requirement.

Other Degrees in Business Administration*

Accounting, B.B.A. (ACCT)

The HSU Kelley College of Business offers a major in Business Administration on the university's liberal arts degrees, the B.A. and B.B.S. This major allows a student to double major in a field outside the college of business. The required minor may be in a business or a nonbusiness field, though, because the major in business administration is broad, a minor in a business field is encouraged to give the graduate a concentration in a particular field of business.

Degrees in Computer Science and Economics Computer Science offers a major for the Bachelor of Science (B.S.), Bachelor of Behavioral Science (B.B.S.), and Bachelor of Arts (B.A.) degrees. In addition to the B.B.A. degree, Economics offers a major for the Bachelor of Science (B.S.), Bachelor of Behavioral Science (B.B.S.), and Bachelor of Arts (B.A.) degrees.

Degrees in Human Computer Interaction
The departments of Computer Science and
Psychology offer a major and a minor in Human
Computer Interaction on the B.A., B.B.S., and B.S.H.S.
degrees. These are interdisciplinary programs with a
balance of computing and psychology coursework.
The major covers the way people think about and
interact with machine interfaces including but not
limited to the aesthetics of the design, the
intuitiveness of the interface, the cognitive models at
work, and the functionality of the computing.

*Programs marked with an asterisk are accredited by the Accreditation Council for Business Schools and Programs.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Accountin	g, B.B.A. (ACCT)	
Core Curricu	lum	46
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Lif	e 3
ENGL 3300	Writing as Discovery	3
	Writing	
BSAD 1301	Business Writing or	
ENGL 1301/1	302 Freshmen Writing I or II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - fro	om Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
Kines	iology, Health and Recreation	
KINE Activity	course (X 2)	2
	Mathematics	
MATH 1316	Finite Mathematics for Business or	
MATH 1420	Calculus I	3-4
Na	tural and Physical Sciences	
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
Soc	ial and Behavioral Sciences	
ECON 2331	Principles of Macroeconomics	3
ECON 2332	Principles of Microeconomics	3
Business Cor	re ·	36
ACCT 2311	Principles of Accounting I	3
ACCT 2312	Principles of Accounting II	3
BSAD 2302	Business Statistics	3
BSAD 2304	Business Analytics	3
BSAD 3303	Business Law I	3
BSAD 3367	Management of Information System	s 3
BSAD 4325	Business Ethics	3
CSCI 1303	Intro to Computer Applications	3
ECON 1310	Personal Finance	3
FINA 3341	Principles/Financial Management	3
MGMT 3351	Introduction to Management	3
MKTG 3361	Principles of Marketing	3
Major: Accou		24
ACCT 3311	Intermediate Accounting I	3
ACCT 3312	Intermediate Accounting II	3
ACCT 3313	Cost Accounting	3
ACCT 3320	Accounting Systems	3
	ACCT Electives upper level	6
Technologica	al Competency and Electives	18
CSCI 1303	Intro to Computer App (see major)	
	Electives	18
	Total Credit Hours: 1	124

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Banking an	d Financial Services, B.B.A.	,		
(BAFS)				
Core Curriculi	um	46		
	Core Distinctive			
FYSM 1300	First Year Seminar: Gateway	3		
COMM 1301	Speech Communication	3		
KINE 1170	Wellness for Life	1		
HIST 1300	Making US History	3		
RELI 2345	The Religious and Philosophical Lif			
ENGL 3300	Writing as Discovery Writing	3		
BSAD 1301	Business Writing or			
ENGL 1301/13	02 Freshmen Writing I or II	3		
	Literature			
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - fron	n Art, Music, Theatre	3		
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
Kinesi	ology, Health and Recreation			
KINE Activity c	ourse (X 2)	2		
	Mathematics			
MATH 1316	Finite Mathematics for Business or			
MATH 1420	Calculus I	3-4		
Nati	ural and Physical Sciences			
	BIOL or ENVS	3		
	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	1		
Socia	al and Behavioral Sciences			
ECON 2331	Principles of Macroeconomics	3		
ECON 2332	Principles of Microeconomics	3		
Business Core		36		
ACCT 2311	Principles of Accounting I	3		
ACCT 2312	Principles of Accounting II	3		
BSAD 2302	Business Statistics	3		
BSAD 2304	Business Analytics	3		
BSAD 3303	Business Law I	3		
BSAD 3367	Management of Information System			
BSAD 4325	Business Ethics	3		
CSCI 1303	Intro to Computer Applications	3		
ECON 1310	Personal Finance	3		
FINA 3341	Principles/Financial Management	3		
MGMT 3351	Introduction to Management	3		
MKTG 3361	Principles of Marketing	3		
Major: Bankin	g and Financial Services	24		
ACCT 3312	Intermediate Accounting II	3		
ACCT 3313	Cost Accounting	3		
ACCT 4319	Accounting Research and Analysis	3		
FINA 3344	Money and Banking	3		
FINA 4343	Commercial Bank Management	3		
MKTG 3364	Personal Selling	3		
	m the following	6		
ACCT 4300	Accounting Internship or			

BSAD 4300	Internship	
FINA 3347	Principles of Real Estate	
FINA 4341	Investments	
FINA 4351	Advanced Investments	
MGMT 4351	Entrepreneurial Management	
MGMT 4352	Human Resource Management	
MGMT 4353	Law of Human Resource	
Management		
Technological	Competency and Electives	18
CSCI 1303	Intro to Computer App (see major)	
	Electives	18
	Total Credit Hours: 1	24

Business Ac	dministration, B.A. (BSAD)	58	Business A	dministration, B.B.S. (BSAD)) 55
core curricuit	Core Distinctive	30	core curricul	Core Distinctive	33
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	-
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	5
KINE 1170	Wellness for Life	3 1	KINE 1170	Wellness for Life	1
HIST 1300		3	HIST 1300	Making US History	1
RELI 2345	Making US History		RELI 2345		: :
	The Religious and Philosophical Life			The Religious and Philosophical Lif Writing as Discovery	е з
ENGL 3300	Writing as Discovery Writing	3	ENGL 3300	Writing as Discovery Writing	-
BSAD 1301	Business Writing or		BSAD 1301	Business Writing or	
ENGL 1301/13	02 Freshmen Writing I or II	3	ENGL 1301/1	302 Freshmen Writing I or II	3
•	Literature		,	Literature	
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2303	American Literature	3	ENGL 2303	American Literature	3
	Fine Arts			Fine Arts	
Fine Arts - from	n Art, Music, Theatre	3	Fine Arts - fro	m Art, Music, Theatre	3
	Biblical Studies			Biblical Studies	
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey	3
Kinesio	ology, Health and Recreation		Kines	iology, Health and Recreation	
KINE Activity c	ourse (X 2)	2	KINE Activity	course (X 2)	2
	Mathematics			Mathematics	
MATH 1301	Aspects of Modern Math or higher	3	MATH 1301	Aspects of Modern Math or higher	3
Natu	ıral and Physical Sciences		Nat	tural and Physical Sciences	
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1		Science Lab	1
Socia	ıl and Behavioral Sciences		Soc	ial and Behavioral Sciences	
Must be	from outside the major & minor		Must be	from outside the major & minor	
	ECON, POLS, PSYC, SOCI, or PHIL	6	M	laximum 9 hours of history	
	Foreign Language		ECC	ON, HIST, PHIL, POLS, PSYC, or SOCI	15
	One language	12	Major: Busin	ess Administration	30
Major: Busine	ss Administration	30	ACCT 1301	Survey of Accounting	3
ACCT 1301	Survey of Accounting	3	BSAD 3303	Business Law I	3
BSAD 3303	Business Law I	3	BSAD 3367	Management of Information	
BSAD 3367	Management of Information		Systems	3	
Systems	3		ECON 1310	Personal Finance	3
ECON 1310	Personal Finance	3	MGMT 3351	Introduction to Management	3
MGMT 3351	Introduction to Management	3	MKTG 3361	Principles of Marketing	3
MKTG 3361	Principles of Marketing	3		Business electives (9 upper level)	12
	Business electives (9 upper level)	12	Minor		18
Minor		18	Technologica	ll Competency and Electives	21
Technological	Competency and Electives	18	CSCI 1320	Program Design & Devel I	3
CSCI 1320	Program Design & Devel I	3		Electives	18
	Electives	15		Total Credit Hours:	12 4
	Total Credit Hours: 1	24			

Fore Core Distinctive	Computer	Science, B.A. (CSCI)		Computer	Science, B.S. (CSCI)	
Core Distinctive	Core Curricul	lum	58			
FYSM 1300	0010 00111001					
COMM 1301 Speech Communication 3	FYSM 1300		3	FYSM 1300	First Year Seminar: Gateway	3
Minor Making US History The Religious and Philosophical Life 3				COMM 1301		
HIST 1300						
RELI 2345						3
BNGL 3300						3
SAD 1301 Business Writing or ENGL 1301 1302 Freshmen Writing lor II 3 3 3 3 3 3 3 3 3		-		ENGL 3300		3
SEAD 1301 Business Writing or	ENGL 3300		3	DG1 D 1001		
ENGL 1301 1302 Freshmen Writing I or II 1	DCAD 1201					2
Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2303 American Literature 3 Fine Arts				ENGL 1301/13		3
Second S	ENGL 1301/1	_	3	FNCL 2201		
ENGL 2302 English Literature or ENGL 2303 American Literature or Fine Arts BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey or BIBL 1302 New Testament Survey or BIBL 1302 New Testament Survey or BIBL 1301 Old Testament Requirements KINE Activity course (X 2) Mathematics MATH 1316 Finite Mathematics for Business or Calculus I 3-4 Calculus I 3-4 Calculus I 3-4 See Department Requirements Social and Behavioral Sciences BIOL or ENVS 3 Must be from outside the major & minor BECON, POLS, PSYC, SOCL, or PHIL 6 Social and Behavioral Sciences AMATH 1420 Calculus I 4 MATH 13305 Linear Algebra MATH 1420 Calculus I 4 MATH 13305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305 Linear Algebra MATH 1320/1120 Physics/ Scientists & Eng I w/Lab MATH 3305 Linear Algebra Social And Behavioral Sciences AMATH 1420 Calculus I 4 MATH 3305						
ENGL 2303						3
Second				ENGE 2000		Ü
Fine Arts	ENGL 2303		3	Fine Arts - fron		3
Biblical Studies						
BIBL 1301 Old Testament Survey or RIBL 1302 New Testament Survey or 3 KINE Activity curse (X 2) Author Mathematics Natural and Physical Sciences Natural and Physical Sciences BIOL or ENVS 3 BIOL or ENVS 5 BIOL	Fine Arts - fro	m Art, Music, Theatre	3	BIBL 1301	Old Testament Survey or	
RIBL 1302 New Testament Survey 3 KINE Activity course (X 2) See Expartment Requirements Natural and Physical Sciences BIOL or ENVS See Department Requirements See Department See Department See Department See Department See Department See Department See Depar		Biblical Studies		BIBL 1302	New Testament Survey	3
KINE Activity curse (X 2) 2 See Department Requirements MATH 1316 Finite Mathematics for Business or Calculus I 3-4 MATH 1420 Calculus I 3-4 Natural and Physical Sciences BIOL or ENVS BIOL or E	BIBL 1301	Old Testament Survey or				
KINE Activity: course (X 2) 2 See Department Requirements Mathematics MATH 1316 Finite Mathematics for Business or BiloL or ENVS See Department Requirements Natural and Physical Sciences BIOL or ENVS 3 Fee Department Requirements Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 Science Lab Department Requirements Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 BECON, POLS, PSYC, SOCI, or PHIL 6 MATH 1420 Calculus I MATH 1421 Calculus II MATH 1421 Calculus II MATH 1305 Linear Algebra 3 MATH 3315 Mathematical Structures 3 Mathematical Structures 3 Mathematical Structures 3 SCSCI 3320 Program Design & Devel I 3 CSCI 3320 Program Design & Devel I 3 CSCI 3320 Program Design & Development II 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3321 Networking 3 CSCI 3322 Computer Data Structures 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3325 Web Technologies I 3 CSCI 3326 Neworking 3 CSCI 3327 Database Systems 3 CSCI 4320 Database Systems Analysis & Design 3 CSCI 4320 Info Systems Analysis & Design 3 CSCI 4321 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 Mathematics, or Environmental Science 3 Mathematics, or Environmental Science 4 Mathematics, or Environmental Science 4 Mathematics 5 BIOL or ENVS 5 See Major ECON, POILS PKYC, SOCI, or PHIL 6 MATH 1421 Calculus II MATH 1421 MATH 1421 Calculus II M	BIBL 1302	New Testament Survey	3	KINE Activity of		2
MATH 1316 Finite Mathematics for Business or Calculus I 3-4 See Department Requirements See See Department Requirements See Department Requirements See Took and Behavioral Sciences Pupty Scientist & English Must be from outside the major & minor Hall Marth 1420 Calculus I Marth 1421 Calculus II MATH 1420 Calculus II MATH 1420 Calculus II MATH 1421 Calculus II MA	Kines	iology, Health and Recreation				
MATH 1316 Finite Mathematics for Business or MATH 1420 Calculus I 3-4 See Department Requirements See Department Requirements See Department Requirements Social and Behavioral Sciences Must be from outside the major & minor Science Lab Department Requirements Social and Behavioral Sciences Mathematics of Business of Social and Behavioral Sciences Mathematics of Business of Social and Behavioral Sciences Mathematics of Business of Social and Behavioral Sciences Mathematical Structures			2			
MATH 1316 Finite Mathematics for Business or Calculus I 3-4 See Department Requirements Natural and Physical Sciences BIOL or ENVS 3 Must be from outside the major & minor Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 MATH 1320 Calculus I 4 Major: Computer Science 10 MATH 3305 Linear Algebra 3 ECON, POLS, PSYC, SOCI, or PHIL 6 MATH 3305 Linear Algebra 3 Mayor: Computer Science 36 Mayor: Computer Science 36 CSCI 1320 Program Design & Devel I 3 CSCI 1320 Program Design & Development II 3 CSCI 2320 Prog Design & Development II 3 CSCI 2320 Prog Design & Development II 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3330 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI 4320 Database Systems 3 CSCI 4325 Senior Project 3 CSCI 4320 Database Systems 3 CSCI 4325 Senior Project 3 CSCI 4320 Database Systems 3 CSCI 4325 Senior Project 3 CSCI 4320 Database Systems 3 CSCI 4325 Senior Project 3 CSCI 4320 Database Systems 3 CSCI 4326 Computer Data Structures 3 CSCI 4327 Info Systems Analysis & Design 3 CSCI 4328 Info Systems Analysis & Design 3 CSCI 4329 CSCI upper level 9 Minor 18 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor 18 Mathematics, or Environmental Science 9 Technological Competency and Electives 12 Technological Competency and Electives 1	•			N		0
NATH 1420 Calculus I 3-4 Natural and Physical Sciences BIOL or ENVS 3 Must be from outside the major & minor Foreign Language CSCI 1320 Program Design & Development II 3 CSCI 2320 Program Design & Development II 3 CSCI 2320 Program Design & Development II 3 CSCI 3323 Computer Data Structures 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3325 Web Technologies I 3 CSCI 3320 Database Systems Analysis & Design 3 CSCI 4320 Info Systems Analysis & Design 3 CSCI 4320 Info Systems Analysis & Design 3 CSCI 4320 Database Systems 4 CSCI 4320 Info Systems Analysis & Design 3 CSCI 4320 Info Systems Analysis & Design 4 CSCI 4320 Info Systems Analysis & Design 5 CSCI 4320 Info Systems Analysis & Design 6 CSCI 4320 Info Systems Analysis & Design 6 CSCI 4320 Info Systems Analysis & Design 7 CSCI 4320 Info Systems Analysis & Design 8 CSCI 4320 Info Systems Analysis & Design 6 CSCI 4320 Info Systems Analysis & Design 7 CSCI 4320 Info Systems Analysis & Design 8 CSCI 4320 Info Systems Analysis & Design 7 CSCI 4320 Info Systems Analysis & Design 8 CSCI 4320 Info Systems Analysis & Design 9 CSCI 4320 In	MATH 1316	Finite Mathematics for Business or	ſ			3
Natural and Physical Sciences BIOL or ENVS 3 Must be from outside the major & minor FORCE About						
BIOL or ENVS PHYS, GEOL, CHEM, or PHSC Science Lab Science Lab Departmental Requirements Science Lab Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Foreign Language One language Oscil 320 Prog Design & Devel l Oscil 320 Prog Design & Devel l Oscil 320 Omputer Data Structures Oscil 3230 Omputer Dat			0 1	S		
PHYS, GEOL, CHEM, or PHSC Science Lab Science Lab Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Foreign Language One language One language One language One language CSCI 1320 Program Design & Devel I SCSCI 2320 Program Design & Devel I SCSCI 2320 Program Design & Development II SCSCI 2320 Program Design & Development II SCSCI 2320 Computer Data Structures SCSCI 3323 Computer Data Structures SCSCI 3324 Networking SCSCI 3333 User-Interface/User-Exper (ui/Ux) SCSCI 3333 User-Interface/User-Exper (ui/Ux) SCSCI 3333 SCSCI 3333 SCSCI 4320 Database Systems SCSCI 4320 Database Systems SCSCI 4320 Info Systems Analysis & Design SCSCI 4320 COMPetency and Electives See major Electives SCSCI See major Electives SCSCI SCSI See major Electives SCSCI SCSI SCSI SCSI See major Electives SCSCI TOLS, PSYC, SOCI, or PHIL Departmental Requirements SCSCI, ACL Usus I MATH 1420 Calculus I MATH 1421 Calculus II MATH 3315 MATH mantaical Structures MATH 1421 Calculus II MATH 3305 Linear Algebra MATH 3315 MATH 3315 MATH 3315 MATH 3315 MATH mantaical Structures MATH 3315 M	1141		3			
Science Lab Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL One language One language One language CSCI 1320 Program Design & Devel I CSCI 2320 Prog Design & Development II SCSCI 3320 CSCI 3330 CSCI 3320 CSCI 3330 CSCI 3330 CSCI 4320 CSCI 3350 CSCI 4320 CSCI				Must		6
Social and Behavioral Sciences Math 1420 Calculus I MATH 1421 Calculus II MATH 13315 Mathematical Structures MATH 3315 Mathematical Structures PHYS 1320/1120 Physics/Scientists & Eng I w/Lab Major: Computer Science 36 Major: Computer Science CSCI 1320 Program Design & Devel I CSCI 2320 Prog Design & Development II CSCI 2320 Prog Design & Development II CSCI 3320 Assembly Language & Computer Org CSCI 3320 Assembly Language & Computer Org CSCI 3323 Computer Data Structures CSCI 3324 Networking CSCI 3324 Networking CSCI 3325 Veb Technologies I CSCI 3330 User-Interface/User-Exper (ui/Ux) CSCI 3330 User-Interface/User-Exper (ui/Ux) CSCI 3330 User-Interface/User-Exper (ui/Ux) CSCI 3350 Web Technologies I CSCI 4320 Database Systems CSCI 4320 Database Systems CSCI 4320 Info Systems Analysis & Design CSCI 4322 Info Systems Analysis & Design CSCI 4325 Senior Project CSCI upper level Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives Technological Competency and Electives Technological Competency and Electives MATH 1421 Calculus II MATH 1420 Calculus II MATH 1421 Calculus II MATH 1420 Calculus II MATH 1420 Calculus II				Departmental		
Must be from outside the major & minor	Soc		1	_		
FOON, POLS, PSYC, SOCI, or PHIL 6 Foreign Language One la				MATH 1421	Calculus II	4
Foreign Language One language One language One language PHYS 1320/1120 Physics/Scientists & Eng I w/Lab Adjor: Computer Science 36 Major: Computer Science 36 Major: Computer Science 36 CSCI 1320 Program Design & Devel I 3 CSCI 2320 Prog Design & Development II 3 CSCI 2320 Prog Design & Development II 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3320 Computer Data Structures 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3333 User-Interface / User-Exp (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 4 CSCI upper level 4 Minor 5 CSCI upper level 5 CSCI upper level 7 CSCI upper level 7 CSCI upper level 7 CSCI See major 8 Electives 7 Technological Competency and Electives 7 Electives 7 Total Credit Hours: 124	Must be		6	MATH 3305		
One language 12 Major: Computer Science 36 CSCI 1320 Program Design & Devel I 3 CSCI 1320 Program Design & Devel I 3 CSCI 2320 Prog Design & Development II 3 CSCI 2320 Assembly Language & Computer Org 3 CSCI 2320 Assembly Language & Computer Org 3 CSCI 2320 Assembly Language & Computer Org 3 CSCI 2320 Prog Design & Development II 3 CSCI 2320 Prog Design & Devel			O			
Major: Computer Science CSCI 1320 Program Design & Devel I 3 CSCI 1320 Program Design & Devel I 3 CSCI 1320 Prog Design & Development II 3 CSCI 2320 Assembly Language & Computer Org 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) or CSCI 3333 User-Interface/User-Exper (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI upper level 9 CSCI upper level 9 CSCI upper level 9 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives 9 CSCI See major Electives 9 Total Credit Hours: 124			12			
CSCI 1320 Program Design & Devel I 3 CSCI 1320 Program Design & Devel I 3 CSCI 2320 Prog Design & Development II 3 CSCI 2320 Prog Design & Development II 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3323 Computer Data Structures 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3325 User-Interface / User-Exper (ui/Ux) 3 CSCI 3333 User-Interface / User-Exper (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives 12 Technological Competency and Electives 9 Total Credit Hours: 124	Main. Ca					
CSCI 2320 Prog Design & Development II 3 CSCI 2320 Prog Design & Development II 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3320 Assembly Language & Computer Org 3 CSCI 3323 Computer Data Structures 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3333 User-Interface / User-Exp (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 3 CSCI upper level 9 CSCI upper level 9 CSCI upper level 9 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives 12 Technological Competency and Electives 9 Total Credit Hours: 124						
CSCI 3320 Assembly Language & Computer Org 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3330 Web Technologies I 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 3 CSCI 4356 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor Technological Competency and Electives 12 See major Electives 12 Total Credit Hours: 124						
CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 3 CSCI upper level 3 Minor Technological Competency and Electives 12 See major Electives 12 CSCI 3233 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3323 Computer Data Structures 3 CSCI 3324 Networking 3 CSCI 3323 User-Interface / User-Exp (ui/Ux) or CSCI 3333 User-Interface / User-Exp (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 9 CSCI upper level 9 CSCI upper level 9 Technological Competency and Electives 9 CSCI See major Electives 9 Total Credit Hours: 124						
CSCI 3324 Networking 3 CSCI 3324 Networking 3 CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3333 User-Interface / User-Exper (ui/Ux) 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4355 Senior Project 9 CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor Technological Competency and Electives 12 See major Electives 12 Technological Competency and Electives 9 CSCI See major Electives 12 Total Credit Hours: 124			_			
CSCI 3333 User-Interface/User-Exper (ui/Ux) 3 CSCI 3333 User-Interface / User-Exp (ui/Ux) or CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4355 Senior Project 9 CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives 9 See major Electives 12 Total Credit Hours: 124					•	
CSCI 3350 Web Technologies I 3 CSCI 3350 Web Technologies I 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4355 Senior Project 9 CSCI upper level 3 Minor 18 Minor 18 Minor 18 Mathematics, or Environmental Science) Technological Competency and Electives 9 See major CSCI See major Electives 12 Total Credit Hours: 124		<u> </u>			<u>o</u>	3
CSCI 4320 Database Systems 3 CSCI 4320 Database Systems 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 3 CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor Technological Competency and Electives 12 See major Electives 12 Total Credit Hours: 124			,			3
CSCI 4320 Database Systems CSCI 4322 Info Systems Analysis & Design CSCI 4322 Info Systems Analysis & Design CSCI 4355 Senior Project CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, Mathematics, or Environmental Science) Technological Competency and Electives See major Electives 12 CSCI 4322 Info Systems Analysis & Design 3 CSCI 4325 Senior Project 3 CSCI upper level 9 Mathematics, or Environmental Science) Technological Competency and Electives 9 CSCI See major Electives 12 Total Credit Hours: 124						
CSCI 4322 Info Systems Analysis & Design CSCI 4355 Senior Project 3 CSCI 4355 Senior Project 9 CSCI upper level 3 Minor 18 Minor Technological Competency and Electives 12 See major Electives 12 CSCI 4355 Senior Project 9 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Mathematics, or Environmental Science) Technological Competency and Electives 9 CSCI See major Electives 12 Total Credit Hours: 124	CSCI 4320	5				
CSCI 4355 Senior Project 3 CSCI upper level 9 CSCI upper level 3 Minor (Biochemistry, Chemistry, Physics, Geology, 18 Minor 18 Mathematics, or Environmental Science) Technological Competency and Electives 12 CSCI See major Electives 12 CSCI See major Electives 12 Total Credit Hours: 124		Info Systems Analysis & Design				
Minor18Mathematics, or Environmental Science)Technological Competency and Electives12Technological Competency and Electives9See major Electives12CSCI See major Electives9Total Credit Hours: 124	CSCI 4355	Senior Project	3			
Technological Competency and Electives See major Electives 12 Technological Competency and Electives CSCI See major Electives 9 Total Credit Hours: 124		CSCI upper level	3		mistry, Chemistry, Physics, Geology,	18
Technological Competency and Electives See major Electives 12 Technological Competency and Electives CSCI See major Electives 9 Total Credit Hours: 124	Minor		18			
See major Electives 12 CSCI See major Electives 9 Total Credit Hours: 124	Technologica	l Competency and Electives	12	Technological		9
Electives 12 Electives Total Credit Hours: 124	J					_
			12			-
					Total Credit Hours	: 124

Computer	Science, B.B.S. (CSCI)		Economic	s, B.A. (ECON)	
Core Curricu		55	Core Curricu	lum	58
	Core Distinctive			Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical	Life 3	RELI 2345	The Religious and Philosophical I	ife 3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing as Discovery	3
	Writing			Writing	
BSAD 1301	Business Writing or		BSAD 1301	Business Writing or	
ENGL 1301/1	302 Freshmen Writing I or II	3	ENGL 1301/1	302 Freshmen Writing I or II	3
	Literature			Literature	
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2303	American Literature	3	ENGL 2303	American Literature	3
	Fine Arts			Fine Arts	
Fine Arts - fro	m Art, Music, Theatre	3	Fine Arts - fro	om Art, Music, Theatre	3
	Biblical Studies			Biblical Studies	
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey	3
Kines	iology, Health and Recreation		Kines	siology, Health and Recreation	
KINE Activity		2	KINE Activity	course (X 2)	2
	Mathematics			Mathematics	
MATH 1316	Finite Mathematics for Business	or	MATH 1310	College Algebra or	
MATH 1420	Calculus I	3-4	MATH 1420	Calculus I	3-4
Nat	tural and Physical Sciences		Na	tural and Physical Sciences	
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1		Science Lab	1
Soc	ial and Behavioral Sciences		Soc	cial and Behavioral Sciences	
Must be	e from outside the major & minor		Must b	e from outside the major & minor	
M	laximum 9 hours of history			ECON	3
	ON, HIST, PHIL, POLS, PSYC, or SOCI			ECON, POLS, PSYC, SOCI, or PHIL	3
Major: Comp	uter Science	36		Foreign Language	
CSCI 1320	Program Design & Devel I	3		One language	12
CSCI 2320	Prog Design & Development II	3	Major: Econo		30
CSCI 3320	Assembly Language & Computer		ECON 2331	Principles of Macroeconomics	3
CSCI 3323	Computer Data Structures	3	ECON 2332	Principles of Microeconomics	3
CSCI 3324	Networking	3	ECON 3301	Intermediate Microeconomic Theo	ory 3
CSCI 3333	User-Interface / User-Exp (ui/Ux		ECON 3302	Intermediate Macroeconomics	
CSCI 3350	Web Technologies I	3	Theory	3	
CSCI 4320	Database Systems	3	ECON 3334	Economic History of the U S	3
CSCI 4322	Info Systems Analysis & Design	3		ECON Electives upper level	15
CSCI 4355	Senior Project	3	Minor		18
	CSCI upper level	9		al Competency and Electives	18
Minor	_	18	CSCI 1303	Intro to Computer Applications	3
Technologica	al Competency and Electives	15		Electives	15
	CSCI See major			Total Credit Hours	: 124
	Electives	15			

Economics	B B A (ECON)		Economics	s, B.B.S. (ECON)	
-	B.B.A. (ECON)		Core Curricu		55
Core Curriculu		46	0010 0411104	Core Distinctive	
	Core Distinctive		FYSM 1300	First Year Seminar: Gateway	3
FYSM 1300	First Year Seminar: Gateway	3	COMM 1301	Speech Communication	3
COMM 1301	Speech Communication	3	KINE 1170	Wellness for Life	1
KINE 1170	Wellness for Life	1			3
HIST 1300	Making US History	3	HIST 1300	Making US History	
RELI 2345	The Religious and Philosophical Li	fe 3	RELI 2345	The Religious and Philosophical Li	
ENGL 3300	Writing as Discovery Writing	3	ENGL 3300	Writing as Discovery Writing	3
BSAD 1301	Business Writing or		BSAD 1301	Business Writing or	
		3	ENGL 1301/1	302 Freshmen Writing I or II	3
ENGL 1301/13	02 Freshmen Writing I or II Literature	3		Literature	
ENCL 2201			ENGL 2301	World Literature or	
ENGL 2301	World Literature or		ENGL 2302	English Literature or	
ENGL 2302	English Literature or		ENGL 2303	American Literature	3
ENGL 2303	American Literature	3		Fine Arts	
	Fine Arts		Fine Arts - fro	om Art, Music, Theatre	3
Fine Arts - from	n Art, Music, Theatre	3	11110111100 1110	Biblical Studies	
	Biblical Studies		BIBL 1301	Old Testament Survey or	
BIBL 1301	Old Testament Survey or		BIBL 1301	New Testament Survey	3
BIBL 1302	New Testament Survey	3		iology, Health and Recreation	3
Kinesio	ology, Health and Recreation		KINE Activity		2
KINE Activity c	ourse (X 2)	2	KINE ACTIVITY	Mathematics	
	Mathematics		MATH 1316	Finite Mathematics for Business or	
MATH 1316	Finite Mathematics for Business or	•	MATH 1310 MATH 1420	Calculus I	3-4
MATH 1420	Calculus I	3-4			3-4
Natu	ıral and Physical Sciences		Na	tural and Physical Sciences	_
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1	_	Science Lab	1
	al and Behavioral Sciences	-		ial and Behavioral Sciences	
	Principles of Macroeconomics	3		e from outside the major & minor	
	Principles of Microeconomics	3		laximum 9 hours of history	
Business Core	Timespies of Piletocconomics	36		ON, HIST, PHIL, POLS, PSYC, or SOCI	15
ACCT 2311	Principles of Accounting I	3	Major: Econo		30
	Principles of Accounting I	3	ECON 2331	Principles of Macroeconomics	3
	Business Statistics	3	ECON 2332	Principles of Microeconomics	3
			ECON 3301	Intermediate Microeconomic Theo	ry 3
	Business Analytics	3	ECON 3302	Intermediate Macroeconomics	
	Business Law I	3	Theory	3	
	Management of Information System		ECON 3334	Economic History of the U S	3
	Business Ethics	3		ECON Electives upper level	15
	Intro to Computer Applications	3	Minor	11	18
	Personal Finance	3		al Competency and Electives	21
	Principles/Financial Management	3	CSCI 1303	Intro to Computer Applications	3
	Introduction to Management	3	G5G1 1505	Electives	18
MKTG 3361	Principles of Marketing	3		Total Credit Hours:	
Major: Econon	nics	24		Total Cicuit Hours.	127
ECON 3301	Inter Microeconomic Theory	3			
ECON 3302	Inter Macroeconomics Theory	3			
	Econometrics	3			
	Business Electives upper level	6			
	ECON Electives upper level	9			
	Competency and Electives	18			
	CSCI See major				
	Electives	18			
	Total Credit Hours:	_			

Economics, B.S. (ECON)			Finance, B.B.A. (FINA)		
Core Curriculum		39	Core Curricul	um	46
	Core Distinctive			Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life		RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing as Discovery	3
LINGE 3300	Writing	3		Writing	
BSAD 1301	Business Writing or		BSAD 1301	Business Writing or	
		3	ENGL 1301/13	302 Freshmen Writing I or II	3
ENGL 1301/1.	302 Freshmen Writing I or II	3		Literature	
ENGL 2204	Literature		ENGL 2301	World Literature or	
ENGL 2301	World Literature or		ENGL 2302	English Literature or	
ENGL 2302	English Literature or		ENGL 2303	American Literature	3
ENGL 2303	American Literature	3		Fine Arts	
	Fine Arts		Fine Arts - fron	n Art, Music, Theatre	3
Fine Arts - from	m Art, Music, Theatre	3		Biblical Studies	
	Biblical Studies		BIBL 1301	Old Testament Survey or	
BIBL 1301	Old Testament Survey or		BIBL 1302	New Testament Survey	3
BIBL 1302	New Testament Survey	3		esiology, Health and Recreation	
Kine	siology, Health and Recreation		KINE Activity		2
KINE Activity	course (X 2)	2		Mathematics	
	Mathematics		MATH 1316	Finite Mathematics for Business or	
Se	ee Department Requirements		MATH 1420	Calculus I	3-4
	atural and Physical Sciences		N	Natural and Physical Sciences	
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC			PHYS, GEOL, CHEM, or PHSC	3
	See Department Requirements			Science Lab	1
So	cial and Behavioral Sciences			ocial and Behavioral Sciences	
	pe from outside the major & minor		ECON 2331	Principles of Macroeconomics	3
Muse	ECON, POLS, PSYC, SOCI, or PHIL	6	ECON 2332	Principles of Microeconomics	3
Donartmonta	l Requirements	8	Business Core		36
			ACCT 2311	Principles of Accounting I	3
	120 Physics/Scientists & Eng I w/Lab	4	ACCT 2312	Principles of Accounting II	3
	121 Physics/Scientists & Eng II w/Lab	4	BSAD 2302	Business Statistics	3
Major: Econo		30	BSAD 2304	Business Analytics	3
BSAD 2302	Business Statistics	3	BSAD 3303	Business Law I	3
ECON 2331	Principles of Macroeconomics	3	BSAD 3367	Management of Information Systems	3
ECON 2332	Principles of Microeconomics	3	BSAD 4325	Business Ethics	3
ECON 3301	Intermediate Microeconomic Theory		CSCI 1303	Intro to Computer Applications	3
ECON 3302	Intermediate Macroeconomics Theor	у 3	ECON 1310	Personal Finance	3
ECON 4337	Econometrics	3	FINA 3341	Principles/Financial Management	3
	ECON Electives upper level	12	MGMT 3351	Introduction to Management	3
Minor: Math		26	MKTG 3361	Principles of Marketing	3
MATH 1420	Calculus I	4	Major: Financ		2
MATH 1421	Calculus II	4	ACCT 3311	Intermediate Accounting I	3
MATH 2320	Calculus III	3	ACCT 3312	Intermediate Accounting II	3
MATH 2321	Differential Equations	3	ACCT 3315	Individual Income Tax	3
MATH 3305	Linear Algebra	3	FINA 3344	Money and Banking	3
MATH 3310	Computer Applications/Math	3	FINA 4341 FINA 4353	Investments Corporate Finance	3
MATH	upper-level elective	3	11IVA 4333	FINA upper level elective	
CSCI 1320	Program Design & Devel I	3		Business Electives upper level	3 6
	l Competency and Electives	21	Tochnologica	l Competency and Electives	18
recimologica	CSCI See major	-1	reciniologica	CSCI See major	10
	Electives	21		Electives	18
	Total Credit Hours:			Total Credit Hours	
	i otal Creuit nours:	144		i otal Creuit nours	. 144

Human Computer Interaction, B.A.			Human Computer Interaction,		
•			B.B.S.(HCI)		
(HCI)			Core Curriculum		52
Core Curricul		55	dore curricur	Core Distinctive	-
	Core Distinctive		FYSM 1300	First Year Seminar: Gateway	3
FYSM 1300	First Year Seminar: Gateway	3	COMM 1301	Speech Communication	3
COMM 1301	Speech Communication	3	KINE 1170	Wellness for Life	1
KINE 1170	Wellness for Life	1	HIST 1300	Making US History	3
HIST 1300	Making US History	3	RELI 2345	The Religious and Philosophical Life	
RELI 2345	The Religious and Philosophical Life		ENGL 3300	Writing as Discovery	3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing	J
	Writing		BSAD 1301	Business Writing or	
BSAD 1301	Business Writing or			302 Freshmen Writing I or II	3
ENGL 1301/13	302 Freshmen Writing I or II	3	DIVGE 1001/ 10	Literature	
	Literature		ENGL 2301	World Literature or	
ENGL 2301	World Literature or		ENGL 2302	English Literature or	
ENGL 2302	English Literature or		ENGL 2302	American Literature	3
ENGL 2303	American Literature	3	LINGE 2505	Fine Arts	J
	Fine Arts		Fine Arts - from	n Art, Music, Theatre (See Department)	1
Fine Arts - from	m Art, Music, Theatre (See Department)	rille Al ts - Il Ol	Biblical Studies	,
	Biblical Studies		BIBL 1301		
BIBL 1301	Old Testament Survey or			Old Testament Survey or New Testament Survey	2
BIBL 1302	New Testament Survey	3	BIBL 1302		3
Kine	siology, Health and Recreation			siology, Health and Recreation	7
KINE Activity		2	KINE Activity		2
,	Mathematics		MATH 1216	Mathematics	
MATH 1316	Finite Mathematics for Business or		MATH 1316	Finite Mathematics for Business or	2.4
MATH 1420	Calculus I	3-4	MATH 1420	Calculus I	3-4
	atural and Physical Sciences		Na	ntural and Physical Sciences	-
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1		Science Lab	1
So	cial and Behavioral Sciences	-		cial and Behavioral Sciences	
	be from outside the major & minor		Must b	be from outside the major & minor	
110000	ECON, POLS, PSYC, SOCI, or PHIL	6		ECON, POLS, PSYC, SOCI, or PHIL	15
	Foreign Language	Ü		l Requirements	9
	One language	12	ART 1302	Design I	3
Denartmenta	l Requirements	9	ART 2321	Introduction to Graphic Design	3
ART 1302	Design I	3	ART 4325	Creative Web Design	3
ART 2321	Introduction to Graphic Design	3	Major: Huma	n Computer Interaction	36
ART 4325	Creative Web Design	3	CSCI 1320	Program Design & Devel I	3
	n Computer Interaction	36	CSCI 2320	Prog Design & Development II	3
CSCI 1320	Program Design & Devel I	3	CSCI 3333	User-Interface / User-Exp (ui/Ux)	3
CSCI 2320	Prog Design & Development II	3	CSCI 3350	Web Technologies I	3
			CSCI 4355	Senior Project	3
CSCI 3333	User-Interface / User-Exp (ui/Ux)	3		CSCI Elective upper level	3
CSCI 4350	Web Technologies I	3	PSYC 1301	Intro to Psychology	3
CSCI 4355	Senior Project	3	PSYC 3308	Introduction to Research Methods	3
DCVC 4 2 0 4	CSCI Elective upper level	3	PSYC 3330	Statistics for the Social Sciences or	
PSYC 1301	Intro to Psychology	3	PSYC 3309	Advanced Research and Statistics	3
PSYC 3308	Introduction to Research Methods	3	PSYC 4325	Psychology of Technology	3
PSYC 3330	Statistics for the Social Sciences or	0		PSYC Elective upper level	6
PSYC 3309	Advanced Research and Statistics	3	Minor (Not Co	omputer Science or Psychology)	18
PSYC 4325	Psychology of Technology	3		l Competency (in major) and Elective	
	PSYC Elective upper level	6		Electives	9
	omputer Science or Psychology)	18		Total Credit Hours:	124
Technologica	l Competency (in major) and Elective			- 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
	Electives	6			

			Informati	on Systems B.B.A. (INSV)	
Human Computer Interaction,			Information Systems, B.B.A. (INSY) Core Curriculum 46		
B.S.H.S.(HCI)			Core Curricul	um 46 Core Distinctive	
•	-	42	FYSM 1300	First Year Seminar: Gateway	3
Core Curricul		43	COMM 1301	Speech Communication	3
EVCM 1200	Core Distinctive	2	KINE 1170	Wellness for Life	1
FYSM 1300	First Year Seminar: Gateway	3	HIST 1300	Making US History	3
COMM 1301	Speech Communication	3	RELI 2345	The Religious and Philosophical Life	3
KINE 1170	Wellness for Life	1	ENGL 3300	Writing as Discovery	3
HIST 1300	Making US History	3		Writing	
RELI 2345	The Religious and Philosophical Lif		BSAD 1301	Business Writing or	
ENGL 3300	Writing as Discovery	3	ENGL 1301/13	302 Freshmen Writing I or II	3
	Writing		ENCL 2201	Literature World Literature or	
BSAD 1301	Business Writing or		ENGL 2301 ENGL 2302	English Literature or	
ENGL 1301/1	302 Freshmen Writing I or II	3	ENGL 2302	American Literature	3
	Literature		LIVGE 2303	Fine Arts	3
ENGL 2301	World Literature or		Fine Arts - froi	n Art, Music, Theatre	3
ENGL 2302	English Literature or			Biblical Studies	
ENGL 2303	American Literature	3	BIBL 1301	Old Testament Survey or	
	Fine Arts		BIBL 1302	New Testament Survey	3
	m Art, Music, Theatre (See			esiology, Health and Recreation	
Department)			KINE Activity		2
	Biblical Studies		MATH 1216	Mathematics	
BIBL 1301	Old Testament Survey or		MATH 1316 MATH 1420	Finite Mathematics for Business or Calculus I	3-4
BIBL 1302	New Testament Survey	3		Vatural and Physical Sciences	3-4
Kines	iology, Health and Recreation		1	BIOL or ENVS	3
KINE Activity	course (X 2)	2		PHYS, GEOL, CHEM, or PHSC	3
	Mathematics			Science Lab	1
MATH 1310	College Algebra or higher	3	S	ocial and Behavioral Sciences	
Nat	tural and Physical Sciences		ECON 2331	Principles of Macroeconomics	3
	BIOL or ENVS	3	ECON 2332	Principles of Microeconomics	3
	PHYS, GEOL, CHEM, or PHSC	3	Business Core		36
	Science Lab	1	ACCT 2311	Principles of Accounting I	3
Soc	ial and Behavioral Sciences		ACCT 2312	Principles of Accounting II	3
Must be	from outside the major & minor		BSAD 2302 BSAD 2304	Business Statistics Business Analytics	3
	ECON, POLS, PSYC, SOCI, or PHIL	6	BSAD 3303	Business Law I	3
Departmenta	l Requirements	9	BSAD 3367	Management of Information Systems	3
ART 1302	Design I	3	BSAD 4325	Business Ethics	3
ART 2321	Introduction to Graphic Design	3	CSCI 1303	Intro to Computer Applications	3
ART 4325	Creative Web Design	3	ECON 1310	Personal Finance	3
	n Computer Interaction	36	FINA 3341	Principles/Financial Management	3
CSĆI 1320	Program Design & Devel I	3	MGMT 3351	Introduction to Management	3
CSCI 2320	Prog Design & Development II	3	MKTG 3361	Principles of Marketing	3
CSCI 3333	User-Interface / User-Exp (ui/Ux)	3	•	nation Systems	24
CSCI 3350	Web Technologies I	3	CSCI 1320	Program Design & Devel I	3
CSCI 4355	Senior Project	3	CSCI 2320 CSCI 3324	Prog Design & Development II Networking	3
3531 1555	CSCI Elective upper level	3	CSCI 4320	Database Systems	3
PSYC 1301	Intro to Psychology	3	CSCI 4322	Info Systems Analysis & Design	3
PSYC 3308	Introduction to Research Methods	3	CSCI	CSCI upper level elective	3
PSYC 3330	Statistics for the Social Sciences or	3		Business Electives upper level	6
PSYC 3309	Advanced Research and Statistics	3	Technologica	l Competency (in major) and Electives	18
PSYC 4325	Psychology of Technology	3		Electives	18
1010 7040	PSYC Elective upper level	6		Total Credit Hours:	124
Minor (Not Co	omputer Science or Psychology)	18			
	ll Competency (major) and Elective				
	F	-			

18

Total Credit Hours: 124

Electives

Management, B.B.A.(MGMT)			Marketing, B.B.A.(MKTG)		
Core Curriculum 46			Core Curriculum		46
Core Distinctive				Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3	RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing as Discovery	3
	Writing			Writing	
BSAD 1301	Business Writing or		BSAD 1301	Business Writing or	
ENGL 1301/1	302 Freshmen Writing I or II	3	ENGL 1301/13	302 Freshmen Writing I or II	3
	Literature			Literature	
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2303	American Literature	3	ENGL 2303	American Literature	3
	Fine Arts			Fine Arts	
Fine Arts - fro	m Art, Music, Theatre	3	Fine Arts - froi	n Art, Music, Theatre	3
	Biblical Studies			Biblical Studies	
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3	BIBL 1302	New Testament Survey	3
Kiı	nesiology, Health and Recreation		Kin	esiology, Health and Recreation	
KINE Activity	course (X 2)	2	KINE Activity	course (X 2)	2
	Mathematics			Mathematics	
MATH 1316	Finite Mathematics for Business or		MATH 1316	Finite Mathematics for Business or	
MATH 1420	Calculus I	3-4	MATH 1420	Calculus I	3-4
	Natural and Physical Sciences		N	Natural and Physical Sciences	
	BIOL or ENVS	3		BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1		Science Lab	1
9	Social and Behavioral Sciences		S	ocial and Behavioral Sciences	
ECON 2331	Principles of Macroeconomics	3	ECON 2331	Principles of Macroeconomics	3
ECON 2332	Principles of Microeconomics	3	ECON 2332	Principles of Microeconomics	3
Business Cor		36	Business Core		36
ACCT 2311	Principles of Accounting I	3	ACCT 2311	Principles of Accounting I	3
ACCT 2312	Principles of Accounting II	3	ACCT 2312	Principles of Accounting II	3
BSAD 2302	Business Statistics	3	BSAD 2302	Business Statistics	3
BSAD 2304	Business Analytics	3	BSAD 2304	Business Analytics	3
BSAD 3303	Business Law I	3	BSAD 3303	Business Law I	3
BSAD 3367	Management of Information Systems	3	BSAD 3367	Management of Information Systems	3
BSAD 4325	Business Ethics	3	BSAD 4325	Business Ethics	3
CSCI 1303	Intro to Computer Applications	3	CSCI 1303	Intro to Computer Applications	3
ECON 1310	Personal Finance	3	ECON 1310	Personal Finance	3
FINA 3341	Principles/Financial Management	3	FINA 3341	Principles/Financial Management	3
MGMT 3351	Introduction to Management	3	MGMT 3351	Introduction to Management	3
MKTG 3361	Principles of Marketing	3	MKTG 3361	Principles of Marketing	3
Major: Management		24	Major: Mark	eting	24
MGMT 3354	Organizational Behavior	3	MKTG 3363	Consumer Behavior	3
MGMT 4352	Human Resource Management	3	MKTG 4362	Marketing Research	3
MGMT 4367	Organizational Theory/Practice	3	MKTG 4366	Marketing Management	3
MGMT 4351	Entrepreneurial Management	3	MIX10 1500	MKTG Electives upper level	9
MGMT 4357	Operations Management	3			
	MGMT Elective upper level	3	marala. 1 1	Business Electives upper level	6
	Business electives upper level	6	i ecnnologica	Competency (in major) and Electives	18
Technological Competency (in major) and Electives		18		Electives	18
Electives		18	Total C	redit Hours: 124	

Total

Nonprofit Management, B.B.A.			Public Adı	ministration, B.B.A. (PADM))
(PADM)			Core Curricul		46
Core Curriculu	ım	46		Core Distinctive	_
core curricula	Core Distinctive	40	FYSM 1300	First Year Seminar: Gateway	3
FYSM 1300	First Year Seminar: Gateway	3	COMM 1301	Speech Communication	3
COMM 1301	Speech Communication	3	KINE 1170	Wellness for Life	1
KINE 1170	Wellness for Life	1	HIST 1300	Making US History	3
HIST 1300	Making US History	3	RELI 2345	The Religious and Philosophical Life	3
RELI 2345	The Religious and Philosophical Life	3	ENGL 3300	Writing as Discovery	3
ENGL 3300	Writing as Discovery	3	DCAD 1201	Writing	
	Writing		BSAD 1301	Business Writing or 02 Freshmen Writing I or II	3
BSAD 1301	Business Writing or		ENGL 1301/13	Literature	3
ENGL 1301/13	02 Freshmen Writing I or II	3	ENGL 2301	World Literature or	
	Literature		ENGL 2301 ENGL 2302	English Literature or	
ENGL 2301	World Literature or		ENGL 2302	American Literature	3
ENGL 2302	English Literature or		LINGE 2505	Fine Arts	3
ENGL 2303	American Literature	3	Fine Arts - fron	n Art, Music, Theatre	3
	Fine Arts		Time Times Tron	Biblical Studies	
Fine Arts - from	Art, Music, Theatre	3	BIBL 1301	Old Testament Survey or	
	Biblical Studies		BIBL 1302	New Testament Survey	3
BIBL 1301	Old Testament Survey or			esiology, Health and Recreation	
BIBL 1302	New Testament Survey	3	KINE Activity of		2
	siology, Health and Recreation			Mathematics	_
KINE Activity co		2	MATH 1316	Finite Mathematics for Business or	
	Mathematics		MATH 1420	Calculus I	3-4
MATH 1316	Finite Mathematics for Business or		N	atural and Physical Sciences	
MATH 1420	Calculus I	3-4		BIOL or ENVS	3
N:	atural and Physical Sciences			PHYS, GEOL, CHEM, or PHSC	3
	BIOL or ENVS	3		Science Lab	1
	PHYS, GEOL, CHEM, or PHSC	3	So	ocial and Behavioral Sciences	
C-	Science Lab	1	ECON 2331	Principles of Macroeconomics	3
	ocial and Behavioral Sciences	2	ECON 2332	Principles of Microeconomics	3
ECON 2331	Principles of Macroeconomics	3 3	Business Core		36
ECON 2332	Principles of Microeconomics	3 6	ACCT 2311	Principles of Accounting I	3
Business Core ACCT 2311		3	ACCT 2312	Principles of Accounting II	3
ACCT 2311 ACCT 2312	Principles of Accounting I Principles of Accounting II	3	BSAD 2302	Business Statistics	3
BSAD 2302	Business Statistics	3	BSAD 2304	Business Analytics	3
BSAD 2304	Business Analytics	3	BSAD 3303	Business Law I	3
BSAD 3303	Business Law I	3	BSAD 3367	Management of Information Systems	3
BSAD 3367	Management of Information Systems	3	BSAD 4325	Business Ethics	3
BSAD 4325	Business Ethics	3	CSCI 1303	Intro to Computer Applications	3
CSCI 1303	Intro to Computer Applications	3	ECON 1310	Personal Finance	3
ECON 1310	Personal Finance	3	FINA 3341	Principles/Financial Management	3
FINA 3341	Principles/Financial Management	3	MGMT 3351	Introduction to Management	3
MGMT 3351	Introduction to Management	3	MKTG 3361	Principles of Marketing	3
MKTG 3361	Principles of Marketing	3		Administration	24
	rofit Management	24	ACCT 4321	Gov & Nonprofit Entities	3
SOCI 1301	Intro to Sociology	3	ECON 3337	Urban and Regional Economics	3
SOCI 2302	Social Problems	3	ECON 4336	Public Finance	3
MGMT 3371	Nonprofit Management	3	POLS 2301 POLS 3303	Texas State & Local Government Principles of Public Admin	3
	· -		9 Credits from		3
ACCT 4321	Governmental & Nonprofit Entities	3	POLS 1302	American Government or	
	the following		CRIJ 1301	The Justice System	3
BSAD 3341	Databases and Websites		GIAIJ 1301	The justice bystein	3
BSAD 4300	Internship		SOCI 3331	Urban Sociology	3
MGMT 3354	Organizational Behavior		MGMT 3354	Organizational Behavior	3
MGMT 4352	Human Resource Management		MGMT 4352	Human Resource Management	3
COMM 3384	Principles of Public Relations		MGMT 4354	Business Leadership	3
	-		BSAD 4300	Internship	3
Technological	Competency (in major) and Electives	18	Technological	Competency (in major) and Electives	18
	Electives	18	Total Cr	ed <u>in Ĥоњ</u> еs: 124	18

Double Business Major for B.B.A.			Accounting Minor (ACCT)		
•		46	Required Courses		
	Core Distinctive		ACCT 2311	Principles of Accounting I	3
FYSM 1300	First Year Seminar: Gateway	3	ACCT 2312	Principles of Accounting II	3
COMM 1301	Speech Communication	3	ACCT 3313	Cost Accounting	3
KINE 1170	Wellness for Life	1		Individual Income Tax	ა ე
HIST 1300	Making US History	3	ACCT 3315		3
RELI 2345	The Religious and Philosophical Life	3	ACCT 3320	Accounting Systems	3
ENGL 3300	Writing as Discovery	3	ACCT	Upper Level Elective	3
	Writing			Total Credit Hours	: 18
BSAD 1301	Business Writing or		A I!I D 4	/ADAGT	
ENGL 1301/13	02 Freshmen Writing I or II	3	Applied Management Minor (AMGT)		
	Literature		Required Cou	rses	
ENGL 2301	World Literature or		MGMT 4354	Business Leadership	3
ENGL 2302	English Literature or			MGMT Any Upper Level Course	3
ENGL 2303	American Literature	3		Business electives	12
T. A. C	Fine Arts			Total Credit Hours	
Fine Arts - fron	n Art, Music, Theatre	3		Total Ground Hours	. 10
DIDI 1201	Biblical Studies		Business A	Administration Minor (BSAD))
BIBL 1301	Old Testament Survey or	2	Required Cou	-	,
BIBL 1302	New Testament Survey esiology, Health and Recreation	3	ECON 1310	Personal Finance	2
KINE Activity of		2	ECON 1310		3
KINE Activity	Mathematics	2		ACCT	3 3
MATH 1316	Finite Mathematics for Business or			ECON	3
MATH 1420	Calculus I	3-4		Business upper level	6
	latural and Physical Sciences	5 1		Business	6
1,	BIOL or ENVS	3		Total Credit Hours	: 21
	PHYS, GEOL, CHEM, or PHSC	3		C	
	Science Lab	1	Computer	Science Minor (CSCI)	
So	ocial and Behavioral Sciences		Required Courses		
ECON 2331	Principles of Macroeconomics	3	CSCI 1320	Program Design & Devel I	3
ECON 2332	Principles of Microeconomics	3	CSCI 2320	Prog Design & Development II	3
Business Core	•	36		CSCI upper level	12
ACCT 2311	Principles of Accounting I	3		FF	
ACCT 2312	Principles of Accounting II	3	MATH 1316	Finite Mathematics for Business or	
BSAD 2302	Business Statistics	3	MATH 1420	Calculus I	3-4
BSAD 2304	Business Analytics	3	MAIII 1420	Total Credit Hours: 21	
BSAD 3303	Business Law I	3		Total Credit Hours: 21	L-ZZ
BSAD 3367	Management of Information Systems	3	Franchic	s Minor (ECON)	
BSAD 4325	Business Ethics	3			
CSCI 1303	Intro to Computer Applications	3	Required Cou		
ECON 1310	Personal Finance	3	ECON 2331	Princ of Macroeconomics	3
FINA 3341	Principles/Financial Management	3	ECON 2332	Principles of Microeconomics	3
MGMT 3351	Introduction to Management	3	ECON 3301	Intermediate Microeconomic Theor	y 3
MKTG 3361	Principles of Marketing	3	ECON 3302	Intermediate Macroeconomics	
First Major		18	Theory	3	
	in be counted toward two majors		ECON	upper level elective	6
Second Majo		18		Total Credit Hours	_
	in be counted toward two majors			2 33 2 3 3 2 44 5	
Technological	Competency (in major) and Electives	6			
	Electives	6	Total Cr	edit Hours: 124	

		18 3 3 orv 3	Marketing Required Cou MKTG 3361 MKTG 3363 MKTG 4366 MKTG	Principles of Marketing 3 Consumer Behavior 3 Marketing Management 3 upper level electives 9 Total Credit Hours: 18
ECON 3302	Intermediate Macroeconomics	01) 0	Music Rus	siness Minor (MUSB)
Theory	3		Required Cou	*
	ECON upper level elective	6	ECON 1310	Personal Finance 3
Minor: Mathe		26	MUSB 3301	Introduction to Fine Arts Mgmt 3
MATH 1420	Calculus I Calculus II	4	MUSB 3321	Music/Enter. Industry Media Analysis 3
MATH 1421 MATH 2320	Calculus II	4 3	MUSB 3322	Music/Enter. Industry Performance 3
MATH 2321	Differential Equations	3	MUHL 1301	Music Appreciation 3
MATH 3305	Linear Algebra	3	MUTC 1331	Fundamentals of Music 3
MATH 3310	Computer Applications/Math	3		Total Credit Hours: 18
	Advanced MATH course (Not 3312			
CSCI 1320	Program Design & Devel I	3		
	Total Credit Hour			
	ng with the economics minor for an an mathematics.	у		
Finance M	inor (FINA)			
Required Cour				
ACCT 2311	Principles of Accounting I	3		
ACCT 2311	Principles of Accounting I	3		
BSAD 2302	Business Statistics	3		
FINA 3341	Principles/Financial Mgmt	3		
FINA 4341	Investments	3		
	FINA Electives	6		
	Total Credit Hour	'S: Z1		
Human Co	mputer Interaction Minor			
(HCI)				
Required Cour	rses			
CSCI 1320	Program Design & Devel I	3		
CSCI 3333	User-Interface / User-Exp (ui/Ux)	or		
CSCI 3350	Web Technologies I	3		
	CSCI (Sophomore level or above)	3		
PSYC 1301	Intro to Psychology	3		
PSYC 3330	Statistics for the Social Sciences o			
PSYC 3308 PSYC 4325	Introduction to Research Methods	s 3 3		
P31C 4323	Psychology of Technology PSYC Electives	3 3		
	Total Credit Hour	-		
0.4				
	ent Minor (MGMT)			
Required Cour		2		
MGMT 3351 MGMT 3354	Introduction to Management Organizational Behavior	3 3		
MGMT 4352	Human Resource Management	3		
MGMT 4332 MGMT	upper level electives	9		
	Total Credit Hour	-		

College of Health Professions

Interim Dean Dr. Janelle O'Connell

The College of Health Professions was established in 2019 and includes the Department of Communication Sciences and Disorders, and graduate programs in Athletic Training, Physical Therapy, and Physician Assistant studies. Training students in both didactic and clinical education in a Christian environment, students are prepared to enter the healthcare field and carry out the mission of Christ in a compassionate and loving manner. Clinical research is integrated into all programs, and the opportunity to participate in mission trips across the United States and abroad to serve others is one of the hallmarks of this college. Communication Sciences and Disorders offers bachelor's degrees, the Athletic Training (MAT) and Physician Assistant Studies programs are master's level, and the college includes the oldest accredited Doctor of Physical Therapy (DPT) program in the state of Texas. All programs incorporate medical ethics into their curriculum. A strong foundation of science prerequisites can be found at the undergraduate level in the Holland School of Sciences and Mathematics where faculty also conduct active research and coordinate internship and shadowing experiences with healthcare providers in Abilene and around Texas in order to prepare students for admission into the graduate programs.

Department of Communication Science and Disorders (p. 107)

A major in Communication Sciences and Disorders provides an academically challenging preprofessional education in the field of speechlanguage-hearing pathology in an environment that encourages intellectual and spiritual growth in preparation for graduate school or for licensure as a Communication Sciences and Disorders Assistant. Support courses are provided in the fields of biology, physics, and psychology that are required for professional certification by the American Speech-Language-Hearing Association Students are encouraged to lead lives of service to individuals across the life span who have communication delays or disorders by providing clinical opportunities in a variety of assessment and treatment settings.

Master of Athletic Training (p. 140)

HSU offers a Master of Athletic Training degree which upon completion provides students the opportunity to become licensed and certified as an athletic trainer. Other athletic training programs may have different prerequisites; students should check with the programs they are interested in for specific information.

A 3-2 option is available for qualified HSU students, providing students the opportunity to earn both their bachelor's and MAT degree in 5 years. Specifics about entrance requirements for the HSU MAT program and the 3-2 option can be found on the program's website.

https://www.hsutx.edu/academics/graduate-programs/masters-of-athletic-training/

Hardin-Simmons University is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is currently applying to the CAATE for a change in level of degree and is pending approval.

Doctor of Physical Therapy (DPT)

Hardin-Simmons University is pleased to offer a seven-semester Doctor of Physical Therapy (DPT) degree. This entry-level professional degree prepares the graduate to be eligible for licensure and entry into the profession as a physical therapist. It is not necessary for applicants to hold a master's degree to pursue the DPT. Applications are generally accepted a year in advance by applying to PTCAS (Physical Therapy Central Application System: www.ptcas.org) beginning July 1. A new class begins each fall semester. There are two options for admission to the physical therapy program at Hardin-Simmons University: the early admission option and the post baccalaureate option. Master of Physician Assistant Studies The Hardin-Simmons University PA Program is dedicated to academic excellence in medical education. Our mission is to develop compassionate PA leaders who are committed to lifelong learning and community service. Working together as part of a greater healthcare team, our graduates will deliver exceptional healthcare to patients in West Texas and worldwide.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

http://www.hsutx.edu/academics/holland/communicationdisorders

Head of Department Becky Saterbak 325-670-1946 HSU Box 16095 becky.saterbak@hsutx.edu

Faculty

John Ashby, Ph.D., Visiting Professor Becky Saterbak, M.A., CCC-SLP, Assistant Professor DeeAnn Shelton, Ed.D, Assistant Professor

Objectives

A major in Communication Sciences and Disorders provides an academically challenging preprofessional education in the field of speechlanguage-hearing pathology in an environment that encourages intellectual and spiritual growth in preparation for graduate school or for licensure as a Communication Sciences and Disorders Assistant. Support courses are provided in the fields of biology, physics, and psychology that are required for professional certification by the American Speech-Language-Hearing Association.

Students are encouraged to lead lives of service to individuals across the life span who have communication delays or disorders by providing clinical opportunities in a variety of assessment and treatment settings.

A student may elect Communication Sciences and Disorders as an academic major.

Bachelor of Arts

The Communication Sciences and Disorders major requires a minimum of 46 credit hours. Foreign language requirements and options for meeting the minor requirements for the BA are discussed in Bachelor of Arts Degree (BA) (p. 47) of this catalog. A minor in Psychology is recommended.

Bachelor of Behavioral Science or Bachelor of Science

The Communication Sciences and Disorders major requires a minimum of 46 credit hours. A student may choose to earn a minor or an interdisciplinary degree.

Note: To receive credit toward the major, a student must receive a grade of "C" or better in all CSD major and support courses.

Pre-requisites for participation in clinical courses and internship/externship placement include a minimum GPA of 3.0 in CSD courses; completion of specified coursework; specific site requirements (including a background check, drug testing and proof of immunization; submission of contract materials and proof of liability insurance; and permission of department head).

NOTE: Any behavior in opposition with Hardin-Simmons University standards or any violation of the Code of Ethics of the American Speech-Language-Hearing Association (ASHA) or the Texas for Department of Licensing & Regulation for Speech Language Pathology & Audiology may result in dismissal from clinical internship and/or a report being filed with the appropriate professional organization.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Communic	cation Sciences and	
-	B.A. (CSD)	
Core Curricul	lum	59
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	e 3
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - fro	m Art, Music, Theatre	3
11110111100 110	Biblical Studies	Ū
BIBL 1301	Old Testament Survey or	
BIBL 1301	New Testament Survey	3
	iology, Health and Recreation	3
KINE Activity		2
KINE ACTIVITY	Mathematics	
MATH 1310	College Algebra or higher	3
		3
PHYS 2405	tural and Physical Sciences	4
	Introduction to Speech Acoustics	4
Take 4 credits		4
BIOL 2402	Human Anatomy/Physiology I	
BIOL 2403	Human Anatomy/Physiology II	
BIOL 2410	Essent./Human Anatomy/Physiology	7
	ial and Behavioral Sciences	
Must be	e from outside the major & minor	_
	ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	
	One language	12
•	nunication Sciences and Disorders	
CSD 2351	Intro to Comm/Sciences Disorders	3
CSD 2352	Normal Spch/Lang/Learn/Hear	3
CSD 2353	Audiology	3
CSD 3351	Clinical Phonetics	3
CSD 3353	Aural Rehabilitation	3
CSD 3354	Articulation/Phonological	
Processing	3	
CSD 3356	Anatomy, Physiology, and Neuro	3
CSD 3358	Neurogenic Comm Disorders	3
CSD 3359	Clinical Methods in Comm Disord	3
CSD 4352	Language Disorders	3
CSD 4353	Sp/Lang/Hear Prog in Schools	3
CSD 4354	Voice and Fluency Disorders	3
CSD 4479	Adv Clin Proc in S-L-H Disord	4
	its from the following	6
CSD 3361	Obser Clin Proc S-L-H Disord	J
CSD 3301 CSD 4272	Clinical Proc & Documentation	
CSD 4340	Current Issues in Special Educ	

CSD 4351 CSD 4358	Swallowing Across the Lifespan Augmentative/Alternative Comm	
CSD 4471	Clinical Internship	
Minor	•	18
Choose Minor o	or Interdisciplinary Credits	
Psychology Mir	or is recommended.	
Students must	take PSYC 3312 or STAT 3312	
Interdisciplina	ry Credits	
PSYC 3312	Psychological Statistics or	
STAT 3312	Statistical Methods	3
15 credits from	the following courses	15
PBHL 2301	Introduction to Public Health	
PSYC 1301	Intro to Psychology	
PSYC 2300	Life Span Development	
READ 3360	Beginning Literacy Development	
SCWK 4360	Health Care Issues in Society	
SOCI 3303	Cultural Diversity	
SOCI 3310	Families Around the World	
SOCI 4370	Aging in Society	
Technological	Competency	3
CSCI 1303	Intro to Computer Applications	3
	Total Credit Hours:	126

^{*}Pre-requisites for beginning clinical internship in CSD include 3.0 GPA in all coursework, 3.25 GPA in CSD courses, and a minimum grade of C in all CSD courses.

Communic	ation Sciences and	
Disorders.	B.B.S. (CSD)	
Core Curricul	. ,	56
core curricui	Core Distinctive	30
FYSM 1300	First Year Seminar: Gateway	3
		3
COMM 1301	Speech Communication Wellness for Life	ა 1
KINE 1170		3
HIST 1300	Making US History	
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	m Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
Kinesi	ology, Health and Recreation	
KINE Activity	course (X 2)	2
·	Mathematics	
MATH 1310	College Algebra or higher	3
Nat	ural and Physical Sciences	
PHYS 2405	Introduction to Speech Acoustics	4
Take 4 credits		4
BIOL 2402	Human Anatomy/Physiology I	_
BIOL 2403	Human Anatomy/Physiology II	
BIOL 2410	Essent./Human Anatomy/Physiology	,
	ial and Behavioral Sciences	
	from outside the major & minor	
Must be	ECON, POLS, PSYC, SOCI, or PHIL	15
*Major: Comr	nunication Sciences and Disorders	
CSD 2351	Intro to Comm/Sciences Disorders	3
CSD 2351	Normal Spch/Lang/Learn/Hear	3
CSD 2352 CSD 2353	Audiology	3
CSD 2353 CSD 3351	Clinical Phonetics	3
CSD 3351	Aural Rehabilitation	3
CSD 3353		3
	Articulation/Phonological	
Processing	3	2
CSD 3356	Anatomy, Physiology, and Neuro	3
CSD 3358	Neurogenic Comm Disorders	3
CSD 3359	Clinical Methods in Comm Disord	3
CSD 4352	Language Disorders	3
CSD 4353	Sp/Lang/Hear Prog in Schools	3
CSD 4354	Voice and Fluency Disorders	3
CSD 4479	Adv Clin Proc in S-L-H Disord	4
	its from the following	6
CSD 3361	Obser Clin Proc S-L-H Disord	
CSD 4272	Clinical Proc & Documentation	
CSD 4340	Current Issues in Special Educ	
CSD 4351	Swallowing Across the Lifespan	
CSD 4358	Augmentative/Alternative Comm	

CSD 4471	Clinical Internship	
Minor	_	18
Choose Minor o	or Interdisciplinary Credits	
Psychology Mir	or is recommended.	
Students must	take PSYC 3312 or STAT 3312	
Interdisciplina	ry Credits	
PSYC 3312	Psychological Statistics or	
STAT 3312	Statistical Methods	3
15 credits from	the following courses	15
PBHL 2301	Introduction to Public Health	
PSYC 1301	Intro to Psychology	
PSYC 2300	Life Span Development	
READ 3360	Beginning Literacy Development	
SCWK 4360	Health Care Issues in Society	
SOCI 3303	Cultural Diversity	
SOCI 3310	Families Around the World	
SOCI 4370	Aging in Society	
Technological Competency		
CSCI 1303	Intro to Computer Applications	3
	Elective	1
	Total Credit Hours:	124

^{*}Pre-requisites for beginning clinical internship in CSD include 3.0 GPA in all coursework, 3.25 GPA in CSD courses, and a minimum grade of C in all CSD courses.

Communic	ation Sciences and	
Disorders,		
Core Curricul	um	53
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3
21.02.000	Writing	Ū
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
22 2002	Literature	Ū
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2302	American Literature	3
LINGE 2505	Fine Arts	3
Eino Arte from	n Art, Music, Theatre	3
rille Arts - Iron	Biblical Studies	3
DIDI 1201		
BIBL 1301	Old Testament Survey or	2
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	_
KINE Activity of	7 7	2
	Mathematics	_
MATH 1310	College Algebra or higher	3
	MATH higher than 1310	3
	ural and Physical Sciences	
PHYS 2405	Introduction to Speech Acoustics	4
Science Electiv	e (BIOL 3308 recommended)	3
Take 4 credits	from	4
BIOL 2402	Human Anatomy/Physiology I	
BIOL 2403	Human Anatomy/Physiology II	
BIOL 2410	Essent./Human Anatomy/Physiology	
	al and Behavioral Sciences	
Must be	from outside the major & minor	
	ECON, POLS, PSYC, SOCI, or PHIL	6
*Maior: Comn	nunication Sciences and Disorders	46
CSD 2351	Intro to Comm/Sciences Disorders	3
CSD 2352	Normal Spch/Lang/Learn/Hear	3
CSD 2353	Audiology	3
CSD 3351	Clinical Phonetics	3
CSD 3351	Aural Rehabilitation	3
CSD 3353	Articulation/Phonological	3
Processing	3	
CSD 3356		2
	Anatomy, Physiology, and Neuro	3
CSD 3358	Neurogenic Comm Disorders	3
CSD 3359	Clinical Methods in Comm Disord	3
CSD 4352	Language Disorders	3
CSD 4353	Sp/Lang/Hear Prog in Schools	3
CSD 4354	Voice and Fluency Disorders	3
CSD 4479	Adv Clin Proc in S-L-H Disord	4
	ts from the following	6
CSD 3361	Obser Clin Proc S-L-H Disord	
CSD 4272	Clinical Proc & Documentation	
CSD 4340	Current Issues in Special Educ	

CSD 4351	Swallowing Across the Lifespan	
CSD 4358	Augmentative/Alternative Comm	
CSD 4471	Clinical Internship	
Minor		18
Choose Minor o	or Interdisciplinary Credits	
Psychology Mir	or is recommended.	
Students must	take PSYC 3312 or STAT 3312	
Interdisciplina	ry Credits	
PSYC 3312	Psychological Statistics or	
STAT 3312	Statistical Methods	3
15 credits from the following courses		
PBHL 2301	Introduction to Public Health	
PSYC 1301	Intro to Psychology	
PSYC 2300	Life Span Development	
READ 3360	Beginning Literacy Development	
SCWK 4360	Health Care Issues in Society	
SOCI 3303	Cultural Diversity	
SOCI 3310	Families Around the World	
SOCI 4370	Aging in Society	
Technological	Competency	7
CSCI 1303	Intro to Computer Applications	3
	Elective	4
	Total Credit Hours:	124

^{*}Pre-requisites for beginning clinical internship in CSD include 3.0 GPA in all coursework, 3.25 GPA in CSD courses, and a minimum grade of C in all CSD courses.

College of Human Sciences and Educational Studies

Dear

Dr. Perry K. Haley Brown

College of Human Sciences and Educational Studies is home to three divisions:

- Department of Counseling and Human Development
- Irvin School of Education
- School of Kinesiology, Health, and Recreation Combined, the divisions offer undergraduate majors and minors in fields appropriate to the following bachelor's degrees: (see Graduate Catalog for graduate programs)

Bachelor of Arts

English Language Arts & Reading (Grades 7 –

12)

History (Grades 7 – 12)

Art (Grades Early Childhood - 12)

Theatre (Early Childhood - 12)

Bachelor of Behavioral Science

Human Services Administration

English Language Arts & Reading (Grades 4 – 8)

English Language Arts/Reading/Social Studies

(Grades 4 - 8)

Mathematics (Grades 4 – 8)

History (Grades 7 – 12)

Mathematics (Grades 7 – 12)

Social Studies Composite (Grades 7 -12)

Physical Education (Early Childhood - 12)

Theatre (Early Childhood - 12)

Bachelor of Fine Arts

Theatre (Early Childhood - 12)

Bachelor of Music

Music Education Choral (Early Childhood - 12)

Music Education Instrumental (Early Child-12)

Bachelor of Science

General Science (Grades 4 – 8)

Life Sciences Composite (Grades 7 – 12)

Physical Sciences Composite (Grades 6 -12)

Science Composite (Grades 7 - 12)

Bachelor of Science in Human Sciences

Athletic Training

English Language Arts & Reading (Grades 7 -

12)

Exercise Science

Fitness, Recreation & Sports Management Interdisciplinary Generalist (Early Childhood – Grade 6) Exercise Science Coaching

THE DR. AND MRS. W. B. IRVIN SCHOOL OF EDUCATION

Associate Dean Dr. Renee Collins 325-670-1484 HSU Box 16225 rcollins@hsutx.edu

Faculty

Perry K. Haley Brown, Ed.D., Professor of Education Renee Collins, Ph.D., Professor of Education Emily Dean, Ph.D., Associate Professor of Education Raney Edmiston, Ed.D., Assistant Professor Scott Hamm, Ed.D. Assistant Professor Trube Miller, Ph.D., Associate Professor

The school is named for William Buel Irvin and Ollie Camp Irvin in recognition of their lifetime dedication to education, active involvement in the history of Hardin-Simmons, significant financial contributions to the University, and committed Christian lives, which will continue to bring honor and respect to Hardin-Simmons University.

Human Services Administration

The Human Services Administration interdisciplinary major provides students skills requisite to seeking leadership or specialist roles in adult services, pre-school and childcare administration, gerontology, program management, or social service. The major allows students with an interest in enhancing the quality of life of individuals and families in need through various agencies: non-profit, schools, health care centers, and other state and community-based organizations.

Students are required to successfully complete 55 hours of foundational curriculum classes, 36 hours of Human Service Administration, and complete their chosen specialization track.

Specialization Tracks:

Applied Behavior Analysis (24 hours)
Preschool & Childcare (21 hours)

This course of study provides students with the skills requisite to seeking careers in the administration of early child-care centers, both for-profit and non-profit; private and public pre-kindergarten programs; Head Start; pre-schools; parent's day out programs; before and after school care; and centers for children with special needs.

Adult Services (18 hours)

This course of study provides students with the skills requisite to seeking careers in the administration of a variety of human service organizations that provide social services to diverse client populations, including but not limited to non-profit organizations, for-profit service providers with a social mission, and government agencies.

Public Health (18 hours)

This course of study provides students with the skills requisite to seeking careers in the administration of five core disciplines of population health management within public health systems at the national, state, and community levels in the United States. (Minor in Holland School of Sciences & Mathematics)

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.0 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Human Services Administration, B.B.S. (HSAD)

(/				
Core Curriculum		55		
	Core Distinctive			
FYSM 1300	First Year Seminar: Gateway	3		
COMM 1301	Speech Communication	3		
KINE 1170	Wellness for Life	1		
HIST 1300	Making US History	3		
RELI 2345	The Religious and Philosophical Life	3		
ENGL 3300	Writing as Discovery	3		
	Writing			
ENGL 1301	Freshmen Writing I or			
ENGL 1302	Freshmen Writing II	3		
Literature				
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - from Art, Music, Theatre		3		
Biblical Studies				
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
Kinesio	ology, Health and Recreation			

Mathematics			
MATH 1301 Nat u	Aspects of Modern Math or higher aral and Physical Sciences	3	
	BIOL or ENVS	3	
	(BIOL 2410 recommended)		
	PHYS, GEOL, CHEM, or PHSC	3	
	Science Lab	1	
Socia	al and Behavioral Sciences		
Must be	from outside the major & minor		
Ma	ximum 9 hours of history		
PSYC 1301	Intro to Psychology	3	
SOCI 1301	Intro to Sociology	3	
ECON, HIST, PH	IIL, POLS, PSYC, or SOCI	9	
Major: Human	Services Administration	33	
ACCT 1301	Survey of Accounting	3	
BSAD 3303	Business Law I	3	
COMM 4305	Organizational Communication	3	
KINE 2303	Sport First Aid and CPR	3	
MGMT 3351	Introduction to Management	3	
MGMT 3371	Nonprofit Management	3	
MGMT 4352	Human Resource Management	3	
SCWK 1350	Introduction to Social Work	3	
SCWK 2360	Human Behavior/Social Envir I	3	
SOCI 3303	Cultural Diversity	3	
EDUC 4327	Internship	3	
Choose one of the following four specializations:			
	: Applied Behavior Analysis	24	
EDUC 4340	Current Issues in Spec Ed	3	
EDUC 4341	Educ. Assess. of Exceptional		
Learners	3		
EDUC 4342	Adv. Strategies/Exceptional		
Learners	3		
EDUC 4343	Managing Academic & Social		
Behavior	3	2	
EDUC 4327	Internship	3	
SCWK 2303 SOCI 3380	Social Work Practice I Social Research Methods	3	
PSYC 3306	Child & Adolescent Psychology	3	
	Competency and Electives	3 12	
CSCI 1303	Intro to Computer Applications	3	
C3C1 1303	Electives	9	
Recommended		,	
Recommended electives include PSYC 3303, SCWK 2360, 2365, 3320, SOCI 4360, CSD 4358			
Specialization: Adult Services 18			
PSYC 3303	Abnormal Psychology	3	
PYSC 3307	Human Sexuality	3	
PSYC 3310	Substance Abuse	3	
PSYC 3337	Adult Development and Gerontolog		
SOCI 4370	Aging in Society or		
SCWK 4370	Aging in Society	3	
PSYC 4340	Psychology of the Family or		
SOCI 4340	Sociology of Marriage and Family	3	
SOCI 4360	Health Care Issues in Society or	-	
SCWK 4360	Health Care Issues in Society	3	
	Competency and Electives	18	
CSCI 1303	Intro to Computer Applications	3	
	Electives	1 🗗	

Electives

KINE Activity course (X 2)

2

Cnacialization	Drogghool and Childrens	21
	Preschool and Childcare	
ECED 4311	Theory/Found of Early Child Educ	3
EDUC 3338	The Learning Environment	3
EDUC 3330	Found of Learning/Development	3
KINE 3300	Physical Activities for Children	3
READ 3360	Beginning Literacy Development	3
SCWK 2365	Human Behav/Social Envir II	3
SCWK 3320	Child Welfare Services	3
Technological	Competency and Electives	15
CSCI 1303	Intro to Computer Applications	3
	Electives	12
Specialization	: Public Health	22
BIOL 2405	Public Health Microbiology or	
BIOL 3420	General Microbiology	4
ENVM 4320	Fund of Toxicology and Industria	3
PBHL 2301	Introduction to Public Health	3
PBHL 3310	Fundamentals of Epidemiology	3
SOCI 4360	Health Care Issues in Society	3
STAT 3312	Statistical Methods	3
3 Elective credi	ts from	3
BIOL 2334	Introduction to Research Methods	
BIOL 3304	Medical and Research Ethics	
BIOL 4314	Bioinformatics	
BIOL 4326	Virology	
BIOL 4402	Immunology	
ENVM 3312	Environmental Ethics	
Technological	Competency and Electives	14
CSCI 1303	Intro to Computer Applications	3
	Electives	11
	Total Credit Hours:	124

Teacher Education Information

HSU maintains a liberal arts emphasis, and within this framework, stressing sound academic foundations, the teacher education program functions. The University believes that the best form of such education is that which can be pursued under the guidance of Christian teachers in an environment that emphasizes moral and spiritual values. With this in mind, the University makes available its facilities to prepare students to be effective teachers in early childhood, elementary, middle, and secondary schools, and various fitness and sport science professionals.

The Irvin School of Education has the right to alter the teacher preparation program to meet Texas Education Agency/State Board for Educator Certification policies at any time. Students will be expected to abide by changes as they occur.

Accountability - In 1995, the Texas Legislature mandated the Accountability System for Educator Preparation (ASEP) to ensure the quality of educator preparation programs in Texas. The law requires the TEA/SBEC to annually accredit each program based on the performance of its students. The TEA/SBEC, Office of Accountability has assigned Hardin-Simmons University Irvin School of Education teacher preparation program a rating of "Accredited" under the Accountability System for Educator Preparation authorized by Texas Education Code 21.045 every year since rating of teacher preparation entities has been assigned.

Teacher Education Preparation Levels Hardin-Simmons University offers teacher preparation for the following certification levels: Early Childhood – Grade 6

Interdisciplinary Generalist EC-6 B.S.H.S.

Grades 4 - 8 Middle Grades

English Language Arts and Reading 4-8 B.B.S English Language Arts and Reading/ Social

Studies 4-8 B.B.S.

General Science 4-8 B.B.S.

Mathematics 4-8 B.B.S

Grades 6-12

Physical Sciences (Composite) 6-12 B.S.

Grades 7 – 12 Secondary Grades

English Language Arts and Reading 7-12 B.S.H.S.

History 7-12 B.A.

History 7-12 B.B.S.

Life Science (Composite) 7-12 B.A.

Life Science (Composite) 7-12 B.S.

Mathematics 7-12 B.B.S.

Science (Composite) 7-12 B.S.

Social Studies (Composite) 7-12 B.B.S.

Early Childhood - Grade 12 (EC-12)
Art EC-12 B.A.
Music Education (Choral) EC-12 B.M.
Music Education (Instrumental) EC-12 B.M.
Physical Education EC-12 B.S.H.S.

Theatre EC-12 B.A. Theatre EC-12 B.F.A

Special Education Supplemental Certificate EC-12

English as a Second Language Supplemental Certificate EC-12

Teacher Education Information
General Provisions - During the freshman and sophomore years, all potential teacher education candidates take a common program of academic foundations. Throughout the undergraduate program, students depend upon the major departments and on the faculty of the Irvin School of Education for the general coordination of the program.

Admission - Admission to the teacher education program of the University is by application to the Dean of the College of Human Sciences and Educational Studies. Students desiring to enter the teacher education program must confer with the Certification Officer of the Irvin School of Education, Abilene Hall Room 105.

A candidate for admission must complete the Application for Admission to Teacher Education and must meet all University approved standards to be admitted to the teacher preparation program including, but not limited to the following:

- Completed application for admission
- Minimum Overall earned GPA minimum 2.8
- Proficiency in reading
- Proficiency in mathematics
- Proficiency in writing
- Proficiency in oral communication A or B in COMM 1301 Speech Communication
- Minimum 12 semester credits completed in subject-content teaching field.
- Minimum 15 hours for Math & Science Majors.
- Degree plan on file
- Essay (see application for details)
- Three favorable evaluation forms completed by HSU faculty on file
- Official verification by Certification Officer of all requirements met prior to submission of the application to the teacher preparation program and to enrolling in any professional development courses (EDUC prefix).
- Signed affirmation: Texas Code of Ethics
- Approval by the HSU Teacher Education Council

Admission policy and standards for admission are available upon request in the Office of the Dean, College of Human Sciences and Educational Studies (Abilene Hall 108). Students who plan to make application to the teacher preparation program are encouraged to obtain the admission policy and standards for admission as early as possible to avoid delays in the admission process. Transfer and postbaccalaureate students must satisfy all admission requirements. When the completed application has been filed in the Office of the Dean (Abilene Hall 108), it will be reviewed, approved, or not approved by the University Teacher Education Council. Candidates will be notified by mail of the council's approval or non-approval for the HSU teacher preparation program. Approved candidates are eligible to begin professional development courses (EDUC). Any communication deficiency detected during the teacher preparation program must be remediated, or if the student has previously undergone speech/communication disorder therapy, he/she must continue in prescribed therapy until graduation.

If a student has not met admission requirements by the time he/she has completed 54 semester credits, he/she will be advised to not continue taking courses that apply only to teacher preparation. If a student has not met admission requirements by the time he/she has completed 66 semester credits, he/she will be advised to select a non-teacher preparation major. If at a later time admission requirements are met, the student may apply for admission and if approved may resume taking courses in the teacher preparation program. Education students not admitted to teacher preparation by 66 hours, will most likely delay their graduation date. The university is not required to offer courses out of order nor is it required to allow students to take courses out of order.

A student who has been admitted to the teacher education program must meet and maintain approved program benchmarks throughout the program. A description of the approved benchmarks and the TEA Code of Ethics are included with the Application for Admission to the Hardin-Simmons University Teacher Education Program or may be obtained in the dean's office in Abilene Hall Room 108.

The Associate Dean of the Irvin School of Education will monitor students' progress in maintaining benchmarks. Upon the recommendation of the Associate Dean of the Irvin School of Education, the Teacher Education Council may designate a student's program status as probationary for a period of one long semester if the student fails to meet or maintain

program benchmarks. A student on probationary status who fails to meet or maintain all program benchmarks by the end of the probationary period will be dismissed from the teacher education program by the Teacher Education Council. Students placed on probationary status or dismissed from the teacher education program will be notified in writing. The student may appeal a dismissal decision by the Teacher Education Council to the University Provost. That decision will be final. Once admitted in teacher preparation, a student can only be on probation one time. A second failure to meet benchmarks at any point in the program will result in permanent dismissal from HSU teacher prep.

If a member of the Hardin-Simmons University faculty believes that a student exhibits behavior or characteristics detrimental or not conducive to performance as a teacher, the professor shall raise the matter with the chairperson of the Irvin School of Education. The Associate Dean shall then inform the student of the behavior or characteristics the faculty member believes is detrimental or not conducive to performance as a teacher. The chairperson of the Irvin School of Education shall then send a written statement to the student and the Teacher Education Council delineating the behavior or characteristics detrimental or not conducive to performance as a teacher. The Teacher Education Council shall review the documentation and other pertinent information and determine an appropriate action pertaining to approval or non-approval of the student into the Hardin-Simmons University teacher education program. If previously admitted, a student's retention, conditional retention, or dismissal from the teacher education program will be determined by the Teacher Education Council. A record of the Teacher Education Council's decision shall be retained in the student's education program file and written notification of the action taken shall be sent to the Associate Dean of the Irvin School of Education, the student, and his/her academic advisor. The student may appeal the action of the Teacher Education Council pertaining to admission, retention, conditional retention, or dismissal to the University Provost/Chief Academic Officer.

Any conduct or deportment not in harmony with that encouraged by University standards (see University Student Handbook) may constitute grounds for dismissal from the teacher education program. Additionally, the Texas Education Agency (TEA)/State Board for Educator Certification (SBEC) is responsible for disciplining educators, applicants for certification, and examinees taking certification exams, for conduct indicating unsuitability to instruct as well as unethical conduct. HSU and the SBEC will enforce the Educator's Code of Ethics.

(Code may be reviewed at www.sbec.state.tx.us or a copy will be provided upon request in the dean's office.)

Field-Based Education - The HSU Teacher Education Program is required by Texas Administrative Code to include field-basing within the teacher preparation program. Those courses that have a field-based component are identified within the course description. Field-based means that during the semester a portion of the course will involve interacting with public school students and teachers at a public school site. Students are required to make their own transportation arrangements to and from the public school site.

Student Teaching - The final dates for making application for student teaching are October 1 and March 1, for the spring and fall semesters, respectively.

Prior to beginning student teaching, the student must meet grade point average requirements for (1) area(s) of preparation/teaching field(s), (2) overall, and (3) pedagogy and professional development. The student must not have a grade below C in his/her teaching field and pedagogy and professional development. If, when the dean of the Irvin School of Education reviews the final transcript immediately prior to the student teaching semester, there is a "D" in a teaching field(s) or professional development course, the dean, in consultation with the Teacher Education Council, will determine the student teaching status of the student. The dean will provide the student, in writing, the determination of the Council.

The maximum course load a student may carry during the semester of student teaching is 12 semester credits.

Student teaching will involve a semester, all-day experience. The Student Teaching Handbook provides the guidelines and is the official syllabus for student teaching. Students MAY NOT return to campus during the teaching day to take classes, attend meetings, rehearsals, etc. Students should plan with their advisors so that classes will not conflict with the all-day student teaching assignment.

If a student does not complete student teaching with a grade of Satisfactory during his or her initial enrollment and does wish to repeat the student teaching course(s), the student must petition the Teacher Education Council in writing for the right to repeat the student teaching course(s). The student should explain how he/she intends to eliminate any deficiencies which prevented the student from initially earning the grade of Satisfactory. The

Teacher Education Council shall meet with the student and may consider written or oral information provided by individuals who previously supervised the student or have knowledge regarding the student's unsatisfactory student teaching performance. The Teacher Education Council may grant or deny permission for the student to repeat student teaching. A record of the Council's decision shall be provided in writing to the student. The student may appeal the decision of the Teacher Education Council to the University Provost. Absent extremely unusual and extenuating circumstances, no student shall be allowed to enroll in student teaching through Hardin-Simmons University a third time.

Certification – Notwithstanding the fact that a candidate has been retained in teacher education to the point of completing all academic requirements, University recommendation for certification of the candidate is contingent upon evidence of having fulfilled all requirements and standards of the teacher education program of the university. This is determined by a final review of the candidate's complete record as concerns: (1) academic record, (2) student teaching, (3) professional ethics, (4) passing the state mandated credentialing exams, and (5) completed fingerprinting.

No student is eligible to be recommended for certification if he/she has a grade of D or unsatisfactory in his/her area (s) of preparation/teaching field (s),, or in any course in pedagogy and professional development. Certification and/or eligibility for certification are NOT requirements for graduation.

Application for certification must be made through the office of the University Certification Officer, Irvin School of Education. It is the responsibility of each student to file a request for a teaching certificate. All certification requirements are subject to TEA/SBEC standards, rules, and regulations.

To be approved for a standard renewable certificate in the state of Texas, students shall be required to achieve a satisfactory level of performance on one or more examinations in the areas of preparation. The content to be tested and the criteria for mastery shall be prescribed for each certification area by the TEA/SBEC. Those who pass the required credentialing exams, have successfully completed the HSU teacher preparation program, and have graduated will be eligible to be recommended to the TEA/SBEC for teacher certification.

The Texas Commissioner of Education has the authority to suspend, revoke, or refuse to issue a teaching certificate for a person who has been

convicted of a felony or misdemeanor. The TEA/SBEC will conduct a criminal record search of all certificate applicants.

Complaint Procedure

- 1. A formal written complaint may be filed by submitting a completed Formal Student Complaint Form to the Associate Dean of the Irvin School of Education . The form should be completed in its entirety including a description of the complaint, the date(s) on which the problem became evident, and a description of the desired outcome.
- 2. If the matter is a course concern, the Associate Dean will set up a meeting between the student and the professor involved within ten (10) working days to begin the resolution process. If the concern is program related, the Associate Dean will arrange a meeting with the student and the faculty member and/or Associate Dean whose responsibilities include that part of the program. In all cases, the Dean's Administrative Assistant will be present to keep accurate minutes of the meeting.
- 3. A copy of the form submitted by the student and the outcome of the meeting with the Associate Dean will be sent to the office of the Dean of the College of Human Sciences and Educational Studies.
- 4. The office of the Dean will send a written acknowledgement of the receipt of the complaint to the student via University-provided email within three . working days of receipt.
- 5. A copy of the form submitted by the student and the outcome of the meeting with the Associate Dean will be sent to the office of the Provost.
- 6. If the matter is still not resolved in a satisfactory manner according to the complainant, the Provost/Chief Academic Officer may meet with all involved to try to come to an agreeable conclusion. The Provost may assign a special committee to rule on the complaint. The Provost will present a ruling on the complaint within 30 calendar days of receipt of the complaint. The Provost will inform the student making the complaint and notify the Dean of College of Human Sciences and Educational Studies in writing (may be via email) of the committee's decision

If the issue cannot be resolved internally through the Student Complaint process, a student may file a complaint with the Texas Education Agency directly. TEA Complaints Management

1701 N. Congress Ave. Austin, TX 78701-1494

Telephone: 512.463.3544 Fax: 512.475.3665 Email compaintsmanagement@tea.texas.gov Website:

http://tea.texas.gov/Texas Educators/Preparation a nd Continuing Education/Complaints Against Educator Preparation Programs

The Houston-Lantrip Center for Literacy and Learning

The Hardin-Simmons University Houston-Lantrip Center for Literacy and Learning is dedicated to providing support for individuals with dyslexia, autism spectrum disorders, and other learning differences through teacher education, professional development, community outreach, and parental resources.

The Center offers professional development and teacher training appropriate for teachers seeking a Master's degree, classroom teachers, reading specialists, and special education teachers. In addition to teacher training, the Center serves as a resource to teachers and parents for current information relating to dyslexia and family literacy. The Center provides parent seminars where parents can learn motivating and practical ideas concerning how to help their children while remaining in the parental role.

Dyslexia Specialist Program

The Houston-Lantrip Center for Literacy and Learning's Dyslexia Specialist Program provides extensive training in multisensory structured language education that is necessary for teaching dyslexic and struggling readers. This diagnostic teaching approach is appropriate for classroom teachers, reading specialists, special education teachers, and private dyslexia therapists. The program includes two courses: Introduction to Multisensory Language Instruction and Advanced Multisensory Language Instruction.

Introduction to Multisensory Language Instruction is an introduction to multisensory structured language education designed for individuals with dyslexia. This multisensory approach includes techniques for teaching phonological awareness, letter recognition, decoding, comprehension, spelling, grammar and written composition to dyslexic and struggling readers. The course also includes an overview of Texas dyslexia legislation. This course is a prerequisite for Advanced Multisensory Language Instruction.

Advanced Multisensory Language Instruction is open to those individuals who have successfully completed the introductory course. This course refines the diagnostic and prescriptive teaching skills introduced in the introductory course and includes continual assessment techniques and implementation of multisensory structured language curriculum in public and private practice.

The Dyslexia Specialist Program may lead to certification as a certified academic language therapist and a licensed dyslexia practitioner upon

completion of additional requirements.

Special Education Supplemental Certificate EC-12 To add a supplemental special education certification to an initial Early Childhood - Grade 6, Grades 4-8, Grades 7-12, or EC-12 certification, the following courses are required EDUC 4341, 4342, and 4343 for a total of 9 credits. These 9 credits are in addition to the requirements of the HSU degree plan for the initial certification. Students may take the Supplemental Special Education TEXES (163) in addition to their Content TEXES and PPR TEXES for their initial standard certificate or they may take it after the initial certification has been issued. The supplemental certificate allows the special education teacher to teach special education: 1. In the content field and level for which the teacher holds a standard certificate, 2. In a self-contained special education classroom at the level and in the content area of standard certification, or 3. In an inclusion classroom outside of the area of standard certification along side a duly certified teacher in that content field.

English As a Second Language Supplemental Certificate EC-12

Students who meet READ 4398 course requirements may take the Supplemental ESL TEXES (154) in addition to the EC – 6 Core-Subjects and PPR TEXES for their initial standard certificate or they may take it after initial certification has been issued by the Texas Education Agency/State Board for Educator Certification. Students preparing for the ESL certification must attend the HSU ESL seminar, practice online, and pass the practice Representative form to be recommended for ESL certification by Hardin-Simmons University. A Texas Examination of Educator Standards (TEXES) Representative Form (ESL Practice Test) is available for students to take in the College of Human Sciences and Educational Studies Dean's office, Abilene Hall 108.

The supplemental certificate allows the English as a Second Language teacher to teach English as a Second Language in the content field and level for which the teacher holds a standard certificate.

	lisciplinary Generalist for major is 2.8	69		
	PSYC, SOCI, or PHIL	3		
POLS 1302	American Government	3		
	from outside the major & minor			
Soc	ial and Behavioral Sciences	1		
	Science Lab	3 1		
	PHYS, GEOL, CHEM, or PHSC	3		
nat	BIOL or ENVS	3		
MATH 1310	College Algebra or higher tural and Physical Sciences	3		
МАТИ 1210	Mathematics	า		
KINE Activity		2		
	iology, Health and Recreation	•		
BIBL 1302	New Testament Survey	3		
BIBL 1301	Old Testament Survey or	_		
	Biblical Studies			
Fine Arts - fro	m Art, Music, Theatre (See Major)			
Tu	Fine Arts			
ENGL 2303	American Literature	3		
ENGL 2302	English Literature or			
ENGL 2301	World Literature or			
	Literature			
ENGL 1302	Freshmen Writing II	3		
ENGL 1301	Freshmen Writing I or			
	Writing			
ENGL 3300	Writing as Discovery	3		
RELI 2345	The Religious and Philosophica	l Life 3		
HIST 1300	Making US History	3		
KINE 1170	Wellness for Life	1		
COMM 1301	Speech Communication	3		1 otal Credit Hours: 124
FYSM 1300	First Year Seminar: Gateway	3		Electives 9 Total Credit Hours: 124
	Core Distinctive	•	EDUC 1306	Technology in Education 3 Electives 9
Core Curricul		43		al Competency and Electives 12
Early Child	lhood-6		EDUC 4379	Capstone: The Professional Teacher 3
	olinary Generalist, B.S.H.S) .	EDUC 4378	Innovative Integrations 3
Interdiscin	linary Generalist R C L C		EDUC 4321	St Teaching in Early Child Ed 3
			EDUC 4340	Current Issues in Spec Ed 3 St Touching in Early Child Ed 2
• 80 Ch	apel attendances required.		EDUC 4320	Student Teach in the Elem Sch Current Issues in Spec Ed 3
-	required.		EDUC 3339	
	per level credits (3000 and 4000-	-	EDUC 3338	The Learning Environment 3 Found of Social Studies Instruction 3
	lative GPA of 2.8 or higher to grad		EDUC 3330	Found of Learning and Development 3
	plete a minimum of 124 credits wi		ECED 4315	Meth of Teaching Social Studies EC-6 3
	ion Requirements	. 1	ECED 3336	Teaching EC-6 Science Child Educ 3
N . C .			ECED 3331	Teaching EC-6 Math Child Educ 3
*See Degree/I	Education Requirements		READ 4398	The Reading Professional 3
Behavior	3		READ 4397	Intro to the Adv/Gifted Learn 3
EDUC 4343	Managing Academic/ Social		READ 4394	Reading Practicum 3
Learners	3		READ 4392	Organ & Materials for Reading 3
EDUC 4342	Adv. Strategies/Exceptional		READ 3388	Child and Adolescent Literature 3
Learners	3		READ 3364	Dev Comprehensive & Inquiry Skills 3
EDUC 4341	Educ. Assess. of Exceptional		READ 3360	Beginning Literacy Development 3
EDUC 4340	Current Issues in Spec Ed	3	MATH 2305	Mathematics Education 3
Required			ECED 4311	Theory/Found of Early Child Educ 3
	ation Certification	9-12	KINE 3300	Physical Activities for Children 3
and EC-12		•	MUSI 3325	Essent Elements of Music 3
Special Educa	tion Certification for EC-6, 4-8, 7-1	12,	ART 3311	Public School Art, Elementary 3
and EC-12 Special Educa			MUSI 3325 KINE 3300	Essent Elements of Music 3 Physical Activities for Children 3 Theory/Found of Early Child Educ 3

Art. B.A. Gr	ades EC-12 (A.ART)	
Core Curriculu		55
dore curricur	Core Distinctive	00
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345		
ENGL 3300	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1301	Freshmen Writing II	3
LIVOL 1502	Literature	3
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
2	Fine Arts	Ü
Fine Arts - from	1 Art, Music, Theatre - See Major	
Time Tires Tron	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	U
KINE Activity c		2
THIT I TICHTY C	Mathematics	_
MATH 1310	College Algebra or higher	3
	iral and Physical Sciences	Ü
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
	al and Behavioral Sciences	-
	from outside the major & minor	
POLS 1302	American Government	3
	ECON, POLS, PSYC, SOCI, or PHIL	3
	Foreign Language	3
	One language	12
Major: Art	One language	48
Required GPA f	For major is 2.8	40
ART 1301		3
ART 1301 ART 1311		_
	Drawing II	3 3
ART 1302	Design I	3
ART 2302	3D Design	
ART 2313	Oil Painting	3
ART 2314	Printmaking I	3
ART 2315	Sculpture I	3
ART 2321	Introduction to Graphic Design	3
ART 2382	Fund of Photography - Darkroom	3
ART 4360	Professional Seminar	3
	Art History (3 upper level)	6
Pd	ART upper level elective	12
Education	Dood Instruction Ad-1 Ct	27
READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Foundations of Learning and	
Development	The Learning Environment	2
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3

EDUC 4371	Org and Mgmt for Teaching in the	
	Middle Grades and Secondary	
	Classroom	3
EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4622	All-Level Student Teaching	6
Technological Competency		
EDUC 1306Technology in Education		
Total Credit Hours: 133		

English Lan	guage Arts and Reading,	
B.S.H.S. Gra	ades 4-8 (M.ELAR)	
Core Curriculu	ım	43
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	e 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1301	Freshmen Writing II	3
21142 1002	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2302	American Literature	3
LIVGE 2505	Fine Arts	3
Fine Arts - from	Art, Music, Theatre - See Major	
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
Kinesio	ology, Health and Recreation	
KINE Activity c		2
_	Mathematics	
MATH 1310	College Algebra or higher	3
Natu	ıral and Physical Sciences	
	BIOL or ENVS	3
]	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
Socia	al and Behavioral Sciences	
Must be f	from outside the major & minor	
POLS 1302	American Government or	
POLS 2301	Texas State & Local Government	3
	ECON, POLS, PSYC, SOCI, or PHIL	3
Major: English	Language Arts/Reading	30
Required GPA f	or major is 2.8	
	Sophomore Literature	3
ENGL 4302	Issues in Grammar	3
	Upper level Literature course (x2)	6
READ 3360	Beginning Literacy Development	3
READ 3362	Read Instru for Adolescent Students	s 3
READ 3388	Child and Adolescent Literature	3
READ 4392	Organ & Materials for Reading	3
READ 4394	Reading Practicum	3
READ 4397	Intro to the Adv/Gifted Learn	3
Education		30
ART 3311	Public School Art, Elementary	3
COMM 3302	Interpersonal Communication or	
COMM 3303	Small Group Communication	3
EDUC 3330	Found of Learning and Developmen	
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	-
	Teaching in the Middle Grades and	
	Secondary Classroom	3

EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4626	Student Teaching in the Middle	
School	6	
Technological	Competency and Electives	21
EDUC 1306	Technology in Education	3
	Electives	18
	Total Credit Hours: 12	24

Found of Learning and Development 3

Capstone: The Professional Teacher 3

Total Credit Hours: 124

Organization and Management for Teaching in the Middle Grades and

Student Teaching in the Middle

3

3

3

3 3

English Lang	guage Arts, Reading and		EDUC 3330 EDUC 3338	Found of Learning and Deve The Learning Environment
	ies, B.S.H.S. Grades 4-8		EDUC 4340	Current Issues in Spec Ed
	103, D.3.11.3. Grades 4 0		EDUC 4371	Organization and Manageme
(M.ELRS)				Teaching in the Middle Grad
Core Curriculu		43		Secondary Classroom
EVCM 1200	Core Distinctive	2	EDUC 4378	Innovative Integrations
FYSM 1300	First Year Seminar: Gateway	3	EDUC 4379	Capstone: The Professional
COMM 1301	Speech Communication	3	EDUC 4626	Student Teaching in the Mid
KINE 1170 HIST 1300	Wellness for Life	1	School	6
RELI 2345	Making US History The Religious and Philosophical Life	3 : 3	Requirements	Commenters and Elections
ENGL 3300	Writing as Discovery	3		Competency and Electives
ENGL 3300	Writing Writing	3	EDUC 1306	Technology in Education Total Credit H
ENGL 1301	Freshmen Writing I or			Total Credit n
ENGL 1301	Freshmen Writing II	3		
LIVGE 1502	Literature	5		
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
E11GE 2000	Fine Arts	J		
Fine Arts - from	Art, Music, Theatre - See Major			
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
	ology, Health and Recreation			
KINE Activity co		2		
•	Mathematics			
MATH 1310	College Algebra or higher	3		
Natu	ıral and Physical Sciences			
]	BIOL or ENVS	3		
]	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	1		
	l and Behavioral Sciences			
	from outside the major & minor			
POLS 1302	American Government	3		
	ECON, POLS, PSYC, SOCI, or PHIL	3		
	Lang Arts/Reading/Social Studies	51		
Required GPA f		2		
ENCL 4202	Sophomore Literature	3		
ENGL 4302 ECON 1330	Issues in Grammar	3		
GEOG 3301	Intro to Economics			
HIST 2301	Cultural Geography History of Western Civ to 1550	3		
HIST 2301	History of Western Civ to 1330	3		
HIST 3306	Studies in World History	3		
HIST 4301	Survey of Texas History	3		
POLS 2301	Texas State & Local Government	3		
POLS 2302	Major World Governments	3		
READ 3360	Beginning Literacy Development	3		
READ 3362	Read Instru for Adolesc Stu	3		
READ 3388	Child and Adolescent Literature	3		
READ 3393	Read Assessment & Intervention	3		
READ 4392	Organ & Materials for Reading	3		
READ 4394	Reading Practicum	3		
READ 4397	Intro to the Adv/Gifted Learn	3		
Education		27		

Public School Art, Elementary

3

ART 3311

General Sc	ience, B.S. Grades 4-8	
(M.GESC)		
Core Curricul	ıım	36
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	n Art, Music, Theatre - See Major Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
Kinesi	ology, Health and Recreation	
KINE Activity of		2
	Mathematics	
MATH 1310	College Algebra or higher	3
Nat	ural and Physical Sciences	
	See Major	
	al and Behavioral Sciences	
Must be	from outside the major & minor	0
	from outside the major & minor American Government	3
Must be POLS 1302	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL	3
Must be POLS 1302 Major: Genera	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science	
Must be POLS 1302 Major: Genera Required GPA	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8	3 51
Must be POLS 1302 Major: Genera Required GPA BIOL 1306	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I	3 51 3
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1106	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab	3 51 3 1
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1106 BIOL 1307	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II	3 51 3 1 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 1107	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II	3 51 3 1 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 1107 BIOL 3307	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition	3 51 3 1 3 1 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 1107 BIOL 3307 BIOL 3410	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II General Biology II Lab Nutrition General Ecology	3 51 3 1 3 1 3 4
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 1107 BIOL 3307 BIOL 3410 CHEM 1410	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I	3 51 3 1 3 1 3 4 4
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II	3 51 3 1 3 1 3 4 4 4
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology	3 51 3 1 3 1 3 4 4 4 4 3
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II General Biology II General Biology II General Chemistry I General Chemistry I Physical Geology Physical Geology Lab	3 51 3 1 3 1 3 4 4 4 4 3 1
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Historical Geology	3 51 3 1 3 1 3 4 4 4 4 4 3 1 4
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Coeanography	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 1 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1307 BIOL 1107 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Oceanography Trigonometry	3 51 3 1 3 1 3 4 4 4 4 4 3 1 4 3 3 3 3 3 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry I Physical Geology Physical Geology Physical Geology Oceanography Trigonometry General Physics I	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 3 3 3 3 3
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1106 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1110	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry I Physical Geology Physical Geology Physical Geology Cocanography Trigonometry General Physics I General Physics I General Possics I General Physics I Lab	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1311	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry I Physical Geology Physical Geology Physical Geology Coeanography Trigonometry General Physics I General Physics I Lab General Physics II	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 3 1 3 3 1 3 3 3 3
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1110 PHYS 1311 PHYS 1311	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Physical Geology Oceanography Trigonometry General Physics I General Physics II General Physics II General Physics II General Physics II	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1310 PHYS 1311 PHYS 1311 PHYS 1311	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Physical Geology Oceanography Trigonometry General Physics I General Physics II Lab Astronomy	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1311 PHYS 1311 PHYS 1311 Choose one con	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Physical Geology Coeanography Trigonometry General Physics I General Physics II Lab Astronomy urse from	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1
Must be POLS 1302 Major: General Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1110 PHYS 1311 PHYS 1311 PHYS 1311 Choose one could biole 4340	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry I Physical Geology Physical Geology Physical Geology Coeanography Trigonometry General Physics I General Physics II General Entomology	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1
Must be POLS 1302 Major: Genera Required GPA BIOL 1306 BIOL 1307 BIOL 1307 BIOL 3307 BIOL 3410 CHEM 1410 CHEM 1411 GEOL 1303 GEOL 1103 GEOL 1411 GEOL 3301 MATH 1311 PHYS 1310 PHYS 1311 PHYS 1311 PHYS 1311 Choose one con	from outside the major & minor American Government ECON, POLS, PSYC, SOCI, or PHIL al Science for major is 2.8 General Biology I General Biology I Lab General Biology II Lab Nutrition General Ecology General Chemistry I General Chemistry II Physical Geology Physical Geology Physical Geology Coeanography Trigonometry General Physics I General Physics II Lab Astronomy urse from	3 51 3 1 3 1 3 4 4 4 4 3 1 4 3 3 1 3 1 3 1

Education	3	30
ART 3311	Public School Art, Elementary	3
EDUC 3330	Found of Learning and Development	3
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4626	Student Teaching in the Middle	
School	6	
READ 3362	Read Instru for Adolescent Students	3
Technological	Competency and Electives	7
EDUC 1306	Technology in Education	3
	Electives	4
	Total Credit Hours: 12	24

Mathemati	ics, B.B.S. Grades 4-8	
(M.MATH)		
Core Curriculi	ım	49
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Lif	e 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
21.42 2000	Fine Arts	Ü
Fine Arts - fron	n Art, Music, Theatre - See Major Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	5
KINE Activity c		2
MIND Helivity C	Mathematics	2
	See Major	
Nati	ıral and Physical Sciences	
Nati	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	3 1
Socie	al and Behavioral Sciences	1
	from outside the major & minor	
POLS 1302	American Government	3
FULS 1302	ECON, POLS, PSYC, SOCI, or PHIL	12
Majan Mathar		3 5
Major: Mather Required GPA f		33
CSCI 1320	Program Design & Devel I	3
	Calculus I	
MATH 1420		4
MATH 1421	Calculus II	4
MATH 2305	Mathematics Education	3
MATH 2306	Mathematics Education II	3
MATH 3302	Topics/Math for Sec Teacher II	3
MATH 3312	Statistical Methods	3
MATH 3315	Mathematical Structures	3
MATH 4301	College Geometry	3
MATH	approved upper level credits	6
Education		30
ART 3311	Public School Art, Elementary	3
COMM 3302	Interpersonal Communication or	_
COMM 3303	Small Group Communication	3
EDUC 3330	Found of Learning and Developmen	
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	l
	Secondary Classroom	3

EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4626	Student Teaching in the Middle	
School	6	
READ 4397	Intro to the Adv/Gifted Learn	3
Technological	Competency and Electives	10
EDUC 1306	Technology in Education	3
	Electives	7
	Total Credit Hours: 1	24

English Lan	guage Arts and Reading,	
•		
	ades 7-12 (H.ELAR)	
Core Curriculu		43
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
	See Major	
	Fine Arts	
Fine Arts - fron	n Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1301	New Testament Survey	3
	ology, Health and Recreation	5
KINE Activity c		2
KINE Activity C	Mathematics	2
MATH 1310	College Algebra or higher	3
	iral and Physical Sciences	3
	-	2
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3 1
	Science Lab	Ţ
	al and Behavioral Sciences	
	from outside the major & minor	
POLS 1302	American Government	3
	ECON, POLS, PSYC, SOCI, or PHIL	3
Department R		18
	Foreign Language	12
	ECON, HIST, PHIL, POLS, PSYC, SOCI	
	Language Arts/Reading	34
Required GPA f	-	
ENGL 230X	Sophomore Literature Course	3
ENGL 230X	Sophomore Literature Course	3
ENGL 4101	Teaching English in the High School	1
ENGL 4302	Issues in Grammar	3
ENGL 4318	Studies in Compositional Theory	3
ENGL 4321	Introduction to Linguistics	3
	American literature Upper level	6
	British literature Upper level	6
	English elective Upper level	6
	(not ENGL-3300)	
Education		27
READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Found of Learning and Developmen	
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	3
TD00 13/1	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4270	•	3
EDUC 4378	Innovative Integrations	3

EDUC 4379 Capstone: The Professional Teacher 3
EDUC 4623 St Teaching in the Sec School 6
Technological Competency and Electives 3
EDUC 1306 Technology in Education 3
Total Credit Hours: 125

History, B.A. Grades 7-12 (H.HIST) Core Distinctive FYSM 1300 First Year Seminar: Gateway 3 COMM 1301 Speech Communication 3 KINE 1170 Wellness for Life 1 HIST 1300 Making US History 3 ERLI 2345 The Religious and Philosophical Life 3 ENGL 3300 Writing 3 Writing 1 ENGL 3300 Writing as Discovery 3 Writing 1 ENGL 2301 Freshmen Writing I or 3 ENGL 2301 World Literature or 2 ENGL 2303 American Literature or 3 ENGL 2303 Aretican Literature or 3 English Literature or 4 <th></th> <th></th> <th></th>				
FYSM 1300 First Year Seminar: Gateway 3 COMM 1301 Speech Communication 3 COMM 1301 Speech Communication 3 KINE 1170 Wellness for Life 1 HIST 1300 Making US History 3 RELI 2345 The Religious and Philosophical Life 3 ENGL 3300 Writing as Discovery 3 ENGL 1301 Freshmen Writing II 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2302 American Literature 3 Fine Arts Fine Arts Fine Arts Fine Arts Fine Arts Bibl Studies BIBL 1301 Old Testament Survey or 3 Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics<	History, B.	A. Grades 7-12 (H.HIST)		
FYSM 1300 First Year Seminar: Gateway 3 COMM 1301 Speech Communication 3 KINE 1170 Wellness for Life 1 HIST 1300 Making US History 3 RELI 2345 The Religious and Philosophical Life 3 ENGL 3300 Writing as Discovery 3 Writing I 3 ENGL 1302 Freshmen Writing I or ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature 3 Fine Arts Mathematics Mathematics Mathematics <t< td=""><td>Core Curriculi</td><td>ım</td><td>58</td></t<>	Core Curriculi	ım	58	
COMM 1301 Speech Communication 3 KINE 1170 Wellness for Life 1 HIST 1300 Making US History 3 RELI 2345 The Religious and Philosophical Life 3 ENGL 3300 Writing as Discovery 3 Writing ENGL 1301 Freshmen Writing I 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature 3 Fine Arts		Core Distinctive		
KINE 1170 Wellness for Life 1 HIST 1300 Making US History 3 RELI 2345 The Religious and Philosophical Life 3 ENGL 3300 Writing as Discovery 3 Writing ENGL 1301 Freshmen Writing I or ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or BIOL 2302 American Literature or 3 English Literature or 3 ENGL 2302 American Literature or 3 BIOL 2303 American Literature or 3 BIOL 2302 Macker 3 Mathematics Mathematics <th colspan<="" td=""><td>FYSM 1300</td><td>First Year Seminar: Gateway</td><td>3</td></th>	<td>FYSM 1300</td> <td>First Year Seminar: Gateway</td> <td>3</td>	FYSM 1300	First Year Seminar: Gateway	3
KINE 1170 Making US History 3 RELI 2345 The Religious and Philosophical Life 3 FINGL 3300 Writing as Discovery Writing ENGL 1301 Freshmen Writing I or ENGL 1302 Freshmen Writing II 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2304 Merican Literature or ENGL 2305 American Literature or ENGL 2306 Merican Literature or ENGL 2307 Merican Literature or ENGL 2308 Merican Literature or ENGL 2309 Merican Literature or ENGL 2309 Merican Literature or ENGL 2300 Merican Literature or English Literatur	COMM 1301	Speech Communication	3	
ENGL 3300 Writing as Discovery Writing ENGL 1301 Freshmen Writing I or ENGL 1302 Freshmen Writing II 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2304 Fine Arts Fine Arts Fine Arts Fine Arts Fine Arts - from Art, Music, Theatre Biblical Studies BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey or BIBL 1302 New Testament Survey or BIBL 1300 Oldege Algebra or higher MATH 1310 College Algebra or higher 3 Natural and Physical Sciences BIOL or ENVS 3 PHYS, GEOL, CHEM, or PHSC 3 Science Lab 1 Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 Foreign Language One language 12 Major: History Required GPA for major is 2.8 HIST 1301 U S History to 1876 3 HIST 2301 History of Western Civ to 1550 3 HIST 2302 History of Western Civ to 1550 3 HIST 2300 History of Western Civ Since 1550 3 HIST 3100 Historiography 1 HIST 3200 Seminar in Historical Writing 2 HIST 3306 Studies in World History 3 HIST 3401 Survey of Texas History 3 HIST 4301 Feach in Historical Writing 4 HIST 4301 Survey of Texas History 3 HIST 4301 Feaching in He Middle Grades and 5 EDUC 4370 Organization and Management for 7 Teaching in the Middle Grades and 5 EDUC 4378 Innovative Integrations 3 EDUC 4379 Capstone: The Professional Teacher 3	KINE 1170	=	1	
ENGL 3300 Writing as Discovery Writing ENGL 1301 Freshmen Writing I or ENGL 1302 Freshmen Writing II 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2304 Fine Arts Fine Arts Fine Arts Fine Arts Fine Arts - from Art, Music, Theatre Biblical Studies BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey or BIBL 1302 New Testament Survey or BIBL 1300 Oldege Algebra or higher MATH 1310 College Algebra or higher 3 Natural and Physical Sciences BIOL or ENVS 3 PHYS, GEOL, CHEM, or PHSC 3 Science Lab 1 Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 Foreign Language One language 12 Major: History Required GPA for major is 2.8 HIST 1301 U S History to 1876 3 HIST 2301 History of Western Civ to 1550 3 HIST 2302 History of Western Civ to 1550 3 HIST 2300 History of Western Civ Since 1550 3 HIST 3100 Historiography 1 HIST 3200 Seminar in Historical Writing 2 HIST 3306 Studies in World History 3 HIST 3401 Survey of Texas History 3 HIST 4301 Feach in Historical Writing 4 HIST 4301 Survey of Texas History 3 HIST 4301 Feaching in He Middle Grades and 5 EDUC 4370 Organization and Management for 7 Teaching in the Middle Grades and 5 EDUC 4378 Innovative Integrations 3 EDUC 4379 Capstone: The Professional Teacher 3	HIST 1300	Making US History	3	
ENGL 3300 Writing as Discovery Writing ENGL 1301 Freshmen Writing I or ENGL 1302 Freshmen Writing II 3 Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2303 American Literature or ENGL 2304 Fine Arts Fine Arts Fine Arts Fine Arts Fine Arts - from Art, Music, Theatre Biblical Studies BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey or BIBL 1302 New Testament Survey or BIBL 1300 Oldege Algebra or higher MATH 1310 College Algebra or higher 3 Natural and Physical Sciences BIOL or ENVS 3 PHYS, GEOL, CHEM, or PHSC 3 Science Lab 1 Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL 6 Foreign Language One language 12 Major: History Required GPA for major is 2.8 HIST 1301 U S History to 1876 3 HIST 2301 History of Western Civ to 1550 3 HIST 2302 History of Western Civ to 1550 3 HIST 2300 History of Western Civ Since 1550 3 HIST 3100 Historiography 1 HIST 3200 Seminar in Historical Writing 2 HIST 3306 Studies in World History 3 HIST 3401 Survey of Texas History 3 HIST 4301 Feach in Historical Writing 4 HIST 4301 Survey of Texas History 3 HIST 4301 Feaching in He Middle Grades and 5 EDUC 4370 Organization and Management for 7 Teaching in the Middle Grades and 5 EDUC 4378 Innovative Integrations 3 EDUC 4379 Capstone: The Professional Teacher 3			e 3	
ENGL 1301				
ENGL 1302 Freshmen Writing II Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature Fine Arts Fine Arts Fine Arts - from Art, Music, Theatre BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey Kinesiology, Health and Recreation KINE Activity course (X 2) MATH 1310 College Algebra or higher MATH 1310 Foreign Language BIOL or ENVS BIOL or ENVS BHYS, GEOL, CHEM, or PHSC Science Lab Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Foreign Language One language One language One language 12 Major: History Required GPA for major is 2.8 HIST 1301 U S History to 1876 HIST 1302 U S History for Western Civ to 1550 HIST 2302 History of Western Civ to 1550 HIST 2302 History of Western Civ Since 1550 HIST 3306 Studies in World History HIST 3200 Seminar in Historical Writing HIST 3306 Studies in World History HIST 4301 Survey of Texas History GEOG 3301 Cultural Geography HIST elective upper level 12 Education READ 3362 Read Instru for Adolesc Stu BDUC 3338 Found of Learning and Development BEDUC 4370 Organization and Management for Teaching in the Middle Grades and Secondary Classroom EDUC 4378 Innovative Integrations BDUC 4379 Capstone: The Professional Teacher 3		Writing		
ENGL 1302 Freshmen Writing II Literature ENGL 2301 World Literature or ENGL 2302 English Literature or ENGL 2303 American Literature Fine Arts Fine Arts Fine Arts - from Art, Music, Theatre BIBL 1301 Old Testament Survey or BIBL 1302 New Testament Survey Kinesiology, Health and Recreation KINE Activity course (X 2) MATH 1310 College Algebra or higher MATH 1310 Foreign Language BIOL or ENVS BIOL or ENVS BHYS, GEOL, CHEM, or PHSC Science Lab Social and Behavioral Sciences Must be from outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL Foreign Language One language One language One language 12 Major: History Required GPA for major is 2.8 HIST 1301 U S History to 1876 HIST 1302 U S History for Western Civ to 1550 HIST 2302 History of Western Civ to 1550 HIST 2302 History of Western Civ Since 1550 HIST 3306 Studies in World History HIST 3200 Seminar in Historical Writing HIST 3306 Studies in World History HIST 4301 Survey of Texas History GEOG 3301 Cultural Geography HIST elective upper level 12 Education READ 3362 Read Instru for Adolesc Stu BDUC 3338 Found of Learning and Development BEDUC 4370 Organization and Management for Teaching in the Middle Grades and Secondary Classroom EDUC 4378 Innovative Integrations BDUC 4379 Capstone: The Professional Teacher 3	ENGL 1301			
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EDUC 4379 Capstone: The Professional Teacher 3	FDHC 4379			
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Technological Competency3EDUC 1306Technology in Education3Total Credit Hours: 124

Technological Competency and Electives

			EDUC 1306	Technology in Education	3
	S.H.S. Grades 7-12 (H.HIST)			Electives	12
Core Curricu	lum	46			
	Core Distinctive				
FYSM 1300	First Year Seminar: Gateway	3			
COMM 1301	Speech Communication	3			
KINE 1170	Wellness for Life	1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Life	3			
ENGL 3300	Writing as Discovery	3			
ENGL 1201	Writing				
ENGL 1301	Freshmen Writing I or	2			
ENGL 1302	Freshmen Writing II	3			
TNG1 0004	Literature				
ENGL 2301	World Literature or				
ENGL 2302	English Literature or	_			
ENGL 2303	American Literature	3			
	Fine Arts				
Fine Arts - fro	m Art, Music, Theatre - See Major Biblical Studies				
BIBL 1301	Old Testament Survey or				
BIBL 1302	New Testament Survey	3			
Kines	iology, Health and Recreation				
KINE Activity		2			
J	Mathematics				
MATH 1310	College Algebra or higher	3			
	tural and Physical Sciences				
	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Soc	ial and Behavioral Sciences	•			
	e from outside the major & minor				
POLS 1302	American Government	3			
10151502	ECON, POLS, PSYC, SOCI, or PHIL	3			
Major: Histor		36			
	for major is 2.8	50			
HIST 1301	U S History to 1876	3			
HIST 1301	U S History Since 1876	3			
HIST 2301	History of Western Civ to 1550	3			
HIST 2301	History of Western Civ Since 1550	3			
HIST 3100	Historiography	1			
HIST 3200	Seminar in Historical Writing	2			
HIST 3306	Studies in World History	3			
HIST 4301		3			
GEOG 3301	Survey of Texas History Cultural Geography	3			
GEOG 3301	9 1 1	12			
Education	HIST elective upper level	27			
Education	Dood Instructor Adologo Ctu.				
READ 3362	Read Instru for Adolesc Stu	3			
EDUC 3330	Found of Learning and Developmen				
EDUC 3338	The Learning Environment	3			
EDUC 4340	Current Issues in Spec Ed	3			
EDUC 4371	Organization and Management for				
	Teaching in the Middle Grades and				
	Secondary Classroom	3			
EDUC 4378	Innovative Integrations	3			
EDUC 4379	Capstone: The Professional Teacher				
EDUC 4623	St Teaching in the Sec School	6			

1:6.6.	10		Two courses fr	om the following	6
Life Science	es (Composite), B.S. Grades		MATH 1310	College Algebra	
7-12 (H.LSC	:1)		MATH 1311	Trigonometry	
Core Curriculu	•	36	MATH 1420	Calculus I	
Core Curricuit	Core Distinctive	30	MATH 1421	Calculus II	
FYSM 1300		3	Education		27
	First Year Seminar: Gateway	3	READ 3362	Read Instru for Adolesc Stu	3
COMM 1301	Speech Communication Wellness for Life		EDUC 3330	Found of Learning and Development	3
KINE 1170		1	EDUC 3338	The Learning Environment	3
HIST 1300	Making US History	3	EDUC 4340	Current Issues in Spec Ed	3
RELI 2345	The Religious and Philosophical Life		EDUC 4371	Organization and Management for	_
ENGL 3300	Writing as Discovery Writing	3	22001071	Teaching in the Middle Grades and Secondary Classroom	3
ENGL 1301	Freshmen Writing I or		EDUC 4270	•	3
ENGL 1302	Freshmen Writing II	3	EDUC 4378	Innovative Integrations	3
	Literature		EDUC 4379	•	
ENGL 2301	World Literature or		EDUC 4623	St Teaching in the Sec School	6
ENGL 2302	English Literature or			Competency and Electives	4
ENGL 2303	American Literature	3	EDUC 1306	Technology in Education	3
	Fine Arts			Elective	1
Fine Arts - from	Art, Music, Theatre Biblical Studies	3		Total Credit Hours: 12	24
BIBL 1301	Old Testament Survey or				
BIBL 1302	New Testament Survey	3			
	ology, Health and Recreation	5			
KINE Activity c		2			
KINE ACTIVITY C	Mathematics	2			
	See Major				
Note	•				
	ral and Physical Sciences				
	See Major				
	al and Behavioral Sciences				
	from outside the major & minor				
	ECON, POLS, PSYC, SOCI, or PHIL	6			
Major: Life Sci		57			
Required GPA f		_			
BIOL 1306	General Biology I	3			
BIOL 1106	General Biology I Lab	1			
BIOL 1307	General Biology II	3			
BIOL 1107	General Biology II Lab	1			
BIOL 2334	Introduction to Research Methods	3			
BIOL 3410	General Ecology	4			
BIOL 3411	Genetics	4			
BIOL 3420	General Microbiology	4			
BIOL 4455	Adaptation and Phylogeny	4			
CHEM 1410	General Chemistry I	4			
CHEM 1411	General Chemistry II	4			
PHYS 1310	General Physics I	3			
PHYS 1110	General Physics I Lab	1			
PHYS 1311	General Physics II	3			
PHYS 1111	General Physics II Lab	1			
	irses from the following:	8			
BIOL 2402	Human Anatomy/Physiology I and	Ü			
BIOL 2403	Human Anatomy/Physiology II				
2102 2100	or				
BIOL 3417	Advanced Human Physiology and				
BIOL 3418	Advanced Human Anatomy				
	l upper level hours of BIOL required i	if			
2402/2403 tak		11			

Mathemati	cs , B.B.S. Grades 7-12	
(H.MATH)		
Core Curriculu	m	49
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	logy, Health and Recreation	
KINE Activity co	. ,	2
	Mathematics	
	See Major	
Natu	ral and Physical Sciences	_
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
C	Science Lab	1
	l and Behavioral Sciences	
	rom outside the major & minor	2
	American Government ECON, POLS, PSYC, SOCI, or PHIL	3 12
		3 5
Major: Mathen Required GPA for		33
MATH 1420	or major is 2.6 Calculus I	4
MATH 1420 MATH 1421	Calculus I	_
MATH 2320	Calculus III	4 3
MATH 3302	Topics/Math for Sec Teacher II	3
MATH 3305	Linear Algebra	3
MATH 3310	Computer Applications/Math	3 3 3 3 3
MATH 3312	Statistical Methods	3
MATH 3315	Mathematical Structures	3
MATH 4301	College Geometry	3
MATH 4320	Introduction to Analysis	3
CSCI 1320	Program Design & Devel I	3
Education		27
READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Found of Learning and Development	
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3

EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4623	St Teaching in the Sec School	6
Minor		18
Technological	Competency	3
EDUC 1306	Technology in Education	3
	Total Credit Hours: 1	35

Physical Sc	iences (Composite), B.S.		READ 336
-	• •		EDUC 333
Grades 6-1	2 (H.PHSC)		EDUC 333
Core Curricul	um	36	EDUC 434
	Core Distinctive		EDUC 437
FYSM 1300	First Year Seminar: Gateway	3	
COMM 1301	Speech Communication	3	EDUC 427
KINE 1170	Wellness for Life	1	EDUC 437 EDUC 437
HIST 1300	Making US History	3	EDUC 437 EDUC 462
RELI 2345	The Religious and Philosophical Lif		Technolo
ENGL 3300	Writing as Discovery Writing	3	EDUC 130
ENGL 1301	Freshmen Writing I or		
ENGL 1301 ENGL 1302	Freshmen Writing I	3	
ENGL 1302	Literature	3	
ENGL 2301	World Literature or		
ENGL 2301 ENGL 2302	English Literature or		
ENGL 2302 ENGL 2303	American Literature	3	
ENGL 2303	Fine Arts	3	
Eino Arts from	n Art, Music, Theatre	3	
rille Al ts - Il ol	Biblical Studies	3	
BIBL 1301	Old Testament Survey or		
BIBL 1301	New Testament Survey	3	
	ology, Health and Recreation	3	
KINE Activity		2	
KINE Activity	Mathematics	2	
	See Major		
Nat	ural and Physical Sciences		
Ivac	See Major		
Soc	ial and Behavioral Sciences		
	from outside the major & minor		
POLS 1302	American Government	3	
10131302	ECON, POLS, PSYC, SOCI, or PHIL	3	
Major: Physic		54	
	for major is 2.8	31	
	O GPA in each field of study – CHEM,		
	equired to sit for TEXES)		
	General Ecology	4	
CHEM 1410	General Chemistry I	4	
CHEM 1411	General Chemistry II	4	
CHEM 3401	Organic Chemistry I	4	
CHEM 3402	Organic Chemistry II	4	
CHEM 3410	Quant Analysis & Electrochemistry		
ENVS 4311	Environmental Science	3	
GEOL 1303	Physical Geology	3	
GEOL 1103	Physical Geology Lab	1	
PHYS 1320	Physics for Scientists/Engineers I	3	
PHYS 1120	Physics for Scientists/Engineers I	_	
Lab	1		
PHYS 1321	Physics for Scientists/ Engineers II	3	
PHYS 1121	Physics for Scientist/ Engineers II	Ü	
Lab	1		
PHYS 2410	Modern Physics	4	
PHSC 3301	Astronomy	3	
MATH 1420	Calculus I	4	
MATH 1421	Calculus II	4	

Education

27

52 Read Instru for Adolesc Stu 3 0 Found of Learning and Development 3 8 The Learning Environment 3 3 0 Current Issues in Spec Ed Organization and Management for 1 Teaching in the Middle Grades and 3 Secondary Classroom 8 Innovative Integrations 3 Capstone: The Professional Teacher 3 9 St Teaching in the Sec School 3 6 7 gical Competency and Electives Technology in Education 3 Electives 4 **Total Credit Hours: 124**

		IV.
Science (Co	mposite), B.S. Grades 7-12	M
(H.SCED)		E
Core Curriculu	m	36 R
Core Curriculu	Core Distinctive	E E
FYSM 1300	First Year Seminar: Gateway	3 E
COMM 1301	Speech Communication	3 E
KINE 1170	Wellness for Life	1 E
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery	3 E
242.0000	Writing	E
ENGL 1301	Freshmen Writing I or	E
ENGL 1302	Freshmen Writing II	3 T
	Literature	E
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
Kinesio	logy, Health and Recreation	
KINE Activity co	ourse (X 2)	2
	Mathematics	
	See Major	
Natu	ral and Physical Sciences	
Ç	See Major	
Socia	l and Behavioral Sciences	
	rom outside the major & minor	
POLS 1302	American Government	3
	ECON, POLS, PSYC, SOCI, or PHIL	3
Major: Science	S	64
Required GPA for		
	GPA in each field of study – CHEM,	
	quired to sit for TExES)	
CHEM 1410	General Chemistry I	4
CHEM 1411	General Chemistry II	4
CHEM 3401	Organic Chemistry I	4
CHEM 3410	Quant Analysis & Electrochemistry	4
BIOL 1306	General Biology I	3
BIOL 1106	General Biology I Lab	1
BIOL 1307	General Biology II	3
BIOL 1107	General Biology II Lab	1
BIOL 3410	General Ecology	4
BIOL 3411	Genetics	4
BIOL 3420	General Microbiology	4
BIOL 4455	Adaptation and Phylogeny	4
GEOL 1303	Physical Geology	3
GEOL 1103	Physical Geology Lab	1
GEOL 3301	Oceanography	3
PHYS 1310	General Physics I	3
PHYS 1110	General Physics I Lab	1
PHYS 1311	General Physics II	3
PHYS 1111	General Physics II Lab	1
PHSC 3301	Astronomy	3

MATH 1310	College Algebra	3
MATH 1311	Trigonometry	3
Education		27
READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Found of Learning and Development	: 3
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4623	St Teaching in the Sec School	6
Technological	Competency and Electives	3
EDUC 1306	Technology in Education	3
	Total Credit Hours: 1	30

Social Stud	lies (Composite), B.S.H.S.		HIST 4304 HIST 4307
Grades 7-1	.2 (H.SOSC)		Choose one
Core Curricul		42	HIST 4308
core curricul	Core Distinctive	43	HIST 4309
FYSM 1300	First Year Seminar: Gateway	3	
COMM 1301	Speech Communication	3	HIST 4310
KINE 1170	Wellness for Life	1	Education
HIST 1300		3	READ 3362
RELI 2345	Making US History		EDUC 3330
	The Religious and Philosophical Life	e 3	EDUC 3338
ENGL 3300	Writing as Discovery	3	EDUC 4340
ENGL 1201	Writing		EDUC 4371
ENGL 1301	Freshmen Writing I or	2	
ENGL 1302	Freshmen Writing II	3	
ENGL 2204	Literature		EDUC 4378
ENGL 2301	World Literature or		EDUC 4379
ENGL 2302	English Literature or	_	EDUC 4623
ENGL 2303	American Literature	3	Technologi
	Fine Arts	_	EDUC 1306
Fine Arts - from	m Art, Music, Theatre	3	22001000
	Biblical Studies		
BIBL 1301	Old Testament Survey or	_	
BIBL 1302	New Testament Survey	3	
	ology, Health and Recreation		
KINE Activity		2	
	Mathematics		
MATH 1301	Aspects of Modern Math or higher	3	
Nat	ural and Physical Sciences		
	BIOL or ENVS	3	
	PHYS, GEOL, CHEM, or PHSC	3	
	Science Lab	1	
Soci	al and Behavioral Sciences		
POLS 1302	American Government	3	
Major: Social		51	
	for major is 2.8		
HIST 1301	U S History to 1876	3	
HIST 1302	U S History Since 1876	3	
HIST 2301	History of Western Civ to 1550	3	
HIST 2302	History of Western Civ Since 1550	3	
HIST 3100	Historiography	1	
HIST 3200	Seminar in Historical Writing	2	
HIST 3306	Studies in World History	3	
HIST 4301	Survey of Texas History	3	
	European history	3	
	HIST elective upper level	3	
GEOG 3301	Cultural Geography	3	
POLS 2301	Texas State & Local Government	3	
POLS 2302	Major World Governments	3	
POLS 3324	Political Theory or		
POLS 4316	Const Law: Federal/State Powers	3	
ECON 1330	Intro to Economics	3	
ECON 2331	Principles of Macroeconomics or		
ECON 2332	Principles of Microeconomics	3	
	-		
Choose one co	urse from the following:	3	
HIST 4302	The American West		
HIST 4303	Colonial/Revol America,1492-1789)	

HIST 4304	Roots of Democracy: US 1789-1840	
HIST 4307	Civil War/ Reconstr: US 1840-1977	
Choose one cou	rse from the following:	3
HIST 4308	Gilded Age/Progress US, 1877-1917	
HIST 4309	World Wars, Roaring 20s,	
	Depression, US, 1917-1945	
HIST 4310	The United States Since 1945	
Education	2	27
READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Found of Learning and Development	3
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4623	St Teaching in the Sec School	6
Technological	Competency and Electives	3
EDUC 1306	Technology in Education	3
	Total Credit Hours: 12	4

			MUTC 1235	Harmony I	2
Music Educ	ation (Choral), B.M. Grades	5	MUTC 1236	Harmony II	2
EC-12 (A.M	UFD.CH)		MUTC 2131	Ear-Training III	1
Core Curricul	•	43	MUTC 2132	Ear-Training IV	1
Core Curricuit	Core Distinctive	43	MUTC 2133	Keyboard III	1
FYSM 1300	First Year Seminar: Gateway	3	MUTC 2134	Keyboard IV	1
COMM 1301	Speech Communication	3	MUTC 2235	Harmony III	2 2
KINE 1170	Wellness for Life	3 1	MUTC 2236	Harmony IV	2
HIST 1300		3	MUTC 2338	Computers and Music	3
	Making US History		MUTC 3231	Form and Analysis	2
RELI 2345	The Religious and Philosophical Life Writing as Discovery	3	MUTC 4231	Orchestration I	2
ENGL 3300	•	3	MUHL 3241	History of Music I	2
ENCL 1201	Writing		MUHL 3242	History of Music II	2
ENGL 1301	Freshmen Writing I or	3	MUHL 3243	History of Music III	2
ENGL 1302	Freshmen Writing II	3	CONC 1000	Recital Attendance	
ENCL 2201	Literature		COMP 4000	Senior Comprehensive	
ENGL 2301	World Literature or		RECI 4000	Performance Recital	
ENGL 2302	English Literature or	2	Professional E	ducation	27
ENGL 2303	American Literature	3	No grade below	"C" accepted in required courses.	
T' A . C	Fine Arts		READ 3362	Read Instru for Adolesc Stu	3
Fine Arts - fron	Art, Music, Theatre – See major		EDUC 3330	Found of Learning and	
DIDI 4004	Biblical Studies		Development	3	
BIBL 1301	Old Testament Survey or	0	EDUC 3338	The Learning Environment	3
BIBL 1302	New Testament Survey	3	EDUC 4340	Current Issues in Spec Ed	3
	ology, Health and Recreation		EDUC 4371	Organization and Management for	_
KINE Activity c		2		Teaching in the Middle Grades and	
	Mathematics			Secondary Classroom	3
MATH 1301	Aspects of Modern Math or higher	3	EDUC 4378	Innovative Integrations	3
	ıral and Physical Sciences		EDUC 4379	Capstone: The Professional Teacher	
	BIOL or ENVS	3	EDUC 4622	All-Level Student Teaching	6
	PHYS, GEOL, CHEM, or PHSC	3	Technological (Ü
	Science Lab	1	recimologicare	Technological Competency - See	
	al and Behavioral Sciences		Major	reemological competency see	
POLS 1302	American Government or	_	Major	Total Credit Hours: 1	38
POLS 2301	Texas State & Local Government	3	Non-niano nrin	cipals must take piano until piano	50
	ECON, POLS, PSYC, SOCI, or PHIL	3	proficiency is p		
Major: Music I		68	proficiency to p	ussea	
Required GPA f	•				
**Be aware of r					
MUPC 1125	Diction I	1			
MUPC 1126	Diction II	1			
MUSI 2125	Instrumental Perspectives	1			
MUSI 3122					
	Intro to Conducting Skills	1			
MUSI 3223	Choral Conducting Tech & Mat	2			
MUSI 3223 MUSI 3321	Choral Conducting Tech & Mat Music, Learning, and Children	2 3			
MUSI 3223 MUSI 3321 MUSI 3322	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn	2 3 3			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent	2 3 3 3			
MUSI 3223 MUSI 3321 MUSI 3322	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy	2 3 3 3 3			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV	2 3 3 3 4			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy	2 3 3 3 3			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level)	2 3 3 3 4			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level)	2 3 3 3 4 3			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) 7 "C" accepted in required courses. Performance Principal MUPS	2 3 3 3 4 3			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321 Music Core No grade below	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) "C" accepted in required courses. Performance Principal MUPS MUPS upper level	2 3 3 3 4 3 8 4			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321 Music Core No grade below	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) 7 "C" accepted in required courses. Performance Principal MUPS MUPS upper level Ear-Training I	2 3 3 3 4 3 8 4 1			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321 Music Core No grade below MUTC 1131 MUTC 1132	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) 7 "C" accepted in required courses. Performance Principal MUPS MUPS upper level Ear-Training I Ear-Training II	2 3 3 3 4 3 8 4 1 1			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321 Music Core No grade below MUTC 1131 MUTC 1132 MUTC 1133	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) 7 "C" accepted in required courses. Performance Principal MUPS MUPS upper level Ear-Training I Ear-Training II Keyboard I	2 3 3 3 4 3 8 4 1 1			
MUSI 3223 MUSI 3321 MUSI 3322 MUSI 4321 MUPC 4321 Music Core No grade below MUTC 1131 MUTC 1132	Choral Conducting Tech & Mat Music, Learning, and Children Older Children and Music Learn Music for Adolescent Voice Pedagogy ENSEMBLES - MUEI or MUEV MUEI or MUEV (upper level) 7 "C" accepted in required courses. Performance Principal MUPS MUPS upper level Ear-Training I Ear-Training II	2 3 3 3 4 3 8 4 1 1			

			MUTC 1134	Keyboard II	1
Music Edu	cation (Instrumental), B.M.		MUTC 1235	Harmony I	2
	-12 (A.MUED.IN)		MUTC 1236	Harmony II	2
	•		MUTC 2131	Ear-Training III	1
Core Curricul		43	MUTC 2132	Ear-Training IV	1
	Core Distinctive	_	MUTC 2133	Keyboard III	1
FYSM 1300	First Year Seminar: Gateway	3	MUTC 2134	Keyboard IV	1
COMM 1301	Speech Communication	3	MUTC 2235	Harmony III	5
KINE 1170	Wellness for Life	1	MUTC 2236	Harmony IV	2
HIST 1300	Making US History	3	MUTC 2338	Computers and Music	2
RELI 2345	The Religious and Philosophical Life	3	MUTC 3231	Form and Analysis	-
ENGL 3300	Writing as Discovery	3	MUTC 4231	Orchestration I	-
	Writing				-
ENGL 1301	Freshmen Writing I or		MUHL 3241	History of Music I	-
ENGL 1302	Freshmen Writing II	3	MUHL 3242	History of Music II	4
	Literature		MUHL 3243	History of Music III	4
ENGL 2301	World Literature or		CONC 1000	Recital Attendance	
ENGL 2302	English Literature or		COMP 4000	Senior Comprehensive	
ENGL 2303	American Literature	3	RECI 4000	Performance Recital	
211G2 2 000	Fine Arts	J	Professional		27
Fine Arts - from	m Art, Music, Theatre – See major		No grade belo	w "C" accepted in required courses.	
Tille Al ts - II o	Biblical Studies		READ 3362	Read Instru for Adolesc Stu	3
BIBL 1301			EDUC 3330	Found of Learning and Development	3
	Old Testament Survey or	2	EDUC 3338	The Learning Environment	3
BIBL 1302	New Testament Survey	3	EDUC 4340	Current Issues in Spec Ed	3
	ology, Health and Recreation		EDUC 4371	Organization and Management for	
KINE Activity		2		Teaching in the Middle Grades and	
	Mathematics			Secondary Classroom	-
MATH 1301	Aspects of Modern Math or higher	3	EDUC 4378	Innovative Integrations	-
Nat	ural and Physical Sciences		EDUC 4379	Capstone: The Professional Teacher	-
	BIOL or ENVS	3	EDUC 4677	All-Level Student Teaching	-
	PHYS, GEOL, CHEM, or PHSC	3			C
	Science Lab	1	recimologica	al Competency	
Soci	al and Behavioral Sciences		N	Technological Competency - See	
POLS 1302	American Government or		Major	m . 10 U.V. 44	
POLS 2301	Texas State & Local Government	3		Total Credit Hours: 13	37
	ECON, POLS, PSYC, SOCI, or PHIL	3		incipals must take piano until piano	
Major: Music		67	proficiency is	passed	
	for major is 3.0				
**Be aware of					
MUSI 2121	Essent of Woodwind Instrument	1			
MUSI 2122	Essent of Brass Instruments	1			
MUSI 2123	Essent of Percuss Instruments	1			
MUSI 2124	Essent of Fercuss instruments Essent of String Instruments	1			
	_				
MUSI 2126	Vocal Perspectives	1			
MUSI 3122	Intro to Conducting Skills	1			
MUSI 3224	Instrument Conduct Tech & Mat	2			
MUSI 3321	Music, Learning, and Children	3			
MUSI 3322	Older Children and Music Learn	3			
MUSI 4321	Music for Adolescent	3			
	ENSEMBLES - MUEI or MUEV	4			
	MUEI or MUEV (upper level)	3			
Music Core	·				
No grade belo	w "C" accepted in required courses.				
-	Performance Principal MUPS	8			
MUPS	(upper level)	4			
MUTC 1131	Ear-Training I	1			
MUTC 1132	Ear-Training II	1			
MUTC 1133	Keyboard I	1			
	y				

Physical Ed	ucation, B.S.H.S. Grades EC	<u>-</u>
12 (A.PHED)	
Core Curriculu	ım	44
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	e 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1301	Freshmen Writing II	3
E110E 100E	Literature	J
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
LIVOL 2505	Fine Arts	5
Fine Arts - from	Art, Music, Theatre	3
Tille Al to - II oli	Biblical Studies	3
BIBL 1301	Old Testament Survey or	
BIBL 1301	New Testament Survey	3
	ology, Health and Recreation	3
	ourse (X 2) - See major	
KINE Activity Co	Mathematics	
MATH 1301	Aspects of Modern Math or higher	3
	ral and Physical Sciences	3
BIOL 2402	Human Anatomy/Physiology I or	
BIOL 2410	Essent./Hum Anat/Physi	4
	PHYS, GEOL, CHEM, or PHSC	3
	al and Behavioral Sciences	3
POLS 1302	American Government	3
10051302	ECON, POLS, PSYC, SOCI, or PHIL	3
Major: Physica		46
Required GPA f		10
KINE 2305	Fund of Fitness & Performance	3
KINE 2303 KINE 1105	Beginning Swimming	1
KINE 1103 KINE 1301		3
KINE 1301 KINE 2300	Computer App in Physical Educ Outdoor Education Activities	3
KINE 2300 KINE 2301	Foundations of Physical Education	3
KINE 2301 KINE 2303	Sport First Aid and CPR	3
	Physical Activities for Children	3
KINE 3300 KINE 3313	•	3
	Kinesiology	3
KINE 3314	Physiology of Exercise Senior Seminar	3
KINE 4300 KINE 3306		3
	App Motor Control/Learning	
&Adapt	3	
KINE 4302	Sports, Fitness & Recreational Mgm	
KINE 4304	Statistical Methods	3
KINE 4311	Essen Elements/Movement/Perform	
KINE	activity courses (3 x 1-credit each)	3
KINE 3320	Coaching Individual Sports or	2
KINE 3321	Coaching Team Sports	3
Professional E	ducation	27
	"C" accepted in required courses.	4/
ing grade below	c accepted in required courses.	

READ 3362	Read Instru for Adolesc Stu	3
EDUC 3330	Found of Learning and Development	3
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3
Technological	Competency	7
	Technological Competency - See	
Major		
	Electives	7
	Total Credit Hours: 12	4

Thoatro B	A. Grades EC-12 (A.THEA)	
Core Curriculu		55
EVCM 1200	Core Distinctive	2
FYSM 1300	First Year Seminar: Gateway	3 3
COMM 1301 KINE 1170	Speech Communication	
	Wellness for Life	1 3
HIST 1300	Making US History	
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery	3
ENCL 1201	Writing	
ENGL 1301	Freshmen Writing I or	2
ENGL 1302	Freshmen Writing II	3
ENGL 2201	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	2
ENGL 2303	American Literature	3
T: A . C	Fine Arts	
Fine Arts - from	Art, Music, Theatre – in major	
DIDI 4004	Biblical Studies	
BIBL 1301	Old Testament Survey or	0
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	2
KINE Activity co	. ,	2
	Mathematics	_
MATH 1301	Aspects of Modern Math or higher	3
	ral and Physical Sciences	_
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
	ll and Behavioral Sciences	
POLS 1302	American Government	3
]	ECON, POLS, PSYC, SOCI, or PHIL	3
	Foreign Language	
	One language	12
Major: Theatre		43
Required GPA for	The state of the s	
THEA 1333	Introduction to Theatre	3
THEA 2303	Voice & Diction for Stage & Screen	3
THEA 2334	Acting I	3
THEA 2335	Stagecraft	3
THEA 3336	Theatre Mask and Make-Up	3
THEA 3337	Theatre Lighting	3
THEA 3338	Costume Design	3
THEA 3339	Scene Design	3
THEA 4337	Directing	3
THEA 4341	Theatre Management	3
THEA 4345	Theatre Hist: Greeks to 18th Centur	у 3
THEA 4346	Theatre Hist: 18th Century to	
Present	3	
THEA 1131	Theatre Workshop	1
THEA 1132	Theatre Workshop	1
THEA 1133	Theatre Workshop	1
THEA 1134	Theatre Workshop	1
	-	
THEA 4372	Educational Theatre	3
Education		27
READ 3362	Read Instru for Adolesc Stu	3

EDUC 3330	Found of Learning and Development	3
EDUC 3338	The Learning Environment	3
EDUC 4340	Current Issues in Spec Ed	3
EDUC 4371	Organization and Management for	
	Teaching in the Middle Grades and	
	Secondary Classroom	3
EDUC 4378	Innovative Integrations	3
EDUC 4379	Capstone: The Professional Teacher	3
EDUC 4622	All-Level Student Teaching	6
Technological	Competency	7
EDUC 1306	Technology in Education	3
	Total Credit Hours: 12	8

Theatre, B.	F.A. Theatre Education			
•	les EC-12 (A.THEA))			
Core Curriculu		48		
	Core Distinctive			
FYSM 1300	First Year Seminar: Gateway	3		
COMM 1301	Speech Communication	3		
KINE 1170	Wellness for Life	1		
HIST 1300	Making US History	3		
RELI 2345	The Religious and Philosophical Lif			
ENGL 3300	Writing as Discovery Writing	3		
ENGL 1301	Freshmen Writing I or			
ENGL 1302	Freshmen Writing II	3		
	Literature			
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - from	n Art, Music, Theatre – in major Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1301	New Testament Survey	3		
	ology, Health and Recreation	3		
KINE Activity co		1		
THEA 2112 - Se		-		
1112112112 00	Mathematics			
MATH 1301	Aspects of Modern Math or higher	3		
	iral and Physical Sciences	3		
	BIOL or ENVS	3		
-	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	1		
Social and Behavioral Sciences				
ECON, POLS, PSYC, SOCI, or PHIL 6				
	Foreign Language			
	One language	6		
Major: Theatro	0 0	34		
Required GPA f				
THEA 1131	Theatre Workshop	1		
THEA 1132	Theatre Workshop	1		
THEA 1133	Theatre Workshop	1		
THEA 1134	Theatre Workshop	1		
THEA 1333	Introduction to Theatre	3		
THEA 2334	Acting I	3		
THEA 2335	Stagecraft	3		
THEA 3336	Theatre Mask and Make-Up	3		
THEA 3337	Theatre Lighting	3		
THEA 3338	Costume Design	3		
THEA 3339	Scene Design	3		
THEA 4337	Directing	3		
THEA 4345	Theatre Hist: Greeks to 18th Centur			
THEA 4346	Theatre Hist: 18th Century to	. , .		
Present	3			
Theatre Educa		12		
THEA 2111	Voice, Diction and Dialects	1		
THEA 3111	Voice, Diction and Dialects	1		
THEA 4111	Voice, Diction and Dialects or	٠		

ГНЕА 2303	Voice and Diction for Stage/Screen	3		
ГНЕА 2112	Theatrical Choreography/Dance	1		
ГНЕА 3112	Theatrical Choreography/Dance	1		
ГНЕА 4112	Theatrical Choreography/Dance	1		
ГНЕА 4341	Theatre Management or			
MUSB 3301	Intro to Fine Arts Management	3		
ГНЕА 4372	Educational Theatre	3		
Education	2	27		
READ 3362	Read Instru for Adolesc Stu	3		
EDUC 3330	Found of Learning & Development	3		
EDUC 3338	The Learning Environment	3		
EDUC 4340	Current Issues in Spec Ed	3		
EDUC 4371	Organization and Management for			
	Teaching, In the Middle Grades and			
	Secondary, Classroom	3		
EDUC 4378	Innovative Integrations	3		
EDUC 4379	Capstone: The Professional Teacher	3		
EDUC 4622	All-Level Student Teaching	6		
Fechnological Competency				
EDUC 1306	Technology in Education	3		
	Total Credit Hours: 12	24		

SCHOOL OF KINESIOLOGY, HEALTH, AND RECREATION

Chairman Dr. Corrie Reed 325-670-1470 HSU Box 16180 creed@hsutx.edu

Faculty

Lindsay Edwards, Ph.D., Associate Professor Christopher Greenleaf, M.S., Instructor Robert E. Moore, Ed.D., Professor Ronald L. Rainwater, Ed.D., Professor Corrie Reed, Ph.D., Assistant Professor Charles W. Ruot, Ed.D., Professor Megan Smart, DAT, ATC, CES, Instructor David A. Stuckey, M.S., ATC, LAT, Associate Professor

The purposes of the School of Kinesiology, Health, and Recreation are:

- To offer each student an opportunity to participate in wholesome, vigorous activities suited to individual needs and interests and to help promote a healthier lifestyle.
- To aid the student in developing skills for recreational participation which can be carried on through life.
- To provide professional preparation for students who plan to teach physical education and/or coach athletics in the public schools.
- To provide professional preparation for students pursuing careers in Exercise Science; Fitness Recreation and Sports Management; or Athletic Training related fields.

The School of Kinesiology, Health, and Recreation offers programs leading to a Bachelor of Science in Human Sciences degree in the following areas:

- Exercise Science
- Physical Education Teacher Preparation All-Level (EC-12)
- Fitness, Recreation and Sports Management (minor required)

These three programs provide experiences that will ensure a broad educational background, provide basic concepts, principles, evaluation and administration of fitness and sport sciences programs. Students who plan to coach in public schools should opt for EC-12 Physical Education or another major that leads to teacher certification and consider the coaching minor.

General Education Requirements KINE 1170 (Wellness for Life) and two credits of activity courses are required for all students for graduation. The School of Kinesiology, Health, and Recreation strongly recommends KINE 1170 be the student's initial departmental course, followed by two additional activity credits in accordance with individual needs and interests. Beginning swimming (KINE 1105) is recommended for those who do not

know how to swim.

Transfer students who do not transfer sufficient fitness and sport sciences credit to meet the core requirements should enroll in a fitness and sport sciences activity course until the requirements for graduation are met. Transfer students' transcripts will be evaluated to see if they have taken a course equivalent to KINE 1170; if not, they should enroll in KINE 1170 at their earliest opportunity.

An individual who is under a physician's care and unable to participate in regular physical education activity classes must present a written statement from a licensed physician as to the nature of the condition and the extent to which the individual may participate in physical activity to the Disability Services Office to determine if accommodations to existing courses may be performed. Based upon the individual's condition as to "limited physical activity" or "no physical activity," the following programs are provided:

Limited physical activity: The student must enroll in three semester credits of KINE 1101 Adapted Physical Activities. This is an individualized program designed to meet the limitations of the student and activities approved by the physician

No physical activity: The student must enroll in one of the following courses: KINE 2303 Sport First Aid and CPR or KINE 3302 Essential Elements of Nutrition.

Students 35 years of age and older may satisfy the three-credit Fitness and Sport Sciences requirement as stated or have the option of completing KINE 2303 Sport First Aid and CPR or 3302 Essential Elements of Nutrition.

Any person who has been honorably discharged from the Armed Forces of the United States may receive one semester credit in fitness and sport sciences for the general education requirement for each six months active duty. A copy of DD Form 214 must be on file in the Registrar's office to establish credit.

Varsity athletics and/or club sports may be taken for

only one fitness and sport sciences credit, in each sport of participation. These courses can count toward the three credits required for graduation provided the student is officially registered in the sport as a course during the semester he/she participated.

Athletic Training Program

HSU offers a Master of Athletic Training degree which upon completion provides students the opportunity to become licensed and certified as an athletic trainer. Other athletic training programs may have different prerequisites; students should check with the programs they are interested in for specific information.

A 3-2 option is available for qualified HSU students, providing students the opportunity to earn both their bachelor's and MAT degree in 5 years. Specifics about entrance requirements for the HSU MAT program and the 3-2 option can be found on the program's website.

https://www.hsutx.edu/academics/graduate-programs/masters-of-athletic-training/

Hardin-Simmons University is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is currently applying to the CAATE for a change in level of degree and is pending approval.

Exercise Science Program

Various types of career opportunities are available. Examples include corporate wellness, community wellness, strength and conditioning, performance enhancement, personal training, fitness management, and medical sales. There are certifications available through professional associations which may aid in employment after graduation. The exercise science major may also serve as pre-professional preparation for graduate studies in exercise science or selected allied health career tracks such as physical therapy, occupational therapy, physician assistant, and chiropractic. Students should examine entrance prerequisites for specific institutional programs. The program includes an internship as a capstone to the program. The internship site is selected by the student with permission of their academic advisor and KHR internship coordinator. The application deadline is March 1 for summer and fall internships and October 1 for spring internships. Students should have all arrangements made prior to registering for their internship course (KINE 4607) or courses (KINE 4307 and 4308). Questions regarding the internship should be directed to the internship coordinator or chairman.

Outdoor Education Activities course (KINE 2300) is required for this major. It is only offered in May Term and has an additional room/board fee attached.

Fitness, Recreation and Sports Management Program

Various types of career opportunities are available for graduates in this field including sporting goods retail and marketing, sports communication, fitness training, sports officiating, recreation management. nutritionist, and sports administration. The program requires a minor and includes an internship as a capstone experience. The internship site is selected by the student in consultation with their advisor and permission of the department head. The application deadline is March 1 for summer and fall internships and October 1 for spring internships. Students should have all arrangements made prior to registering for their internship course (KINE 4607) or courses (KINE 4307 and 4308). Questions regarding the internship should be directed to the internship coordinator or department head.

Outdoor Education Activities course (KINE 2300) is required for this major. It is only offered in May Term and has an additional room/board fee added.

Students in Exercise Science and Fitness Recreation & Sports Management are NOT eligible for teacher certification upon graduation.

EC-12 Physical Education Teacher Preparation This program is designed for students who want to become certified to teach physical education in the public schools. Students in this program must meet all standards to be admitted into the teacher education program (p. 111).

Outdoor Education Activities course (KINE 2300) is required for this major. It is only offered in May Term and has an additional room/board fee added.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.8 or higher to graduate.
- 42 upper level credits (3000 and 4000level) required.
- 80 Chapel attendances required.

Exercise Sci	ence, B.S.H.S. (EXSC)		KINE 1301	Computer Ap	op in Physical Educ 3
Core Curriculu		37		Electives	18
core curriculu	Core Distinctive	• /			Total Credit Hours: 124
FYSM 1300	First Year Seminar: Gateway	2			
COMM 1301	•	3			
	Speech Communication Wellness for Life				
KINE 1170		1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Life				
ENGL 3300	Writing as Discovery	3			
	Writing				
ENGL 1301	Freshmen Writing I or				
ENGL 1302	Freshmen Writing II	3			
	Literature				
ENGL 2301	World Literature or				
ENGL 2302	English Literature or				
ENGL 2303	American Literature	3			
	Fine Arts				
Fine Arts - from	Art, Music, Theatre	3			
	Biblical Studies	-			
BIBL 1301	Old Testament Survey or				
BIBL 1302	New Testament Survey	3			
	logy, Health and Recreation	3			
	ourse (X 2) – See major				
KINE ACTIVITY CO	Mathematics				
MATH 1310	College Algebra or higher	3			
		3			
	ral and Physical Sciences				
	See major				
	l and Behavioral Sciences				
	rom outside the major & minor	_			
PSYC 1301	Intro to Psychology	3			
PSYC	upper level credits	3			
Major: Exercise		66			
KINE 1130	Strength & Flexibility Training or				
KINE 1131	Advanced Weight Training	1			
KINE 2301	Foundations of Physical Education	3			
KINE 2303	Sport First Aid and CPR	3			
KINE 3302	Essential Elements of Nutrition	3			
KINE 3313	Kinesiology	3			
KINE 3314	Physiology of Exercise	3			
KINE 3360	Instr of Strength Training/Condition	3			
KINE 4300	Senior Seminar	3			
KINE 3306	App Motor Control/Learning/Adapt	3			
KINE 4302	Sports, Fitness & Recreational Mgmt				
KINE 4304	Statistical Methods	3			
KINE 4305	Tech of Physiological Fitness Assess	3			
KINE 4310	Exercise Prescription	3			
KINE 4607	Internship or	6			
KINL 4007	KINE 4307 Internship I (3) and	U			
KINE 330E	KINE 4308 Internship II (3) Fund of Fitness & Performance	2			
KINE 2305		3			
KINE 2300	Outdoor Education Activities	3			
KINE	KINE Aerobic Related Activity	1			
BIOL 2402	Human Anatomy/Physiology I	4			
BIOL 2403	Human Anatomy/Physiology II	4			
CHEM 1410	General Chemistry I	4			
CHEM 1411	General Chemistry II	4			
Technological	Competency and Electives 2	21			

PBHL 3310

Technological Competency

Fundamentals of Epidemiology

Evercise Sci	ence for Pre-Athletic		KINE 1301	Computer App in Physical Educ	3
Training, B.S.H.S. (BSHS.EXSC.P.ATTR)				uirements for the Athletic Training thletic Training M.A.T. (3+2)	70
	•			nissions by October 1st of Junior Year	
	of Athletic Training		ATTR 6100	Introduction to Professional Practice	1 :
	e Requirements		ATTR 6101	Exam Preparation	1
Core Curriculu		37	ATTR 6201	Mgmt of Emergency & Acute Cond	2
	Core Distinctive		ATTR 6202	App of Protective Equipment and	2
FYSM 1300	First Year Seminar: Gateway	3	ATTR 6203	Clinical Documentation & Billing	2
COMM 1301	Speech Communication	3	ATTR 6304	Clinical Decision Making	3
KINE 1170	Wellness for Life	1	ATTR 6231	Clinical Experience I	2
HIST 1300	Making US History	3	ATTR 6232	Clinical Experience II	2
RELI 2345	The Religious and Philosophical Life		ATTR 6301	Clinically-Oriented Anatomy	3
ENGL 3300	Writing as Discovery	3	ATTR 6302	Fundof Therapeutic Intervention	3
	Writing		ATTR 6303	Fundamentals of Patient Assessment	
ENGL 1301	Freshmen Writing I or		ATTR 6305	Healthcare Admin & Risk Mgmt	3
ENGL 1302	Freshmen Writing II	3	ATTR 6333	Clinical Experience III	3
	Literature		ATTR 6414	Diagnosis & Management IV	4
ENGL 2301	World Literature or		ATTR 6415	Diagnosis & Management V	4
ENGL 2302	English Literature or		ATTR 6435	Clinical Experience V	4
ENGL 2303	American Literature	3	ATTR 6511	Diagnosis & Management I	5
	Fine Arts		ATTR 6512	Diagnosis & Management II	5
Fine Arts - from	Art, Music, Theatre	3	ATTR 6513	Diagnosis/Therapeutic Intervent III	5
	Biblical Studies		ATTR 6534	Clinical Experience IV	5
BIBL 1301	Old Testament Survey or		ATTR 6536	Clinical Experience VI	5
BIBL 1302	New Testament Survey	3	KSPR 6305	Research Meth/Statistical Analysis	3
	ology, Health and Recreation			Total Credit Hours: 16	50
KINE Activity co	ourse (X 2) – See major				
	Mathematics	_			
MATH 1310	College Algebra or higher	3			
	ıral and Physical Sciences				
	See major				
	al and Behavioral Sciences				
	from outside the major & minor	0			
PSYC 1301	Intro to Psychology	3			
PSYC 4321	Psychological Counseling	3			
•	Ö	50			
Required GPA f					
KINE 1130	Strength & Flexibility Training or	1			
KINE 1131	Advanced Weight Training	1			
KINE	KINE Aqua Activity	1			
ATTR 1310	Introduction to Athletic Training	3			
KINE 2303	Sport First Aid and CPR	3			
KINE 3302	Essential Elements of Nutrition	3			
KINE 3313	Kinesiology	3			
KINE 3314	Physiology of Exercise				
KINE 3360	Instr of Strength Training/Condition Statistical Methods				
KINE 4304 KINE 2300	Outdoor Education Activities	3			
BIOL 2402	Human Anatomy/Physiology I	3 4			
	Human Anatomy/Physiology I	4			
BIOL 2403 CHEM 1410	General Chemistry I	4			
CHEM 1410 CHEM 1411	General Chemistry II	4			
PHYS 1310	General Physics I	3			
PHYS 1110	General Physics I Lab	1			
PBHL 2301	Introduction to Public Health	3			

Fitness, Recreation and Sports Management, B.S.H.S. (FRSM)

Core Curriculu	m	44				
core curriculu	Core Distinctive	77				
FYSM 1300	First Year Seminar: Gateway	3				
COMM 1301	Speech Communication	3				
KINE 1170	Wellness for Life	1				
	Making US History	3				
HIST 1300	5	3				
RELI 2345	The Religious and Philosophical Life					
ENGL 3300	Writing as Discovery	3				
ENCL 1201	Writing					
ENGL 1301	Freshmen Writing I or	2				
ENGL 1302	Freshmen Writing II	3				
ENGL 2201	Literature					
ENGL 2301	World Literature or					
ENGL 2302	English Literature or					
ENGL 2303	American Literature	3				
TI 4	Fine Arts					
Fine Arts - from	Art, Music, Theatre	3				
DVDV 4004	Biblical Studies					
BIBL 1301	Old Testament Survey or	_				
BIBL 1302	New Testament Survey	3				
	ology, Health and Recreation					
KINE Activity co	ourse (X 2) – See major					
	Mathematics					
MATH 1310	College Algebra or higher	3				
Nati	ural and Physical Sciences					
	BIOL or ENVS	3				
	PHYS, GEOL, CHEM, or PHSC	3				
	Science Lab	1				
Social and Behavioral Sciences						
Must be	from outside the major & minor					
	ECON, PHIL, POLS, PSYC, or SOCI	6				
Major: Fitness,	Recreation & Sports Management	39				
KINE 2301	Foundations of Physical Education	3				
KINE 2303	Sport First Aid and CPR	3				
KINE 2313	Sport Marketing and Communication					
KINE 3307	Legal/Ethical Topics in Fitness/Sport	3				
KINE 3313	Kinesiology	3				
KINE 3314	Physiology of Exercise	3				
KINE 4300	Senior Seminar	3				
KINE 4302	Sports, Fitness & Recreational Mgmt	3				
KINE 4607	Internship or	6				
	KINE 4307 Internship I (3) and					
	KINE 4308 Internship II (3)					
KINE 2305	Fund of Fitness & Performance	3				
KINE 2300	Outdoor Education Activities	3				
KINE	KINE Aqua Activity	1				
KINE	Activity course (X 2)	2				
	Exercise Science and Coaching)	18				
	Competency and Electives	23				
KINE 1301	Computer Applications in P.E.	3				
	Electives	20				
	Total Credit Hours: 1					
	- Juli Gi Cuit II Juli Si					

No grade below "C" accepted in required courses.

Physical Fd	ucation, B.S.H.S. Grades EC	_	READ 3362 EDUC 3330	Read Instru for Adolesc Stu Found of Learning and Development	3
-					
12 (A.PHED))		EDUC 3338	The Learning Environment	3
Core Curriculu	ım	44	EDUC 4340	Current Issues in Spec Ed	3
	Core Distinctive		EDUC 4371	Organization and Management for	
FYSM 1300	First Year Seminar: Gateway	3		Teaching in the Middle Grades and	_
COMM 1301	Speech Communication	3		Secondary Classroom	3
KINE 1170	Wellness for Life	1	EDUC 4378	Innovative Integrations	3
HIST 1300	Making US History	3	Technological		7
RELI 2345	The Religious and Philosophical Lif			Technological Competency - See	
ENGL 3300	Writing as Discovery	3	Major		
ENGE 5500	Writing	U		Electives	7
ENGL 1301	Freshmen Writing I or			Total Credit Hours: 12	4
ENGL 1301	Freshmen Writing II	3			
LINGE 1302	Literature	3			
ENGL 2301	World Literature or		Exercise Sc	ience Minor (EXSC)	
ENGL 2301 ENGL 2302			Required Cour	ses	
	English Literature or	3	KINE 2301	Foundations of Physical Education	3
ENGL 2303	American Literature	3	KINE 2303	Sport First Aid and CPR	3
T: A	Fine Arts	0	KINE 3314	Physiology of Exercise	3
Fine Arts - from	n Art, Music, Theatre	3	KINE 4305	Tech of Physiological Fitness Assess	3
D.D. 1001	Biblical Studies		KINE 2305	Fund of Fitness & Performance	3
BIBL 1301	Old Testament Survey or	_	KINE	KINE Aqua Activity	1
BIBL 1302	New Testament Survey	3	KINE	KINE Racquet Related Activity	1
	ology, Health and Recreation		KINE	KINE Aerobic Related Activity	1
KINE Activity c	ourse (X 2) – See major		KINE	Activity course (X 2)	2
	Mathematics		MINE	Total Credit Hours: 2	
MATH 1301	Aspects of Modern Math or higher	3	Note: BIOL 240	D2 Human Anatomy and Physiology I	. 1
Natı	ıral and Physical Sciences			Essentials of Human Anatomy and	
BIOL 2402	Human Anatomy/Physiology I or				
BIOL 2410	Essent./Hum Anat/Physi	4	Physiology is p	orerequisite for KINE 3314.	
	PHYS, GEOL, CHEM, or PHSC	3			
Socia	al and Behavioral Sciences		Coaching N	/linor (COAC)	
POLS 1302	American Government	3			
	ECON, POLS, PSYC, SOCI, or PHIL	3	Required Cour		2
Major: Physica		46	KINE 2303	Sport First Aid and CPR	3
Required GPA f			KINE 3313	Kinesiology	3
KINE 2305	Fund of Fitness & Performance	3	KINE 3314	Physiology of Exercise	3
KINE 1105	Beginning Swimming	1	KINE 4333	Theory/Psych Aspects Coach/Sport	3
KINE 1301	Computer App in Physical Educ	3	Choose 2 of the		6
KINE 2300	Outdoor Education Activities	3	KINE 3303	Teaching Swimming & Water Safety	
KINE 2301	Foundations of Physical Education	3	KINE 3320	Coaching Individual Sports	
KINE 2303	Sport First Aid and CPR	3	KINE 3321	Coaching Team Sports	
KINE 3300	Physical Activities for Children	3	KINE 3360	Instr of Strength Training/ Condition	
KINE 3313	Kinesiology	3		Total Credit Hours: 1	8.
KINE 3313 KINE 3314	Physiology of Exercise	3	Note: BIOL 240	02 Human Anatomy and Physiology I	
KINE 3314 KINE 4300	Senior Seminar	3	or BIOL 2410 E	Essentials of Human Anatomy and	
KINE 4300 KINE 3306	App Motor Control/Learning	3	Physiology is p	rerequisite for KINE 3314.	
	, ,				
&Adapt	Sports Fitness & Regrestional Man	n+ 2			
KINE 4302	Sports, Fitness & Recreational Mgm				
KINE 4304	Statistical Methods	3			
KINE 4311	Essen Elements/Movement/Perfor				
KINE	activity courses (3 x 1-credit each)	3			
KINE 3320	Coaching Individual Sports or	2			
KINE 3321	Coaching Team Sports	3			
Duofe 1 F	ducation	27			
Professional E	aucation	27			

College of Fine Arts

Dean Robert Tucker 325-670-1498 HSU Box 16230 Robert.L.Tucker@hsutx.edu

The College of Fine Arts offers programs of instruction in the visual and performing arts. In addition to degree programs, the College of Fine Arts supports the Foundational Curriculum which requires that all students receive instruction in fine arts. Students may choose from any area of art, music or theatre to fulfill the fine arts requirement.

The College of Fine Arts offers the following degree programs:

Bachelor of Arts

Art Education

Art General Studio

Art Graphic Design

Music

Music (Music Business)

Theatre

Bachelor of Behavioral Science

Theatre

Bachelor of Fine Arts

Art 3-D

Art Graphic Design

Art Painting and Drawing

Art Photography

Art Printmaking

Theatre - Acting

Theatre – Education

Theatre - Musical Theatre

Theatre – Stage Management

Theatre - Theatre Design

Bachelor of Music

Music Education – Choral or Instrumental

Theory and Composition

Students may also choose a minor from art, music, music theory or theatre.

Department of Art

http://www.hsutx.edu/academics/cofa/

Department Head Caleb Dulock 325-670-1941 HSU Box 16085 caleb.dulock@hsutx.edu

Faculty

Caleb Dulock, M.F.A., Assistant Professor Steve Neves, M.F.A., Professor

Objectives

Our goal is for students to flourish within a Christian environment, participate in a visual arts curriculum that examines historical context, contemporary issues and multimedia technologies while balancing both theory and practice. Above all, we teach our students to be creative problem-solvers with open, responsible and flexible attitudes, capable of generating multiple solutions to contemporary visual challenges. We emphasize individualized attention and preparation of our students to be competitive in the visual arts job market and exhibition circuit.

Freshman Art Core - The freshman art core courses provide the crucial foundational skills of drawing, the principles and elements of 2D and 3D design, and an introduction to personal expression and concept development using basic media. General studio classes beyond the freshman core are provided to sharpen problem-solving skills in terms of more specialized media. A further emphasis is placed on the development of a uniquely personal relationship between idea and execution.

Graphic Design Program - The graphic design program will train students to be conversant in upto-date imaging technologies. Students will be taught creativity, conceptual development, and effective visual communication via assignments requiring analysis/critique of current cultural trends, appetites, values and dilemmas.

Studio Art Program – This program develops a wide range of practices including the study of various histories in creative culture, theoretical models, and engagement with creative critical dialogue. The studio art program is for students who are interested in pursuing graduate studies or professional careers in art related fields. Art students in this program have the opportunity to not only engage with fine art

studio disciplines, but to innovate and expand into the future of art making. The studio art program is broken down into several concentration areas for students to pursue including:

- Printmaking
- Photography
- Drawing and Painting
- 3D Studio: Sculpture

Art Education Program - The art education program is intended for students planning to be certified teachers of children in grades K-12 reflecting state and national standards for the discipline of art.

Technology Requirements

All art majors in our technology-based programs, including Graphic Design (BFA, BA) and Photography (BFA), are highly recommended to own a laptop and digital camera system or purchase them prior to taking any sophomore level studio courses. This helps ensure that students are equipped with the necessary technology to effectively participate in class, complete classwork, and also prepare students for professional engagement with their career fields. Please contact the chair of the art program for current technology specifications.

Maior:

B.F.A. – The Bachelor of Fine Arts degree is offered in the Graphic Design program and for the Studio Art concentrations including: Painting and Drawing, 3D Art (Ceramics/Sculpture), Photography, and Printmaking. The B.F.A. is considered a professional degree and an industry/academic standard and is designed for those art majors who wish to pursue graduate school to get an M.F.A. degree (Master of Fine Arts). This degree also provides a large number of studio courses and in-depth preparation for those going directly into the workforce. B.F.A. degrees require a senior exhibition and portfolio. For specific requirements leading to B.F.A. degrees, please refer to the art department degree plans following this portion of the catalog.

B.A. – The Bachelor of Arts degree is offered in Art General Studio, Art Education, and Graphic Design. The curriculum provides many of the same skills that our B.F.A. degree offers, but is designed for students who have other interests beyond a studio practice that wish to also pursue a minor or even a double major. B.A. degree seeking students are not required to have a senior exhibition but are encouraged to participate. For specific requirements leading to B.A. degrees, please refer to the art department degree plans following this portion of the catalog.

Minor:

A minor in art is offered to students pursuing a Bachelor of Arts or Bachelor of Behavioral Science degree. Requirements for this minor are listed at the end of degree plans for Art degrees.

Bachelor of Fine Arts degrees with an art major are required to have an exhibition of their work during their senior year, and Bachelor of Arts degree majors are encouraged to participate. The Department of Art reserves the right to retain any work for exhibition purposes and for its permanent collection. Memberships and Associations

The art department is a member of the Texas Association of Schools of Art, and the Texas Art Education Association.

Teacher Preparation Program

Students seeking teacher preparation in art should refer to the Irvin School of Education section of this catalog for a listing of the teaching major or minor and all other Texas preparation requirements.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.8 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Art, B.A. Gr	rades EC-12 (A.ART)	55	EDUC 4378 EDUC 4379	Innovative Integrations Capstone: The Professional Teacher	
	Core Distinctive		EDUC 4622	All-Level Student Teaching	6
FYSM 1300	First Year Seminar: Gateway	3	Technological		3
COMM 1301	Speech Communication	3	EDUC 1306	Technology in Education	3
KINE 1170	Wellness for Life	1		Total Credit Hours: 13	3
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Li				
ENGL 3300	Writing as Discovery Writing	3			
ENGL 1301	Freshmen Writing I or				
ENGL 1302	Freshmen Writing II Literature	3			
ENGL 2301	World Literature or				
ENGL 2302	English Literature or				
ENGL 2303	American Literature	3			
LIVEL 2505	Fine Arts	3			
Eina Arta from	Art, Music, Theatre – See major				
	Biblical Studies				
BIBL 1301	Old Testament Survey or	_			
BIBL 1302	New Testament Survey	3			
	ology, Health and Recreation				
KINE Activity c		2			
	Mathematics				
MATH 1310	College Algebra or higher	3			
Natı	ıral and Physical Sciences				
Natural and Ph	ysical Sciences				
	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Socia	al and Behavioral Sciences	1			
	from outside the major & minor				
	•	2			
POLS 1302	American Government ECON, PHIL, POLS, PSYC, or SOCI Foreign Language	3			
	One language	12			
Major: Art		48			
Required GPA f	or major is 2.8				
ART 1301	Drawing I	3			
ART 1311	Drawing II	3			
ART 1311 ART 1302	Design I	3			
	3D Design	3			
ART 2302	_				
ART 2313	Oil Painting	3			
ART 2314	Printmaking I	3			
ART 2315	Sculpture I	3			
ART 2321	Introduction to Graphic Design	3			
ART 2382	Fund of Photography - Darkroom	3			
ART 4360	Professional Seminar	3			
	Art History (3 upper level)	6	ART upper level el	lective 12	
Education		27			
READ 3362	Read Instru for Adolesc Stu	3			
EDUC 3330	Found of Learning and Developme				
EDUC 3338	The Learning Environment	3			
EDUC 4340	Current Issues in Spec Ed	3			
EDUC 4371	Organization and Management for				
TD00 43/1	Teaching in the Middle Grades and				
	Secondary Classroom	3			
	occonically chassiculli	J			

Art Genera	al Studio, B.A. (ART)		Art Graph	ic Design, B.A. (GART)	
Core Curriculi	um	55	Core Curricul	um 55	
	Core Distinctive			Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3	RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3	ENGL 3300	Writing as Discovery	3
LINGL 5500	Writing	3		Writing	
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or	
ENGL 1301 ENGL 1302		3	ENGL 1302	Freshmen Writing II	3
ENGL 1302	Freshmen Writing II Literature	3		Literature	
ENGL 2201			ENGL 2301	World Literature or	
ENGL 2301	World Literature or		ENGL 2302	English Literature or	
ENGL 2302	English Literature or		ENGL 2303	American Literature	3
ENGL 2303	American Literature	3		Fine Arts	
	Fine Arts		Fine Arts - fron	n Art, Music, Theatre – See major	
Fine Arts - fron	n Art, Music, Theatre – See major			Biblical Studies	
	Biblical Studies		BIBL 1301	Old Testament Survey or	
BIBL 1301	Old Testament Survey or		BIBL 1302	New Testament Survey	3
BIBL 1302	New Testament Survey	3		esiology, Health and Recreation	
Kines	siology, Health and Recreation		KINE Activity of		2
KINE Activity of	ourse (X 2)	2		Mathematics	
	Mathematics		MATH 1301	Aspects of Modern Math or higher	3
MATH 1301	Aspects of Modern Math or higher	3		latural and Physical Sciences	
Na	tural and Physical Sciences		Natural and Ph	<u> </u>	
Natural and Ph				BIOL or ENVS	3
	BIOL or ENVS	3		PHYS, GEOL, CHEM, or PHSC	3
	PHYS, GEOL, CHEM, or PHSC	3	_	Science Lab	1
	Science Lab	1		ocial and Behavioral Sciences	
Soc	cial and Behavioral Sciences	•	Must	be from outside the major & minor	_
	e from outside the major & minor			ECON, PHIL, POLS, PSYC, or SOCI	6
Masco	ECON, PHIL, POLS, PSYC, or SOCI	6		Foreign Language	10
	Foreign Language	U	37	One language	12
	One language	12	Major: Art	December 21	48
Major: Art	Offe faffguage	48	ART 1301	Drawing I	3
-	Drowing I		ART 1302	Design I	3
ART 1301	Drawing I	3	ART 1311	Drawing II	
ART 1302	Design I	3	ART 2302	3D Design	3
ART 1311	Drawing II	3	ART 2321 ART 2382	Introduction to Graphic Design	3
ART 2302	3D Design	3	ART 2382 ART 3328	Fund of Photography – Darkroom or Art Photography Portfolio	3
ART 2313	Oil Painting	3	ART 3322	Illustration	3
ART 2314	Printmaking I	3	ART 3352	Typography & Brand Identity	3
ART 2315	Sculpture I or		ART 3320	Photoshop for the Graphic Designer	3
ART 2317	Ceramics I	3	ART 4325	Creative Web Design	3
ART 2321	Introduction to Graphic Design	3	ART 4355	Adv Publication Design & Packaging	3
ART 2382	Fund of Photography - Darkroom	3	ART 4353	Professional Seminar	3
ART 4360	Professional Seminar	3	AKI 4300	Art History	6
	Art History	6		Art Elective	3
	Art History upper level	3		Studio Elective	3
	ART upper level elective	12	Minor	12 upper level	18
Minor	12 upper level	18		Competency and Electives	3
Technological	Competency and Electives	3	i cominionogical	Technological Competency – See Majo	
5	Technological Competency – See Maj			Electives upper level	3
	Electives upper level	3		Total Credit Hours	
	Total Credit Hours:	124			

			ART 4326	Sculpture IV
Art 3D Cond	centration, B.F.A. (3D)		ART 3327	Ceramics II
Core Curricului	m	52	ART 4317	Ceramics III
	Core Distinctive		ART 4327	Ceramics IV
FYSM 1300	First Year Seminar: Gateway	3		ART Electives upper level 15
COMM 1301	Speech Communication	3	Technologica	l Competency - See Major
KINE 1170	Wellness for Life	1	1001110108100	Total Credit Hours: 127
HIST 1300	Making US History	3		Total Greate Hours. 127
RELI 2345	The Religious and Philosophical Life	3		
ENGL 3300	Writing as Discovery	3		
	Writing			
ENGL 1301	Freshmen Writing I or			
ENGL 1302	Freshmen Writing II	3		
	Literature			
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - Musi	c or Theatre	3		
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
Kinesi	ology, Health and Recreation			
KINE Activity co	urse (X 2)	2		
	Mathematics			
MATH 1301	Aspects of Modern Math or higher	3		
Nati	ural and Physical Sciences			
Natural and Phy	sical Sciences			
·	BIOL or ENVS	3		
	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	1		
Socia	al and Behavioral Sciences			
Must be	from outside the major & minor			
	ECON, PHIL, POLS, PSYC, or SOCI	6		
	Foreign Language			
	One language	6		
Foundation Ar	t Core	48		
ART 1301	Drawing I	3		
ART 1311	Drawing II	3		
ART 2301	Drawing III	3		
ART 1302	Design I	3		
ART 2302	3D Design	3		
ART 2306	Art History Survey I	3		
ART 2307	Art History Survey II	3		
		3		
ART 2313	Oil Painting or			
ART 3323	Acrylic Painting or	2		
ART 3333	Watercolor Painting	3		
ART 2314	Printmaking I	3		
ART 2315	Sculpture I	3		
ART 2317	Ceramics I	3		
ART 2321	Introduction to Graphic Design	3		
ART 2382	Fund of Photography - Darkroom	3		
ART 4306	History of Modern Art Until 1945	3		
ART 4307	History of Art Since 1945	3		
ART 4000	Senior Project	0		
ART 4360	Professional Seminar	3		
3-D Concentra	tion	27		
	the following courses:	12		
ART 3325	Sculpture II			
ART 4315	Sculpture III			

			ART 3
Art Graphi	c Design Concentration,		ART 3
B.F.A. (GR	APHIC-ARTS)		ART 3
Core Curriculi	-	52	ART 3
core curricuit	Core Distinctive	32	ART 4
FYSM 1300	First Year Seminar: Gateway	3	ART 43
COMM 1301	Speech Communication	3	ART 4
KINE 1170	Wellness for Life	1	ART 4
HIST 1300	Making US History	3	
RELI 2345	The Religious and Philosophical Life	3	Techn
ENGL 3300	Writing as Discovery	3	
	Writing		major
ENGL 1301	Freshmen Writing I or		-,-
ENGL 1302	Freshmen Writing II	3	
	Literature		
ENGL 2301	World Literature or		
ENGL 2302	English Literature or		
ENGL 2303	American Literature	3	
	Fine Arts		
Fine Arts - Mus	sic or Theatre	3	
	Biblical Studies		
BIBL 1301	Old Testament Survey or		
BIBL 1302	New Testament Survey	3	
	siology, Health and Recreation		
KINE Activity of		2	
	Mathematics		
MATH 1301	Aspects of Modern Math or higher	3	
	tural and Physical Sciences		
Natural and Ph		2	
	BIOL or ENVS	3	
	PHYS, GEOL, CHEM, or PHSC	3	
Coo	Science Lab cial and Behavioral Sciences	1	
	e from outside the major & minor		
Must b	ECON, PHIL, POLS, PSYC, or SOCI	6	
	Foreign Language	U	
	One language	6	
Foundation A		45	
ART 1301	Drawing I	3	
ART 1301 ART 1311	Drawing I Drawing II	3	
ART 2301	Drawing II Drawing III	3	
ART 1302	Design I	3	
ART 2302	3D Design	3	
	•	3	
ART 2306	Art History Survey I	3	
ART 2307	Art History Survey II	3	
ART 2313	Oil Painting or		
ART 3323	Acrylic Painting or	2	
ART 3333	Watercolor Painting	3	
ART 2314	Printmaking I	3	
ART 2315	Sculpture I or	0	
ART 2317	Ceramics I	3	
ART 2382	Fund of Photography - Darkroom	3	
ART 4306	History of Modern Art Until 1945	3	
ART 4000	Senior Project	0	
ART 4360	Professional Seminar	3	
	Art Elective	3	
	ART upper level elective	3	
	gn Concentration	30	
ART 2321	Introduction to Graphic Design	3	

ART 3320	Photoshop for the Graphic Designer	3	
ART 3322	Illustration	3	
ART 3330	Computer Vector Animation	3	
ART 3352	Typography & Brand Identity	3	
ART 4308	History of Graphic Design	3	
ART 4325	Creative Web Design	3	
ART 4330	Computer 3D Animation	3	
ART 4355	Adv Publication Design & Packaging	3	
	ART upper level elective	3	
Technological Competency			
	Technological Competency-See		

Total Credit H

Art Painting	g and Drawing, B.F.A.	
(PAINT/DR	.	
	•	=0
Core Curriculu		52
FYSM 1300	Core Distinctive	2
COMM 1301	First Year Seminar: Gateway Speech Communication	3
KINE 1170	Wellness for Life	3 1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3
LIVEL 5500	Writing	5
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - Musi	c or Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	
KINE Activity co		2
	Mathematics	_
MATH 1301	Aspects of Modern Math or higher	3
	ural and Physical Sciences	
Natural and Phy		2
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
Soci	Science Lab al and Behavioral Sciences	1
	from outside the major & minor	
Must be	ECON, PHIL, POLS, PSYC, or SOCI	6
	Foreign Language	U
	One language	6
Foundation Ar		45
ART 1301	Drawing I	3
ART 1311		3
ART 2301	Drawing III	3
ART 1302	Design I	3
ART 2302	3D Design	3
ART 2306	Art History Survey I	3
ART 2307	Art History Survey II	3
ART 2313	Oil Painting	3
ART 2313 ART 2314	Printmaking I	3
ART 2314 ART 2315	Sculpture I or	3
ART 2317	Ceramics I	3
		3
ART 2321	Intro to Graphic Design	3
ART 2382 ART 4306	Fund of Photography - Darkroom History of Modern Art Until 1945	3
	-	3
ART 4307	History of Art Since 1945	
ART 4000	Senior Project	0
ART 4360	Professional Seminar	3
	Orawing Concentration	30
ART 3301	Advanced Figure Drawing	3
ART 3323	Acrylic Painting	3
ART 3333	Watercolor Painting	3

ART 4313	Advanced Painting	3		
ART 4333	Experimental Painting	3		
	ART Electives upper level	15		
Technological Competency				
Technological Competency - see Foundation Art Core				
Total Credit Hours: 127				

Art Photography Concentration, B.F.A.				
(PHOTOGRA	APHY)			
Core Curricului	•	52		
	Core Distinctive	-		
FYSM 1300	First Year Seminar: Gateway	3		
COMM 1301	Speech Communication	3		
KINE 1170	Wellness for Life	1		
HIST 1300	Making US History	3		
RELI 2345	The Religious and Philosophical Life	3		
ENGL 3300	Writing as Discovery	3		
ENCL 1201	Writing			
ENGL 1301 ENGL 1302	Freshmen Writing I or Freshmen Writing II	3		
ENGL 1302	Literature	3		
ENGL 2301	World Literature or			
ENGL 2302	English Literature or			
ENGL 2303	American Literature	3		
	Fine Arts			
Fine Arts - Musi	c or Theatre	3		
	Biblical Studies			
BIBL 1301	Old Testament Survey or			
BIBL 1302	New Testament Survey	3		
	ology, Health and Recreation			
KINE Activity co		2		
	Mathematics	_		
MATH 1301	Aspects of Modern Math or higher	3		
	ural and Physical Sciences			
Natural and Phy	BIOL or ENVS	3		
	PHYS, GEOL, CHEM, or PHSC	3		
	Science Lab	3 1		
Soci	al and Behavioral Sciences	1		
	from outside the major & minor			
1145050	ECON, PHIL, POLS, PSYC, or SOCI	6		
	Foreign Language	_		
	One language	6		
Foundation Ar		45		
ART 1301	Drawing I	3		
ART 1311	Drawing II	3		
ART 2301	Drawing III	3		
ART 1302	Design I	3		
ART 2302	3D Design	3		
ART 2306	Art History Survey I	3		
ART 2307	Art History Survey II	3		
ART 2313	Oil Painting or			
ART 3323	Acrylic Painting or			
ART 3333	Watercolor Painting	3		
ART 2314	Printmaking I	3		
ART 2315	Sculpture I or			
ART 2317	Ceramics I	3		
ART 2321	Introduction to Graphic Design	3		
ART 2382	Fund of Photography - Darkroom	3		
ART 4306	History of Modern Art Until 1945	3		
ART 4307	History of Art Since 1945	3		
ART 4000	Senior Project	0		
ART 4360	Professional Seminar	3		
Photography (30		
ART 3328	Art Photography Portfolio	3		

ART 3385	Commercial Photography	3		
ART 4318	Advanced Photography	3		
ART 4328	Digital Photography	3		
ART 4338	Advanced Art Photography Portfoli	o 3		
	ART upper level electives	15		
Technological Competency 0				
Technological Competency (see Foundation Art				
Core)				
Total Credit Hours: 127				

			ART 3334	Printmaking III	3
Art Printmaking, B.F.A.			ART 4334	Printmaking IV	3
(PRINTMAKING)			ART 4344	Printmaking V	3
,		52	ART 4354	Printmaking VI	3
Core Curricuit	Core Distinctive	32		ART upper level electives	15
FYSM 1300	First Year Seminar: Gateway	3	Technologic	al Competency	0
COMM 1301	Speech Communication	3	Technologica	l Competency – See Major	
KINE 1170	Wellness for Life	1		Total Credit Hour	s: 127
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Life	3		()	
ENGL 3300	Writing as Discovery	3	Art Minor	(ART)	
	Writing		Required Cou	ırses	
ENGL 1301	Freshmen Writing I or		ART 1301*	Drawing I	3
ENGL 1302	Freshmen Writing II	3	ART 1302*	Design I	3
	Literature			ART History	3
ENGL 2301	World Literature or			ART studio elective	9
ENGL 2302	English Literature or			ART studio elective upper level	6
ENGL 2303	American Literature	3		Total Credit Hou	rs: 24
	Fine Arts		*Art majors ta	aking art minor may replace ART 13	301
Fine Arts – Mus		3	and ART 1302	2	
DIDI 4004	Biblical Studies				
BIBL 1301	Old Testament Survey or	2			
BIBL 1302	New Testament Survey	3			
	iology, Health and Recreation	2			
KINE Activity c	Mathematics	۷			
MATH 1301	Aspects of Modern Math or higher	3			
	tural and Physical Sciences	3			
Natural and Ph					
raturar ana r n	BIOL or ENVS	3			
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Soc	ial and Behavioral Sciences				
Must be	e from outside the major & minor				
	ECON, PHIL, POLS, PSYC, or SOCI	6			
	Foreign Language				
	One language	6			
Foundation A	rt Core	45			
ART 1301	Drawing I	3			
ART 1311	Drawing II	3			
ART 2301	Drawing III	3			
ART 1302	Design I	3			
ART 2302	3D Design	3			
ART 2306	Art History Survey I	3			
ART 2307	Art History Survey II	3			
ART 2313	Oil Painting or				
ART 3323	Acrylic Painting or				
ART 3333	Watercolor Painting	3			
ART 2314	Printmaking I	3			
ART 2315	Sculpture I or				
ART 2317	Ceramics I	3			
ART 2321	Introduction to Graphic Design	3			
ART 2382	Fund of Photography - Darkroom	3			
ART 4306	History of Modern Art Until 1945	3			
ART 4307	History of Art Since 1945	3			
ART 4000	Senior Project	0			
ART 4360	Professional Seminar	3			
Printmaking	Concentration	30			
ART 3324	Printmaking II	3			

SCHOOL OF MUSIC

https://www.hsutx.edu/academics/cofa/music/

Faculty

Jeff Cottrell, D.M.A, Associate Dean, Associate Professor of Low Brass and Theory

Bill Harden, M.M., Assistant Professor of Music and Director of Bands

Christopher Hollingsworth, D.M.A., Professor of Voice and Director of Chorale and Opera

Leigh Anne Hunsaker, Ph.D., Dept Head: Music Education; Professor of Music Education/Trumpet

Dee Romines, D.M.A., Associate Professor of Music Education, and Director of Concert Choir

Bernard Scherr, Ph.D., Dept Head: Professor of Music Theory & Composition

Hardin-Simmons University School of Music is the first school of music in the State of Texas accredited by the National Association of Schools of Music. They have been fully accredited by this organization since 1930

Objectives

The School of Music serves to prepare students for careers in music.

Major:

A Bachelor of Arts degree with a major in music and a chosen minor is offered for students interested in a greater concentration in liberal arts. A Bachelor of Arts degree with a major in music (music business) is offered for students interested in pursuing a career in music business. In addition, the School of Music provides opportunities for creative, culturally enriching experiences for the university community. Emphasis is on academic excellence, creativity, and aesthetic and spiritual growth. For specific requirements leading to this degree, please refer to the degree plans following this portion of the catalog.

Minor:

A minor in music is offered to students pursuing a Bachelor of Arts or Bachelor of Behavioral Science degree. A minor in music business is available in all degrees. Requirements for these minors are listed at the end of this section.

Course Offerings

Undergraduate courses are offered in music education, music business, music history and literature, theory and composition, band, choir, opera, and orchestra. Current musical activities and organizations are open to any student (in some cases by audition). In today's complex society, the need persists for the educated person to be aware of the

important role of the arts. Discipline and sensitivity developed by the study of music provides an excellent background for a variety of careers.

Entrance Requirements

Any student expecting to major or minor in music should present at least one unit of high school credit in music or its equivalent. Before a student is accepted for a degree major in the School of Music, he/she must evidence sufficient ability to pursue music work at the college level. Prospective music majors must audition with a representative performance in his/her principal performance area. Following the audition, the student will receive written notification regarding admission to the School of Music. In addition, the student must evidence in a written examination, a thorough knowledge of the rudiments of music. During the first week of classes, each freshman and transfer student will have the following requirement: a placement audition in the student's applied discipline, a music theory diagnostic exam, and a piano placement audition. Results of these tests will place the student in proper course sequence. A student who does not successfully complete the entrance placement exams in theory and/or the placement auditions in piano and applied discipline may be placed in rudimentary level courses. These rudimentary courses are designed to prepare students for college level music study and will not count towards degree requirement credit. Upon successful completion of the rudimentary course(s), and with the recommendation of the respective professor, the student will advance to the credited course sequence.

Ensemble Requirements for Music Majors and Minors

All BM students will be required a minimum of seven or eight semester hours of large ensemble participation (see appropriate degree plan) with the exception of qualified piano accompanists who wish to enroll in Piano Ensemble for the purpose of accompanying private lessons. Additional hours of elective credit may also be taken in large or small ensembles.

It is recommended that full-time music majors and applied students participate in a large ensemble each semester they are enrolled in the University beyond the required semesters on their degree plan.

All Bachelor of Arts students with a major in music will be required to complete a minimum of six semester hours of large ensemble. All Bachelor of Arts students with the minor in music will be required to complete a minimum of four semester hours of large ensemble.

Comprehensive Examinations

One semester before graduation, all senior candidates for the Bachelor of Music and Bachelor of Arts degrees complete the Major Field Test and successfully pass an oral examination in music literature. For Bachelor of Music degree candidates, an oral or written examination in the student's area of concentration will be given by the program director of that area. Students who do not pass these examinations will be required to retake the exams or complete additional work required by the concentration area faculty.

Piano Proficiency

All music majors (B.M. degree) must pass the piano proficiency requirement. The requirements for all majors, are as follows: (a) harmonization of simple accompaniments to melodies using triads; (b) sightreading of hymns with key signatures of up to three sharps or flats; (c) sight-reading of simple piano music; (d) a memorized piece of the level of a Sonatina; (e) score reading appropriate to the student's major; (f) major and harmonic minor scales with key signatures of up to three sharps or flats, played two octaves, hands together; and (g) cadence patterns in every key. The seven parts of the piano proficiency must be passed before student teaching begins. The student must continue to enroll in piano until six (of the seven) parts of the proficiency are passed. Students must successfully complete the remaining portion of the piano proficiency exam the following semester, or must reenroll in piano lessons. Should a student withdraw from piano study prior to the end of the semester, an automatic grade of "WF" will be assigned.

Recitals

Music students, faculty members, guest artists and University ensembles present recitals and concerts throughout the year which are open to the public. Graduation requirements for music majors include attendance at 12 recital/concerts per semester. The number of semesters required is as follows: B.M. degree - six semesters, B. A. degree - six semesters, and four semesters for music minors. All music majors and minors should register for CONC 1000 in order to have recital credit registered on their official transcript. A grade of credit (CR) or no credit (NC) will be used to show the completion of each semester's recital attendance requirement.

All music majors, when enrolled in private instruction, are expected to perform on student recitals each semester (at the discretion of their private teacher). All students pursuing a Bachelor of Music degree are required to present one or more public recitals. Bachelor of Music majors in

education present a one-half recital at the senior level (RECI 4000). Performance majors pursuing a Master of Music degree also give a full recital. Theory and Composition majors may perform in the principal area but must present a recital of original compositions.

Scholarships

Scholarships are awarded by audition to students who major in music and/or to students who participate in ensembles. Both departmental and endowed scholarships are available. See Financial Aid and Scholarships (p. 21) for a description of endowed scholarships. Application for scholarships should be made to the School of Music during the scholastic year prior to enrollment at HSU.

Music Student Handbook

A School of Music Student Handbook is issued to all incoming music majors. It contains detailed information on policies and regulations governing music degrees, and should be used in conjunction with the Undergraduate Catalog in planning any academic program in music.

Performance Studies

Objectives

Through intensive study of the literature, courses in performance provide the student with opportunities for developing performance and pedagogical skills in primary and/or secondary areas.

Principal and Secondary Performance Areas
Each student majoring in music must declare a
principal area (instrument or voice) to be studied
privately. One credit hour is given for each half-hour
lesson per week per semester. Requirements for
entry as a principal are defined in the appropriate
sections under Courses in Performance Studies.

Students pursuing a Bachelor of Music degree with a major in music education must complete a minimum of14 credits of private study in the principal performance area, while those majoring in music theory/composition must complete 16 credits of private study.

Students pursuing a Bachelor of Arts degree with a major in music must complete a minimum of 8 credits of private study in the performance areas of their choice. Four of these credits must be upper level.

All students pursuing a Bachelor of Music in music education with a choral emphasis, regardless of principal instrument, are required to take both semesters of diction. Pedagogy requirements vary by instrument and choice of major.

Conducting may be used as a secondary field only.

Practice Requirements

The minimum required practice time for private study is: for one credit hour per semester—one hour per day or five hours per week; for two credits—two hours per day or ten hours per week; etc.

Course Numbers

Course numbers in performance indicate various aspects of the course. The first digit indicates course level. The third digit indicates the musical area as follows:

1- Piano 2- Voice 3- Organ 4- Strings 5- Brass 6-Woodwinds 7- Percussion 8- Conducting 9- Guitar Credit Hour Requirements

Private lessons per week for a 15 week semester:

1 credit hour = 30 minutes

2 credit hours = 1 hour

3 credit hours = $1 \frac{1}{2}$ hours

4 credit hours = 2 hours

Ensembles per week for a 15 week semester:

1 credit hour = 3-5 clock hours per week

Concert Choir = 5 hours

Chorale = 3 hours

Concert Band = 5 hours

Cowboy Band = 3 hours

Jazz, Brass, Woodwinds, String ensemble = 1 hour

Orchestra = 4 hours

Opera = 4 hours

Solo Competition

A competition is held among students every other year for the privilege of performing as soloists with the Civic Orchestra of Abilene.. This affords the gifted performer the opportunity to work with an ensemble in a solo capacity.

Preparatory and Elective Instruction Registered students not pursuing a major or minor in music may enroll in private music studies.

Sophomore Barriers

At the end of the second year of private instruction, students majoring in music will be required to pass a proficiency barrier on their principle instrument in order to advance to the 3000 level of study. If the barrier is not passed, the student must continue applied study at the 2000 level. Only three barrier attempts are allowed. A student pursuing a BM degree who is not successful on the third attempt may continue in a BA degree, or in another program that does not require an advanced level of performance

Courses in Performance Studies

Piano Area

To be placed in a credit sequence as a piano

principal, the student should be able to play all major and minor scales in moderately rapid tempo and broken chords in all keys, and should have studied literature of the difficulty of Czerny, Op 299; Heller, Op. 46 or 47; Bach, Little Preludes and Two-part Inventions; and sonatas of Mozart F Major, K.547a and Beethoven Op 49.

The suggested levels of attainment are intended as desirable goals; however, individual requirements will be tailored to the student's abilities and needs. Prior keyboard training and current ability on the piano will be considered in placing the student in either class or private instruction at the secondary level.

Sophomore Barrier for Piano Principals Students pursuing a BM degree must play major and minor scales and arpeggios chosen by jurors played four octaves at appropriate velocity. The student should also offer polished and memorized performance of three movements or works contrasting in style and period, which are of a level of difficulty comparable to that of the easier Preludes and Fugues from Bach's Well-Tempered Clavier; the easier sonatas by Haydn, Mozart, or Beethoven (excluding Mozart Sonata in C, K. 545, or Beethoven Sonatas, Op. 49); or Chopin Waltzes and easier Nocturnes. While one of the works may have been presented on previous juries, two of them must be prepared for the first time during the semester in which the barrier jury occurs. In the event of unsatisfactory performance, the student may continue to study as a piano principal but will be held at the sophomore level (MUPS 2111) until piano faculty determines deficiencies have been addressed. For those pursuing the BA degree as a piano principal, the requirement is to receive a passing grade in the four lower level hours of piano. Piano Performance Major Private Instruction (MUPS)

First Year

1111—1-4 credit hours

Second Year

2111—1-4 credit hours

Third Year

3111—1-4 credit hours

Fourth Year

4111—1-4 credit hours

Class Instruction (MUPC)

1111, 1112, 1113, 1114 Class Piano I, II, III, IV

4311 Piano Pedagogy

Voice Area

To be placed in a credit sequence as a principal in voice, a student should be prepared to sing on pitch, with correct phrasing and musical intelligence, art songs in English such as those listed by the National Association of Teachers of Singing for high school age singers, or the Texas University Interscholastic

League Contest Bulletin, published by the University Interscholastic League, Box 8028, University Station, Austin, TX 78713. The student should also be able to read a simple song or hymn at sight.

Sophomore Barrier for Voice

At this level, the voice student should achieve good breath management and support techniques as evident in a free-flowing, natural vibrato and show expression of musical line with rhythmic accuracy. Students pursuing a BM degree must demonstrate diction accuracy in English, Italian, French and German. Those pursuing a BA degree must demonstrate diction accuracy in two languages. This will be assessed by the jury at the end of the second semester at the 2121 level.

Voice Performance Major Private Instruction (MUPS)

First Year

1121—1-4 credit hours

Second Year

2121—1-4 credit hours

Third Year

3121—1-4 credit hours

Fourth Year

4121—1-4 credit hours

Class Instruction (MUPC)

1121 Class Voice

1125 Diction I

1126 Diction II

4321 Voice Pedagogy

Orchestra and Band Instrument Area

Brass, Percussion, Strings, Woodwinds, Guitar To be placed in a credit sequence as a principal in an instrument, a student should be prepared to play, with correct phrasing and musical intelligence, selections from the Selective Music Lists of Instrumental Solos published by the National Interscholastic Music Activities Commission, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, or the Texas University Interscholastic League Contest Bulletin. The student should also be able to read a simple selection at sight.

Sophomore Barrier for Brass, Percussion, Strings, Woodwinds, Guitar

Students pursuing a BA degree will be required to perform at least two pieces of contrasting styles chosen by the professor. Students pursuing a BM degree will be required to perform at least two pieces of contrasting styles chosen by the professor, in addition to any scales required by the professor. All students will be judged on quality of intonation, rhythm, tone, and understanding of musical style.

The barrier for percussion will require performance on snare drum, marimba, and timpani.

Instrumental Private Instruction (MUPS)

First Year (1-4 credit hours)

1141 Strings

1151 Brass

1161 Woodwinds

1171 Percussion

1191 Guitar (principal emphasis only)

Second Year (1-4 credit hours)

2141 Strings

2151 Brass

2161 Woodwinds

2171 Percussion

2191 Guitar (principal emphasis only)

Third Year (1-4 credit hours)

3141 Strings

3151 Brass

3161 Woodwinds

3171 Percussion

3191 Guitar (principal emphasis only)

Fourth Year (1-4 credit hours)

4141 Strings

4151 Brass

4161 Woodwinds

4171 Percussion

4191 Guitar (principal emphasis only)

Class Instruction (MUPC)

2099 (1-4 credit hours) Special Studies

4341 String Pedagogy

4351 Brass Pedagogy

4361 Woodwind Pedagogy

4371 Percussion Pedagogy

Ensembles

Ensembles are open to all interested students. The purpose of the music ensemble experience is to provide musical enrichment, growth in musical understanding and skills, and experience in group expression through performance of music of various styles from the Middle Ages to the present. The purchase of an appropriate uniform may be required for some ensembles.

Instrumental Ensembles (MUEI)

1101, 2101, 3101, 4101 University Concert Band

1111, 2111, 3111, 4111 Cowboy Band

1151, 2151, 3151, 4151 Jazz Ensemble

1113, 2113, 3113, 4113 Handbell Choir

1131,2131,3131,4131 Orchestra

1141,2141,3141,4141 String Ensemble

1151,2151,3151,4151 Brass Ensemble

1161,2161,3161,4161 Woodwind Ensemble

1171,2171,3171,4171 Percussion Ensemble

1191,2191,3191,4191 Piano Ensemble

Vocal Ensembles (MUEV) 1101, 2101, 3101, 4101 HSU Chorale 1111, 2111, 3111, 4111 Concert Choir 1141, 2141, 3141, 4141 Gospel Choir 1131, 2131, 3131, 4131 Opera Workshop

Music Education

Objectives - Through the study and application of philosophy, method, and practice, the student in Music Education is prepared for a vocation in the public school music classroom, and/or church music. By means of intensive classroom and ensemble experience, the Department of Music Education provides the student with skills necessary for professional competency.

For students entering the teaching field, these competencies include areas of teaching/learning psychology, international teaching methods and techniques, and an introduction to the total range of today's music curriculum e.g., solo/vocal instrumental performance, ensemble experiences, general music study, and professional laboratory related experiences with the public school system.

NOTE: Music Education Major. During the sophomore year, students should schedule an interview with the head of the music education department. Afterwards, students will be eligible to apply for the Teacher Education Program through the School of Education. All Students, regardless of classification, should complete this step before completing 54 semester hours. Failure to do so may delay or prevent them from being admitted to the School of Education.

Music Education students not admitted to teacher preparation by 66 hours will most likely delay their graduation date. The School of Music is not required to offer courses out of order, nor is it required to allow students to take courses out of order.

Music Education majors are advised to read the program as described in the School of Education section regarding certification, admissions, student teaching, and other aspects of the education program.

The School of Music has the right to alter the requirements of the music education program at any time to meet requirements of the State Board for Educator Certification. Students will be expected to abide by these changes as they occur. Currently, the requirements are as follows: Music education majors must have a cumulative grade point average of 3.00 in all required music courses. Additionally, Music Education Majors may have no grade lower than "C"

for any required music course. All portions of the senior comprehensive exam, including the written Music Education portion must be passed in order to take the Texas Credentialing exam for teacher certification.

Courses in Music Education (MUSI)

2099 (1-4 credits) Special Studies 2121 Essentials of Woodwind Instruments 2122 Essentials of Brass Instruments 2123 Essentials of Percussion Instruments 2124 Essentials of String Instruments 2125 Instrumental Perspectives 2126 Vocal Perspectives 3122 Introduction to Conducting Skills 3201 Marching Band Techniques 3321 Music, Learning, and Children 3322 Older Children and Music Learning - Vocal 3323 Older Children and Music Learning - Band 3324 Older Children and Music Learning - Orchestra 3223 Choral Conducting Techniques and Materials 3224 Instrumental Conducting Techniques and Materials 3325 Essential Elements of Music 4099 (1-4 credits) Special Studies 4129, 4229 or 4329 Workshop in Music 4321 Music for the Adolescent 4622 Student Teaching in Elementary and Secondary

Music History and Literature

School (See EDUC 4622)

It is the purpose of courses in music history and literature to implement listening techniques, to survey areas of the literature of music with relation to the society from which the music came, to relate to aesthetic concepts of an age, and to integrate theoretical and applied music experiences with some historical perspective.

Courses in Music History and Literature (MUHL)

1041, 1042, 1043, 1044 Laboratory in Concert Music 1301 Music Appreciation 2099 (1-4 credits) Special Studies 3241, 3242, 3243 History of Music I, II, III 3343 Understanding Music: Classical, Popular, World 3344 History of Jazz 4099 (1-4 credits) Special Studies 4241 Music of the Renaissance and Early Baroque Eras 4242 Music of the Late Baroque/Classic Eras 4243 Music of the Romantic Era 4244 Music in the Twentieth Century 4247 Music in America 4325 Performance Literature (Vocal)

43X5 Performance Literature (Instrumental)

Note: Special topic music literature courses may not substitute for required upper-level music history courses. Semester rotation schedule for upper-level MUHL courses is published in the School of Music Student Handbook.

Music Theory and Composition

The purpose of music theory and composition is to develop the musical understanding of students through score analysis, performance, and the creation of new music. Special attention is paid to gaining fluency with musical concepts and topics through a graduated and integrated curriculum. All students pursuing the BM-TC degree are required to present a 30-50 minute recital of original works. The music for this recital will be part of the student's composition portfolio, which will be bound and deposited in the School of Music library. The portfolio is music that has met a high standard in artistry and notation. The portfolio will be developed during the three years of formal composition study. To maintain a uniform standard, the head of the composition department must approve all pieces before they can be added to the portfolio. Students are responsible for setting the recital and rehearsal dates, securing performers, producing published quality scores and parts, and developing the recital program that conforms to School of Music guidelines. This music will be composed in a diverse variety of courses, ranging from composition for small chamber ensembles to orchestra and/or concert band. Students are encouraged to experiment with the musical elements they study in the theory curriculum as they develop their inner ear, their unique compositional voice. The School of Music computer lab offers students the opportunity to integrate electronic elements into their music. HSU students are also encouraged to compose music for film. All BM-TC degree students are also required to present a paper/lecture on a theoretical research topic. The topic is chosen by the student in consultation with a faculty adviser. The paper/lecture can be integrated into the curriculum in one of the following classes: History of Music Theory, Post-tonal Analysis, Schenkerian Analysis (advanced tonal analysis), and Theory Pedagogy.

Courses in Music Theory and Composition (MUTC)

1131, 1132 Ear-Training I, II 1133, 1134 Keyboard I, II 1235, 1236 Harmony I, II 1331 Fundamentals of Music (for non-music majors) 2131, 2132 Ear-Training III, IV 2133, 2134 Keyboard III, IV 2235, 2236 Harmony III, IV 2237, 2238 Composition I, II (modeling and small 2099 (1-4 credits) Special Studies in **Composition and Theory** 2338 Computers in Music 3231 Form and Analysis 3233 Eighteenth Century Counterpoint 3234 Sixteenth Century Counterpoint 3237, 3238 Composition III, IV (small chamber ensembles and music for voices) 4099 (1-4 Credits) Special Studies in Composition and Theory 4231 Orchestration 4232 Orchestration II (BM-TC elective) 4233 History of Music Theory 4234 Schenkerian Analysis 4235 Post-tonal Theory 4236 Music Theory Review (for non-BM-TC majors)

4235 Post-tonal Theory
4236 Music Theory Review (for non-BM-TC majors
4237, 4238 Composition V, VI (large chamber
ensembles and large ensembles)
4333 Pedagogy of Theory

Music (Mus	sic Business), B.A.(MUSB)	
Core Curricul		55
Core Curricuit	Core Distinctive	33
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Lif	fe 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - fron	n Art, Music, Theatre – See Major	
	Biblical Studies	
BIBL 1301	Old Testament Survey or	_
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	0
KINE Activity c		2
MATH 1201	Mathematics	
MATH 1301	Aspects of Modern Math or higher	3
	ural and Physical Sciences BIOL or ENVS	2
PHYS 2406	Introduction to Music Acoustics	3 4
	al and Behavioral Sciences	4
	from outside the major & minor	
	ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	U
	One language	12
Major: Music B	usiness Requirements	73
MUTC 1131	Ear-Training I	1
MUTC 1132	Ear-Training II	1
MUTC 1133	Keyboard I	1
MUTC 1134	Keyboard II	1
MUTC 1235	Harmony I	2
MUTC 1236	Harmony II	2
MUTC 2131	Ear-Training III	1
MUTC 2132	Ear-Training IV	1
MUTC 2133	Keyboard III	1
MUTC 2134	Keyboard IV	1
MUTC 2235	Harmony III	2
MUTC 2236	Harmony IV	2
MUTC 2338	Computers and Music	3
MUTC 3231	Form and Analysis	2
MUHL 3241	History of Music I	2
MUHL 3242	History of Music II	2
MUHL 3243	History of Music III	2
	Performance Principal MUPS	4
	MUPS upper level	4
Mugratas	Ensembles MUEI/MUEV	6
MUSI 3122	Intro to Conducting Skills	1
CONC 1000	Recital Attendance (6)	0

Upper level Music elective	4
Senior Comprehensive	0
Intro to Fine Arts Management	3
Introduction to the Recording Studio	3
Survey of Music Business I	3
Survey of Music Bus II	3
Music Business Internship	3
Public Relations Feature Writing	3
Survey of Accounting	3
Business Law I	3
Intro to Economics	3
Principles of Marketing	3
Nonprofit Marketing or	
Promotion	3
Competency	0
Total Credit Hours: 12	8
	Intro to Fine Arts Management Introduction to the Recording Studio Survey of Music Business I Survey of Music Bus II Music Business Internship Public Relations Feature Writing Survey of Accounting Business Law I Intro to Economics Principles of Marketing Nonprofit Marketing or Promotion Competency

Music, B.A. (MUSI)	With Minor (Not Business))
Core Curriculu	ım	55
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	9 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
ENCL 2201	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	2
ENGL 2303	American Literature	3
T: A . C	Fine Arts	
	Art, Music, Theatre – See Major Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	
KINE Activity co		2
	Mathematics	
MATH 1301 Natu	Aspects of Modern Math or higher aral and Physical Sciences	3
]	BIOL or ENVS	3
]	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
Socia	ll and Behavioral Sciences	
	rom outside the major & minor ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	-
	One language	12
Major: Music R		48
MUTC 1131	Ear-Training I	1
MUTC 1132	Ear-Training II	1
MUTC 1133	Keyboard I	1
MUTC 1134	Keyboard II	1
MUTC 1235	Harmony I	2
MUTC 1236	Harmony II	2
MUTC 2131	Ear-Training III	1
MUTC 2132	Ear-Training IV	1
MUTC 2133	Keyboard III	1
MUTC 2134	Keyboard IV	1
MUTC 2235	Harmony III	2
MUTC 2236	Harmony IV	2
MUTC 2338	Computers and Music	3
MUTC 3231	Form and Analysis	2
MUHL 3241	History of Music I	2
MUHL 3242	History of Music II	2
MUHL 3243	History of Music III	2
	Performance Principal MUPS	4
	MUPS upper level	4
	Ensembles MUEI/MUEV	2

Total Credit Hours: 124		
Technological Competency		
Minor	(12 upper level)	18
COMP 4000	Senior Comprehensive	0
CONC 1000	Recital Attendance (6)	0
	Music upper level electives	7
	Ensembles MUEI/MUEV upper level	4

Nancia Edua	estion (Chanal) D.M. Guadas	_	MUTC 1235	Harmony I	2
IVIUSIC Educ	cation (Choral), B.M. Grades	5	MUTC 1236	Harmony II	2
EC-12 (A.M	IUED.CH)		MUTC 2131	Ear-Training III	1
Core Curricul	-	43	MUTC 2132	Ear-Training IV	1
	Core Distinctive		MUTC 2133	Keyboard III	1
FYSM 1300	First Year Seminar: Gateway	3	MUTC 2134	Keyboard IV	1
COMM 1301	Speech Communication	3	MUTC 2235	Harmony III	2 2
KINE 1170	Wellness for Life	1	MUTC 2236	Harmony IV	2
HIST 1300	Making US History	3	MUTC 2338	Computers and Music	3
RELI 2345	The Religious and Philosophical Life		MUTC 3231	Form and Analysis	2
ENGL 3300	Writing as Discovery	3	MUTC 4231	Orchestration I	2 2 2
	Writing		MUHL 3241	History of Music I	2
ENGL 1301	Freshmen Writing I or		MUHL 3242	History of Music II	
ENGL 1302	Freshmen Writing II	3	MUHL 3243	History of Music III	2
22 2002	Literature	Ü	CONC 1000	Recital Attendance	
ENGL 2301	World Literature or		COMP 4000	Senior Comprehensive	
ENGL 2302	English Literature or		RECI 4000	Performance Recital	
ENGL 2303	American Literature	3	Professional E		27
22.2000	Fine Arts	Ü		v "C" accepted in required courses.	
Fine Arts - fron	n Art, Music, Theatre – See major		READ 3362	Read Instru for Adolesc Stu	3
	Biblical Studies		EDUC 3330	Found of Learning and	
BIBL 1301	Old Testament Survey or		Development	3	
BIBL 1302	New Testament Survey	3	EDUC 3338	The Learning Environment	3
	ology, Health and Recreation	Ü	EDUC 4340	Current Issues in Spec Ed	3
KINE Activity of		2	EDUC 4371	Organization and Management for	
THIT I TICETY TEY C	Mathematics	_		Teaching in the Middle Grades and	
MATH 1301	Aspects of Modern Math or higher	3		Secondary Classroom	3
	ural and Physical Sciences	U	EDUC 4378	Innovative Integrations	3
	BIOL or ENVS	3	EDUC 4379	Capstone: The Professional Teache	
	PHYS, GEOL, CHEM, or PHSC	3	EDUC 4622	All-Level Student Teaching	6
	Science Lab	1	Technological (
	al and Behavioral Sciences	-		Technological Competency - See	
POLS 1302	American Government or		Major		
POLS 2301	Texas State & Local Government	3		Total Credit Hours: 1	.38
1020201	ECON, POLS, PSYC, SOCI, or PHIL	3		ncipals must take piano until piano	
Major: Music		68	proficiency is p	passed	
•	for major is 3.0				
**Be aware of	•				
MUPC 1125	Diction I	1			
MUPC 1126	Diction II	1			
MUSI 2125	Instrumental Perspectives	1			
MUSI 3122	Intro to Conducting Skills	1			
MUSI 3223	Choral Conducting Tech & Mat	2			
MUSI 3321	Music, Learning, and Children	3			
MUSI 3322	Older Children and Music Learn	3			
MUSI 4321	Music for Adolescent	3			
MUPC 4321	Voice Pedagogy	3			
	ENSEMBLES - MUEI or MUEV	4			
	MUEI or MUEV (upper level)	3			
Music Core					
	v "C" accepted in required courses.				
5	Performance Principal MUPS	8			
	MUPS upper level	4			
MUTC 1131	Ear-Training I	1			
MUTC 1132	Ear-Training II	1			
MUTC 1133	Keyboard I	1			
MUTC 1134	Keyboard II	1			
	-				

			MUTC 1134	Keyboard II	1
Music Edu	cation (Instrumental), B.M.		MUTC 1235	Harmony I	2
	12 (A.MUED.IN)		MUTC 1236	Harmony II	2
			MUTC 2131	Ear-Training III	1
Core Curricul		43	MUTC 2132	Ear-Training IV	1
	Core Distinctive	_	MUTC 2133	Keyboard III	1
FYSM 1300	First Year Seminar: Gateway	3	MUTC 2134	Keyboard IV	1
COMM 1301	Speech Communication	3	MUTC 2235	Harmony III	2
KINE 1170	Wellness for Life	1	MUTC 2236	Harmony IV	2
HIST 1300	Making US History	3	MUTC 2338	Computers and Music	3
RELI 2345	The Religious and Philosophical Life		MUTC 3231	Form and Analysis	2
ENGL 3300	Writing as Discovery	3	MUTC 4231	Orchestration I	2
	Writing				2
ENGL 1301	Freshmen Writing I or		MUHL 3241	History of Music I	
ENGL 1302	Freshmen Writing II	3	MUHL 3242	History of Music II	2
	Literature		MUHL 3243	History of Music III	2
ENGL 2301	World Literature or		CONC 1000	Recital Attendance	
ENGL 2302	English Literature or		COMP 4000	Senior Comprehensive	
ENGL 2303	American Literature	3	RECI 4000	Performance Recital	
	Fine Arts		Professional		27
Fine Arts - from	n Art, Music, Theatre – See major			w "C" accepted in required courses.	
1 1110 111 00 11 01	Biblical Studies		READ 3362	Read Instru for Adolesc Stu	3
BIBL 1301	Old Testament Survey or		EDUC 3330	Found of Learning and Development	
BIBL 1302	New Testament Survey	3	EDUC 3338	The Learning Environment	3
	ology, Health and Recreation	5	EDUC 4340	Current Issues in Spec Ed	3
KINE Activity		2	EDUC 4371	Organization and Management for	
KINE Activity	Mathematics	2		Teaching in the Middle Grades and	
MATH 1301	Aspects of Modern Math or higher	3		Secondary Classroom	3
		3	EDUC 4378	Innovative Integrations	3
Nat	ural and Physical Sciences	2	EDUC 4379	Capstone: The Professional Teacher	3
	BIOL or ENVS	3	EDUC 4622	All-Level Student Teaching	6
	PHYS, GEOL, CHEM, or PHSC	3		al Competency	
	Science Lab	1	1000108.00	Technological Competency - See	
	al and Behavioral Sciences		Major	reemeregieur competency eee	
POLS 1302	American Government or	_	1-1ujo1	Total Credit Hours: 1	37
POLS 2301	Texas State & Local Government	3	Non-niano nri	incipals must take piano until piano	<i>J</i> ,
	ECON, POLS, PSYC, SOCI, or PHIL	3	proficiency is		
Major: Music		67	proficiency is	passed	
	for major is 3.0				
**Be aware of					
MUSI 2121	Essent of Woodwind Instrument	1			
MUSI 2122	Essent of Brass Instruments	1			
MUSI 2123	Essent of Percuss Instruments	1			
MUSI 2124	Essent of String Instruments	1			
MUSI 2126	Vocal Perspectives	1			
MUSI 3122	Intro to Conducting Skills	1			
MUSI 3224	Instrument Conduct Tech & Mat	2			
MUSI 3321	Music, Learning, and Children	3			
MUSI 3322	Older Children and Music Learn	3			
MUSI 4321	Music for Adolescent	3			
	ENSEMBLES - MUEI or MUEV	4			
	MUEI or MUEV (upper level)	3			
Music Core	. 1021 of 1.1021 (appel level)	J			
	w "C" accepted in required courses.				
110 grade belo	Performance Principal MUPS	8			
MUPS	(upper level)	4			
	7 7 7				
MUTC 1131	Ear-Training I	1			
MUTC 1132	Ear-Training II	1			
MUTC 1133	Keyboard I	1			

Th	d Commonsition D NA (NAUTC)		MUTC 3238 MUTC 4231	Composition 2	•
•	Theory and Composition, B.M.(MUTC)			Orchestration I 2	,
Core Curricul		43	MUTC 4233	History of Music Theory or	
TT. (2.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0	Core Distinctive		MUTC 4234	Schenkerian Analysis 2	
FYSM 1300	First Year Seminar: Gateway	3	MUTC 4235	Post-Tonal Theory 2	
COMM 1301	Speech Communication	3	MUTC 4237	Composition 2	
KINE 1170	Wellness for Life	1	MUTC 4238	Composition 2	
HIST 1300	Making US History	3	MUTC 4333	Pedagogy of Theory 3	
RELI 2345	The Religious and Philosophical Life		Music Core	37-39	
ENGL 3300	Writing as Discovery	3		Performance Principal MUPS 4	
ENGL 1201	Writing		MUDG 440F	MUPS upper level	
ENGL 1301	Freshmen Writing I or	2	MUPC 1125	Diction I 1	
ENGL 1302	Freshmen Writing II	3	MUPC 1126	Diction II 1	
ENGL 2201	Literature		MUHL 3241	History of Music I	
ENGL 2301	World Literature or		MUHL 3242	History of Music II	
ENGL 2302	English Literature or	2	MUHL 3243	History of Music III 2	
ENGL 2303	American Literature	3	MUSI 3122	Intro to Conducting Skills 1	_
Eine Aute fuer	Fine Arts		MUSI 3223	Choral Conducting Tech & Mat or	,
rine Arts - Iroi	n Art, Music, Theatre – See major Biblical Studies		MUSI 3224	Instrument Conduct Tech & Mat 2 Ensembles MUEI/MUEV (6	•
BIBL 1301	Old Testament Survey or		semesters)		
BIBL 1302	New Testament Survey	3		Ensembles MUEI/MUEV (upper	
	ology, Health and Recreation		level)	4	
KINE Activity		2	COMP 4000	Senior Comprehensive 0	
	Mathematics		RECI 4000	Performance Recital 0	
MATH 1301	Aspects of Modern Math or higher	3	CONC 1000	Recital Attendance (6)	
Nat	ural and Physical Sciences		MUHL – Choos	se 4 credits from:	ŀ
	BIOL or ENVS	3	MUHL 4241	Music Renaiss/Early Baroq Eras	
	PHYS, GEOL, CHEM, or PHSC	3	MUHL 4242	Mus/Late Baroque/Class Eras	
	Science Lab	1	MUHL 4243	Music of the Romantic Era	
	al and Behavioral Sciences		MUHL 4244	Music in the Twentieth Century	
PSYC 1301	Intro to Psychology	3	MUHL 4247	Music in America	
	ECON, PHIL, POLS, PSYC, or SOCI	3	MUHL 4099	Special Topics	
	Foreign Language		Technologica	ll Competency	
	rs of FREN or GRMN; or SPAN may be			Technological Competency - See	
substituted for		_	Major		
GRMN 1301	Elementary German I	3		Total Credit Hours: 132-134	۲
	Elementary French I	3		ncipals must take piano until piano	
Theory and C	-	46	proficiency is	passed.	
MUTC 1131	Ear-Training I	1			
MUTC 1132	Ear-Training II	1			
MUTC 2131	Ear-Training III	1			
MUTC 2132	Ear-Training IV	1			
MUTC 1133	Keyboard I	1			
MUTC 1134	Keyboard II	1			
MUTC 2133	Keyboard III	1			
MUTC 2134	Keyboard IV	1			
MUTC 1235	Harmony I	2			
MUTC 1236	Harmony II	2			
MUTC 2235	Harmony III	2 2			
MUTC 2236 MUTC 2237	Harmony IV Composition	2			
MUTC 2238	Composition	2			
MUTC 2338	Computers and Music	3			
MUTC 3231	Form and Analysis	2			
MUTC 3231	Counterpoint	2			
MUTC 3234	Ind Stu in 16 Cen Counterpoint	2			
MUTC 3237	Composition	2			

Music Minor (MUSI)

Required Cours	ses	
MUTC 1131	Ear-Training I	1
MUTC 1132	Ear-Training II	1
MUTC 1133	Keyboard I	1
MUTC 1134	Keyboard II	1
MUTC 1235	Harmony I	2
MUTC 1236	Harmony II	2
MUHL 3343	Undtstnd Music: Classcl, Pop, World	3
	MUPC/MUPS Performance	4
CONC 1000	Recital Attendance (4)	0
	Ensembles MUEI/MUEV	4
	Music elective upper level	3
	Total Credit Hours: 2	22

Music Theory Minor (MUTC)

(Music Majors (Only)						
Required Cours	Required Courses						
MUTC 2237	Composition	2					
MUTC 2238	Composition	2					
MUTC 3233	Counterpoint	2					
MUTC 3234	Ind Stu in 16 Cen Counterpoint	2					
MUTC 4233	History of Music Theory or						
MUTC 4234	Schenkerian Analysis	2					
MUTC 4099	Special Studies in Comp & Theory	1-4					
MUTC 4235	Post-Tonal Theory	2					
MUTC 4333	Pedagogy of Theory	3					
*If a student replaces counterpoint for orchestration,							

Total Credit Hours: 16

Music Business Minor (MUSB)

he/she must take orchestration for the minor.

Required Cours	es				
ECON 1310	Personal Finance	3			
MUSB 3301	Introduction to Fine Arts Mgmt	3			
MUSB 3321	Music/Enter. Industry Media				
Analysis	3				
MUSB 3322	Music/Enter. Industry Performance	3			
MUHL 1301	Music Appreciation	3			
MUTC 1331	Fundamentals of Music	3			
Total Credit Hours: 18					

DEPARTMENT OF THEATRE

http://www.hsutx.edu/academics/somfa/theatredepartment

Department Head Larry Wheeler 325-670-1511 HSU Box 14864 lwheeler@hsutx.edu

Faculty

F. Larry Wheeler, M.A.B.S., Associate Professor, Technical Director

Victoria Spangler, Ph.D., Associate Professor, Artistic Director

Objectives

The Department of Theatre serves to prepare students for teaching at the secondary level or for graduate level study in theatre. It provides undergraduates with the opportunity to examine various theories and styles of the theatre offering opportunities to experience creatively and critically the artistic skills of this discipline.

It is the mission of the Department of Theatre to provide the serious student of theatre a Christian environment in which to reflect the ideas, dreams, and conflicts of humanity and to provide perspectives from which understanding and insight might be gained for a more meaningful life through the art of the theatre. It is the purpose of the department to lead students to achieve originality, creativity, imagination, and perception with practicality to enable them to perform all tasks in the theatre and life with more self-confidence.

Departmental goals are (1) to establish and support a viable, substantial, and well-rounded undergraduate theatre program; (2) to conscientiously encourage theatre students to explore all career options in theatre including teaching, directing, performance, design, technical theatre and arts management; (3) to help the student realize his/her potential in becoming an intelligent, responsible citizen as well as a creative, responsive adult.

In addition to the required coursework, a Theatre Diagnostic Examination is required of all theatre majors during the final semester of their senior year. The graduating theatre major will take an examination administered by the department to measure overall intellectual proficiency on all facets of his/her theatre education.

Students are encouraged to present a final project

during their senior year. This capstone experience will be in the form of a performance, directing project, or demonstration of skills acquired in light, scenic or costume design depending on a student's area of expertise. This public performance/demonstration project will be developed independently, and is not intended to satisfy requirements for any required course, but may be applied to an elective course if desired.

Theatre majors and minors are expected to participate in the Department of Theatre productions in Van Ellis Theatre (Refer to the Departmental Handbook).

Major

The Theatre department offers the Bachelor of Fine Arts, the Bachelor of Arts, and the Bachelor of Behavioral Science degrees. The B.F.A. is considered a professional degree and an industry/academic standard. It is superior to the B.A. or B.B.S. in Theatre for those theatre majors who wish to pursue graduate school (the M.F.A.) and also provides more courses and in-depth preparation for those going into the work force. The B.F.A. in Theatre requires the student to choose one of five tracks: Musical Theatre, Acting, Stage Management, Theatre Education, or Design/Technology. B.F.A. degrees in Acting, and Design/Technology require a senior showcase. For specific requirements leading to all five tracks, please refer to the degree plans following this portion of the catalog. For BFA Musical Theatre Majors: The Sophomore Barrier in voice will be assessed at the end of the second semester of Voice 2121. The BFA Musical Theatre voice student must be able to demonstrate the following: good breath management and support techniques; the ability to sing with musical accuracy in a tone and style appropriate to the repertoire; the ability to establish and maintain character with strong, active objectives; and an effective delivery of physical expression in performance inclusive of focus, gesture, posture, and movement. Students pursuing voice studies for a BFA degree must demonstrate the ability to sing in belt, mix, and legit (classical) styles. The Sophomore Barrier may be attempted no more than three times. After the third attempt the student will no longer be able to continue in the BFA Musical Theatre track.

Minor

A minor in Theatre is offered to students pursuing a Bachelor of Arts or Bachelor of Behavioral Science degree. Requirements for this minor are listed at the end of this section.

The Department of Theatre is a member of the Texas Educational Theatre Association, Texas Non-Profit

Theatre Association, Kennedy Center American Collegiate Theatre Festival, International Collegiate Theatre Festival, Festival of New American Musicals and has a student chapter of the Alpha Psi Omega National Dramatic Fraternity.

Teacher Preparation Program

Students seeking teacher certification in theatre should refer to the Irvin School of Education section of this Catalog for Texas certification requirements. Required courses for a Grade 8-12 standard certificate include the following: 43 semester credits consisting of THEA 1333, 2303, 2334, 2335, 3337, 3338, 3339, 4303, 4337, 4341, 4345, 4346, 4372 (BFA only) and four semester credits from 1131, 1132, 1133, 1134. A student who is seeking certification must meet with the HSU Certification Officer in Abilene Hall as soon as he/she declares theatre as a teaching field. All students seeking certification must be formally admitted to the HSU Teacher Preparation Program, preferably during the sophomore year. Admission requirements can be obtained in the office of the Dean of the College of Human Sciences and Educational Studies located in Abilene Hall.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.8 or higher to graduate.
- 42 upper level credits (3000 and 4000level) required.
- 80 Chapel attendances required.

Theatre, B.	A (THEA)		Theatre B	s.B.S.(THEA)	
Core Curriculum		55	•		=0
	Core Distinctive		Core Curricul		52
FYSM 1300	First Year Seminar: Gateway	3	EVCM 4 2 0 0	Core Distinctive	2
COMM 1301	Speech Communication	3	FYSM 1300	First Year Seminar: Gateway	3
KINE 1170	Wellness for Life	1	COMM 1301	Speech Communication	3
HIST 1300	Making US History	3	KINE 1170	Wellness for Life	1
RELI 2345	The Religious and Philosophical Life	3	HIST 1300	Making US History	3
ENGL 3300	Writing as Discovery	3	RELI 2345	The Religious and Philosophical Life	3
	Writing		ENGL 3300	Writing as Discovery	3
ENGL 1301	Freshmen Writing I or			Writing	
ENGL 1302	Freshmen Writing II	3	ENGL 1301	Freshmen Writing I or	_
	Literature		ENGL 1302	Freshmen Writing II	3
ENGL 2301	World Literature or			Literature	
ENGL 2302	English Literature or		ENGL 2301	World Literature or	
ENGL 2303	American Literature	3	ENGL 2302	English Literature or	
E11GE 2000	Fine Arts	Ö	ENGL 2303	American Literature	3
Fine Arts - from	Art, Music, Theatre – See Major			Fine Arts	
	Biblical Studies		Fine Arts - froi	n Art, Music, Theatre – See Major	
BIBL 1301	Old Testament Survey or		DIDI 4004	Biblical Studies	
BIBL 1302	New Testament Survey	3	BIBL 1301	Old Testament Survey or	_
	ology, Health and Recreation		BIBL 1302	New Testament Survey	3
KINE Activity co		2		siology, Health and Recreation	_
,	Mathematics		KINE Activity		2
MATH 1301	Aspects of Modern Math or higher	3		Mathematics	_
	rural and Physical Sciences	Ü	MATH 1301	Aspects of Modern Math or higher	3
	BIOL or ENVS	3	Na	itural and Physical Sciences	
	PHYS, GEOL, CHEM, or PHSC	3		BIOL or ENVS	3
	Science Lab	1		PHYS, GEOL, CHEM, or PHSC	3
Soc	ial and Behavioral Sciences		_	Science Lab	1
	from outside the major & minor			cial and Behavioral Sciences	
11450 50	ECON, POLS, PSYC, SOCI, or PHIL	6		e from outside the major & minor	
	Foreign Language	Ü		Maximum 9 hours of history	
	One language	12		ON, HIST, PHIL, POLS, PSYC, or SOCI	15
Major: Theatre		40	Major: Theatı		40
THEA 1333	Introduction to Theatre	3	THEA 1333	Introduction to Theatre	3
THEA 2303	Voice & Diction for Stage and Screen	3	THEA 2303	Voice and Diction for Stage and Scree	en 3
THEA 2334	Acting I	3	THEA 2334	Acting I	3
THEA 2334	Stagecraft	3	THEA 2335	Stagecraft	3
THEA 3337	-	3	THEA 3337	Theatre Lighting	3
	Theatre Lighting		THEA 3338	Costume Design	3
THEA 3338	Costume Design	3	THEA 3339	Scene Design	3
THEA 3339	Scene Design	3	THEA 4303	Modern Drama	3
THEA 4303	Modern Drama	3	THEA 4345	Theatre Hist: Greeks to 18th Century	
THEA 4345	Theatre Hist: Greeks to 18th Century	3	THEA 4346	Theatre Hist: 18th Century to Preser	
THEA 4346	Theatre Hist: 18th Century to Present		THEA 4337	Directing	3
THEA 4337	Directing	3	THEA 4341	Theatre Management	3
THEA 4341	Theatre Management	3	THEA 1131	Theatre Workshop	1
THEA 1131	Theatre Workshop	1	THEA 1132	Theatre Workshop	1
THEA 1132	Theatre Workshop	1	THEA 1133	Theatre Workshop	1
THEA 1133	Theatre Workshop	1	THEA 1134	Theatre Workshop	1
THEA 1134	Theatre Workshop	1	Minor	ineau e workshop	18
Minor		18		l Competency and Electives	14
	Competency and Electives	11	CSCI 1303	Intro to Computer Applications	3
CSCI 1303	Intro to Computer Applications	3	C3C1 13U3	Electives	3 11
	Electives	8		Total Credit Hours:	
	Total Credit Hours: 1	124		Total Credit Hours:	144

Theatre, B.	Theatre, B.A. Grades EC-12 (A.THEA)					
Core Curriculu	Core Curriculum 55					
	Core Distinctive					
FYSM 1300	First Year Seminar: Gateway	3				
COMM 1301	Speech Communication	3				
KINE 1170	Wellness for Life	1				
HIST 1300	Making US History	3				
RELI 2345	The Religious and Philosophical Life					
ENGL 3300	Writing as Discovery Writing	3				
ENGL 1301	Freshmen Writing I or					
ENGL 1302	Freshmen Writing II	3				
21.42 2002	Literature	Ü				
ENGL 2301	World Literature or					
ENGL 2302	English Literature or					
ENGL 2303	American Literature	3				
	Fine Arts					
Fine Arts - from	n Art, Music, Theatre – in major					
	Biblical Studies					
BIBL 1301	Old Testament Survey or					
BIBL 1302	New Testament Survey	3				
	ology, Health and Recreation					
KINE Activity c		2				
	Mathematics					
MATH 1301	Aspects of Modern Math or higher	3				
	ıral and Physical Sciences					
	BIOL or ENVS	3				
	PHYS, GEOL, CHEM, or PHSC	3				
	Science Lab	1				
POLS 1302	al and Behavioral Sciences	2				
	American Government	3 3				
	ECON, POLS, PSYC, SOCI, or PHIL Foreign Language	3				
	One language	12				
Major: Theatre		43				
Required GPA f		43				
THEA 1333	Introduction to Theatre	3				
THEA 2303	Voice & Diction for Stage & Screen	3				
THEA 2334	Acting I	3				
THEA 2335	Stagecraft	3				
THEA 3336	Theatre Mask and Make-Up	3				
THEA 3337	Theatre Lighting	3				
THEA 3338	Costume Design	3				
THEA 3339	Scene Design	3				
THEA 4337	Directing	3				
THEA 4341	Theatre Management	3				
THEA 4345	Theatre Hist: Greeks to 18th Centur	y 3				
THEA 4346	Theatre Hist: 18th Century to					
Present	3					
THEA 1131	Theatre Workshop	1				
THEA 1132	Theatre Workshop	1				
THEA 1133	Theatre Workshop	1				
THEA 1134	Theatre Workshop	1				
THEA 4372	Educational Theatre	3				
Education		27				
READ 3362	Read Instru for Adolesc Stu	3				
EDUC 3330	Found of Learning and Developmen	it 3				

EDUC 3338	The Learning Environment	3			
EDUC 4340	Current Issues in Spec Ed	3			
EDUC 4371	Organization and Management for				
	Teaching in the Middle Grades and				
	Secondary Classroom	3			
EDUC 4378	Innovative Integrations	3			
EDUC 4379	Capstone: The Professional Teacher	3			
EDUC 4622	All-Level Student Teaching	6			
Technological Competency 7					
EDUC 1306	Technology in Education	3			
	Total Credit Hours: 12	28			

Theatre (Ad	ting), B.F.A.(THEA.THAC)	
Core Curriculu	ım	48
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	Art, Music, Theatre – in major	
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	3
KINE Activity co		1
THEA 2112 - Se		1
111LA 2112 - 30	Mathematics	
MATH 1301	Aspects of Modern Math or higher	3
	ral and Physical Sciences	3
	BIOL or ENVS	3
		3
	PHYS, GEOL, CHEM, or PHSC Science Lab	3 1
		1
	ll and Behavioral Sciences	_
	ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	_
Maiou Theorem	One language	6 7 2
Major: Theatre		72
THEA 1131 THEA 1132	Theatre Workshop	1 1
	Theatre Workshop Theatre Workshop	1
THEA 1133 THEA 1134	Theatre Workshop	1
THEA 1333	Introduction to Theatre	3
THEA 2334	Acting I	3
THEA 2335	Stagecraft	3
THEA 3337	Theatre Lighting	3
THEA 3338	Costume Design	3
THEA 3339	Scene Design	3
THEA 4303	Modern Drama	3
THEA 4337	Directing	3
THEA 4345	Theatre Hist: Greeks to 18th Century	3
THEA 4346	Theatre Hist: 18th Century to Present	3
Acting Track	Ž	
THEA 2111	Voice, Diction and Dialects	1
THEA 3111	Voice, Diction and Dialects	1
THEA 4111	Voice, Diction and Dialects	1
mun A O 4 4 O	m	
THEA 2112	Theatrical Choreography/Dance	1
THEA 3112	Theatrical Choreography/Dance	1
THEA 4112	Theatrical Choreography/Dance	1
THEA 3336	Theatre Mask and Make-Up	3

THEA 3341	Acting: Shakespeare	3
THEA 3342	Acting: Period Styles	3
THEA 3343	Acting: Realism	3
THEA 3344	Acting: Auditioning	3
THEA 3345	Acting: TV and Camera	3
THEA 4375	Senior Showcase	3
THEA 4338	Directing II	3
MUPS 1121	Voice - Private Instruction	1-4
Technological	Competency and Electives	4
CSCI 1303	Intro to Computer Applications or	
MUTC 2338	Computers and Music	3
	Elective	1
	Total Credit Hours	: 124

Theatre (M	usical Theatre), B.F.A.	
(THEA.THM	IU)	
Core Curriculu	ım	48
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	n Art, Music, Theatre – in major	
11110111100 11011	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	
KINE Activity co		1
THEA 2112 - Se		•
THERE ETTE OF	Mathematics	
MATH 1301	Aspects of Modern Math or higher	3
	iral and Physical Sciences	3
	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1
	al and Behavioral Sciences	1
	ECON, POLS, PSYC, SOCI, or PHIL	6
		O
	Foreign Language	_
Major, Theatre	One language	6 75
Major: Theatre THEA 1131	Theatre Workshop	1
THEA 1131 THEA 1132	-	1
THEA 1132	Theatre Workshop Theatre Workshop	1
THEA 1333	Introduction to Theatre	3
THEA 2334	Acting I	3
THEA 2335	Stagecraft	3
THEA 3337	Theatre Lighting	3
THEA 3338	Costume Design	3
THEA 3339	Scene Design	3
THEA 4337	Directing	3
THEA 4345	Theatre Hist: Greeks to 18th Century	3
THEA 4346	Theatre Hist: 18th Century to Present	
Musical Theatre		•
THEA 2111	Voice, Diction and Dialects	1
THEA 3111	Voice, Diction and Dialects	1
THEA 4111	Voice, Diction and Dialects	1
THEA 2112	Theatrical Choreography/Dance	1
THEA 3112	Theatrical Choreography/Dance	1
THEA 4112	Theatrical Choreography/Dance	1
THEA 3343	Acting: Realism	3
THEA 3344	Acting: Auditioning	3

THEA 3360	History of American Musical Theatre	3
MUTC 1131	Ear-Training I	1
MUTC 1132	Ear-Training II	1
MUTC 1133	Keyboard I	1
MUTC 1134	Keyboard II	1
MUTC 1235	Harmony I	2
MUTC 1236	Harmony II	2
MUPS 1121	Voice - Private Instruction	1-4
MUPS 2121	Voice-Private Instruction	1-4
MUPS 3121	Voice-Private Instruction	1-4
MUPS 4121	Voice-Private Instruction	1-4
MUEV 11XX	Vocal Ensemble	1
MUEV 21XX	Vocal Ensemble (2 semesters)	2
MUEV 31XX	Vocal Ensemble	1
Technological (Competency and Electives	4
CSCI 1303	Intro to Computer Applications or	
MUTC 2338	Computers and Music	3
	Total Credit Hours:	126

Theatre (Sta	age Management), B.F.A.	
(THEA.THSI	M)	
` Core Curriculu	•	49
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery	3
	Writing	
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	Art, Music, Theatre – in major	
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	logy, Health and Recreation	
KINE Activity co		2
,	Mathematics	
MATH 1301	Aspects of Modern Math or higher	3
Natu	ral and Physical Sciences	
	BIOL or ENVS	3
I	PHYS, GEOL, CHEM, or PHSC	3
Ş	Science Lab	1
Socia	l and Behavioral Sciences	
]	ECON, POLS, PSYC, SOCI, or PHIL	6
	Foreign Language	
	One language	6
Major: Theatre		70
THEA 1131	Theatre Workshop	1
THEA 1132	Theatre Workshop	1
THEA 1133	Theatre Workshop	1
THEA 1134	Theatre Workshop	1
THEA 1333	Introduction to Theatre	3
THEA 2334 THEA 2335	Acting I	3 3
THEA 2333	Stagecraft Theatre Lighting	3
THEA 3337	Costume Design	3
THEA 3339	Scene Design	3
THEA 4303	Modern Drama	3
THEA 4337	Directing	3
THEA 4345	Theatre Hist: Greeks to 18th Century	3
THEA 4346	Theatre Hist: 18th Century to Present	
Stage Manageme		
COMM 3302	Interpersonal Communication	3
COMM 3303	Small Group Communication	3
ETHC 3330	Ethics in the Fine Arts	3
LDSP 1301	Foundations of Leadership Studies	3
MGMT 3351	Introduction to Management	3
MGMT 3371	Nonprofit Management	3
MUSB 3301	Introduction to Fine Arts Managemen	
THEA 2337	Stage Management	3

THEA 3360 History of American Musical Theatre		3	
THEA 4338 Directing II			
THEA 4365 Stage Management Practicum			
Note: THEA 4365 is taken twice for credit			
Technological Competency and Electives		5	
CSCI 1303 Intro to Computer Applications or			
MUTC 2338 Computers and Music		3	
Electives			
Total Credit Hours: 12			

Theatre (Th	eatre Design), B.F.A.				
(THEA.THD	E)				
Core Curriculum 49					
0010 001110011	Core Distinctive				
FYSM 1300	First Year Seminar: Gateway	3			
COMM 1301	Speech Communication	3			
KINE 1170	Wellness for Life	1			
HIST 1300	Making US History	3			
RELI 2345	The Religious and Philosophical Life				
ENGL 3300	Writing as Discovery	3			
	Writing	J			
ENGL 1301	Freshmen Writing I or				
ENGL 1302	Freshmen Writing II	3			
	Literature				
ENGL 2301	World Literature or				
ENGL 2302	English Literature or				
ENGL 2303	American Literature	3			
	Fine Arts				
Fine Arts - from	ı Art, Music, Theatre – in major				
	Biblical Studies				
BIBL 1301	Old Testament Survey or				
BIBL 1302	New Testament Survey	3			
	ology, Health and Recreation				
KINE Activity co	ourse	2			
	Mathematics				
MATH 1301	Aspects of Modern Math or higher	3			
Natu	ral and Physical Sciences				
]	BIOL or ENVS	3			
]	PHYS, GEOL, CHEM, or PHSC	3			
9	Science Lab	1			
	ll and Behavioral Sciences				
ECON, POLS, PSYC, SOCI, or PHIL 6					
	Foreign Language				
	One language	6			
Major: Theatre		76			
THEA 1131	Theatre Workshop	1			
THEA 1132	Theatre Workshop	1			
THEA 1133	Theatre Workshop	1			
THEA 1134	Theatre Workshop	1			
THEA 1333	Introduction to Theatre	3			
THEA 2334	Acting I	3			
THEA 2335	Stagecraft	3			
THEA 3337	Theatre Lighting	3			
THEA 3338	Costume Design	3			
THEA 3339 THEA 4303	Scene Design Modern Drama	3			
THEA 4303	Directing	3			
THEA 4345	Theatre Hist: Greeks to 18th Century	3			
THEA 4346	Theatre Hist: 18th Century to Present				
Theatre Design	-	. 3			
THEA 4341	Theatre Management	3			
THEA 4347	Adv Design: CAD for Lighting, Design	3			
THEA 4348	Adv Design: CAD for Costume, Design	3			
THEA 4349	Advanced Design: CAD for Set Design	3			
THEA 4375	Senior Showcase	3			
ART 1301	Drawing I	3			
ART 1302	Design I	3			
ART 1311	Drawing II	3			

ART 2302	3D Design	3			
ART 2321	Introduction to Graphic Design	3			
ART 2382	Fund of Photography - Darkroom	3			
ART 3320	Photoshop for the Graphic Designer	3			
ART 3333 Watercolor Painting		3			
	ART or THEA Electives	3			
Technological (Technological Competency and Electives				
CSCI 1303	Intro to Computer Applications or				
MUTC 2338	Computers and Music	3			
	Total Credit Hours: 128				

				m) , 10) , 10	
Theatre, B.	F.A. Theatre Education		THEA 3112 THEA 4112	Theatrical Choreography/Dance Theatrical Choreography/Dance	1 1
Track (Grades EC-12 (A.THEA))			THEA 4341	Theatre Management or	•
Core Curriculi		48	MUSB 3301	Introduction to Fine Arts Managemen	t 3
core curricui		40	THEA 4372	Educational Theatre	3
EVCM 1200	Core Distinctive	2	Education		24
FYSM 1300	First Year Seminar: Gateway	3	EDUC 3330	Found of Learning and Development	3
COMM 1301	Speech Communication	3	EDUC 3338	The Learning Environment	3
KINE 1170	Wellness for Life	1	EDUC 4340	Current Issues in Spec Ed	3
HIST 1300	Making US History	3	EDUC 4371	Organization and Management for	
RELI 2345	The Religious and Philosophical Life			Teaching, In the Middle Grades and	_
ENGL 3300	Writing as Discovery	3	EDIIC 4270	Secondary, Classroom	3
TWG. 4004	Writing		EDUC 4378	Innovative Integrations	3
ENGL 1301	Freshmen Writing I or		EDUC 4379	Capstone: The Professional Teacher	3
ENGL 1302	Freshmen Writing II	3	EDUC 4622 READ 3362	All-Level Student Teaching Read Instru for Adolesc Stu	6 3
	Literature			l Competency and Electives	6
ENGL 2301	World Literature or		FDUC 1306	Technology in Education	3
ENGL 2302	English Literature or	_	FD0C 1300	Elective	3
ENGL 2303	American Literature	3		Total Credit Hours: 1	_
	Fine Arts			Total Great Hours.	
Fine Arts - fron	n Art, Music, Theatre – in major				
	Biblical Studies				
BIBL 1301	Old Testament Survey or		Theatre M	linor (THEA)	
BIBL 1302	New Testament Survey	3	Required Cou		
Kinesi	ology, Health and Recreation		THEA 1333	Introduction to Theatre	3
KINE Activity c		1	THEA 2334	Acting I	3
THEA 2112 - S	ee major		THEA 2335	Stagecraft	3
	Mathematics		THEA 3337	Theatre Lighting	3
MATH 1301	Aspects of Modern Math or higher	3	THEA 4337	Directing	3
Nati	ural and Physical Sciences			THEA elective	3
	BIOL or ENVS	3		Total Credit Hours:	18
	PHYS, GEOL, CHEM, or PHSC	3			
	Science Lab	1			
Socia	al and Behavioral Sciences				
	ECON, POLS, PSYC, SOCI, or PHIL	6			
	Foreign Language				
	One language	6			
Major: Theatre	9	46			
Required GPA	for major is 2.8				
THEA 1131	Theatre Workshop	1			
THEA 1132	Theatre Workshop	1			
THEA 1133	Theatre Workshop	1			
THEA 1134	Theatre Workshop	1			
THEA 1333	Introduction to Theatre	3			
THEA 2334	Acting I	3			
THEA 2335	Stagecraft	3			
THEA 3336	Theatre Mask and Make-Up	3			
THEA 3337	Theatre Lighting	3			
THEA 3338	Costume Design	3			
THEA 3339	Scene Design	3			
THEA 4337 THEA 4345	Directing Theatre Hist: Greeks to 18th Century	3			
THEA 4345	Theatre Hist: 18th Century to Present				
Theatre Educat	-				
THEA 2111	Voice, Diction and Dialects	1			
THEA 3111	Voice, Diction and Dialects Voice, Diction and Dialects	1			
THEA 4111	Voice, Diction and Dialects or	1			
THEA 2303	Voice and Diction for Stage & Screen	1/3			
THEA 2112	Theatrical Choreography/Dance	1			

Patty Hanks Shelton School of Nursing

http://www.phssn.edu/index.php

Dean Dr. Donalyn J. Alexander 325-670-1198 HSU Box 16245

Faculty

Donalyn Alexander, RN, MSN, DNP, CLNC Associate Dean, Associate Professor Kimberly Cooper, APRN, MSN, FNP-C Assistant Professor

Chaluza Kapaale, RN, MSN, Ph.D., Assistant Professor Valerie Miller, APRN, MSN, Ph.D., FNP-C,

Assistant Professor

Pamela McCullough, RN, MSN, Instructor Kate Woehl, RN, MSN, Assistant Professor Jodi Fry, RN, MSN, CHPN Instructor Leslie Holley, RN, MSN, DNP, Assistant Professor Morgan Scherwitz, RN, MSN, Instructor Lindsay Schwartz, RN, MSN, CCM, Instructor Laura Wade, RN, MSN, CNE, Instructor

Patty Hanks Shelton School of Nursing is a part of a consortium which provides collegiate nursing education in Texas. Through the Patty Hanks Shelton School of Nursing, Hardin-Simmons University offers the Bachelor of Science in Nursing degree.

Mission Statement

The mission of the Patty Hanks Shelton School of Nursing is to educate baccalaureate and advanced practice nurses for lives of Christian service and leadership to meet the ever-changing health care needs of a global society.

Introduction

Patty Hanks Shelton School of Nursing prepares graduates of the nursing program to function as entry level practitioners and change agents in the delivery of a broad spectrum of health services required by society. Baccalaureate education also provides the foundation skills and knowledge required for graduate education. The educational experiences are designed to assist students to develop an understanding of the nursing role in today's complex health care environment.

Program Outcomes:

Upon completion of this program the graduate will be prepared to:

- 1. Apply the nursing process utilizing evidencebased practice and critical thinking to deliver competent, holistic, ethno-culturally sensitive, and ethical care to clients across the life span in a global society.
- 2. Demonstrate integrity, responsibility and accountability to clients, other health care workers and the profession of nursing in political, legal and ethical situations.
- 3. Communicate effectively with clients and other members of the health care team.
- 4. Demonstrate leadership and management skills in the delivery of health care services and the practice of professional nursing.
- 5. Combine research findings, patient care technologies and community resources to promote client health and wellness across the life-span.
- 6. Demonstrate accountability for practice behaviors, action and responsibility for life-long personal, moral, ethical, spiritual, religious and professional development.

Approvals & Accreditation

The School of Nursing is approved by the Texas Board of Nursing. Graduates from the program are eligible to sit for the National Council State Boards of Nursing exams (NCLEX-RN) for licensure as a Registered Nurse. This is contingent upon meeting all other Texas Board of Nursing requirements (refer to board rule 217.3 or visit http://www.bon.state.tx.us/exam-eligibility.asp for more information.

The baccalaureate degree program in nursing at Patty Hanks Shelton School of Nursing is accredited by the Commission on Collegiate Nursing Education.(http://www.ccneaccreditation.org/)

High School Preparation

High school students wishing to major in nursing are advised that their preparation for nursing study will be strengthened by inclusion of high school chemistry, and biology; mathematics; social and behavioral sciences; and English.

Lower-Division Requirements

All freshman students accepted for admission in the consortium institutions, and stating a preference for nursing as a major, will be placed in lower-division core courses. However, acceptance into the lower-division courses does not guarantee that students will be selected for enrollment in the Patty Hanks Shelton School of Nursing (PHSSN). Students having

an ACT composite score of 18 or less should seek career counseling.

Admission Requirements

Students must meet all parent university degree requirements. A separate admission process is required for students to be admitted to the School of Nursing. Admission is competitive, and the size of the classes is determined by the availability of space and clinical facilities. Admission to Hardin-Simmons University does not guarantee admission to PHSSN.

1. The School of Nursing will review all applications with a minimum cumulative grade point average (GPA) of 3.00 in the lower-division nursing curriculum based on a 4.0 scale. The selection process of the School of Nursing is highly competitive. To ensure a thorough and objective review of each applicant, the School of Nursing utilizes a point system to assess a pre-nursing student's readiness for the BSN program. The admission point system is comprised of all the admission requirements - the cumulative GPA, general education requirement completion, science grades, HESI A2 Nursing Entrance Exam scores, and professional references. To be competitive, a student must achieve a minimum of 75% of the total possible points earned.

Criteria	Percentage of Total	Points Possible
Applicant History	5%	4
Pre-Requisite Science Course Grades	34%	27
HESI Exam Scores	31%	25
Cumulative GPA	30%	24
Totals	100%	80

- 2. Students are required to take the HESI A2 Nursing Entrance Exam. A HESI A2 cumulative score of 75% or better is required. A minimum score of 75% is recommended on each science section (Biology, Chemistry, and Anatomy & Physiology) to be competitive. Three attempts will be permitted. If the HESI A2 is repeated to improve scores, the highest score in each section will be considered for admission. HESI A2 scores are considered valid by PHSSN for two admission cycles (fall & spring or spring & summer or summer & fall). Therefore, the HESI A2 should not be attempted earlier than two academic semesters prior to the desired entry semester.
- 3. Students are required to submit two professional recommendation letters.

- 4. All general education requirements and courses towards a minor must be completed prior to enrollment in the nursing program.
- 5. Anatomy & Physiology I, Anatomy & Physiology II, Microbiology, and Chemistry must be less than five years old. Exception will be granted only to currently practicing LVNs with a valid license. The courses may only be repeated once unless previous attempts are more than five years old and therefore may not be accepted toward the BSN general education requirements
- 6. Students must complete the required Anatomy & Physiology, and Microbiology courses with a minimum grade of 'B' before admission to PHSSN.
- 7. Students must apply for admission to the School of Nursing. Students should contact the school of nursing for specific deadlines.

For transcript evaluation at PHSSN Contact the Patty Hanks Shelton School of Nursing:

Phone: (325) 671-2399 Fax: (325) 671-2386 info@phssn.edu

- 8. An offer of conditional admission with stipulations may be extended on a case by case basis. PHSSN Nursing Program Policies
- 1. Once accepted, students must submit evidence of physical examination, and immunizations, which is consistent with the requirements of the program. Contact the school of nursing for the most current list of required immunizations.
- 2. All students must submit to a criminal background check through a designated agency.
- 3. All students are required to attend orientation at the beginning of each fall/spring semester.
- 4. Students who have any physical or learning disability (i.e. ADD, ADHD) must provide official written medical documentation of the disability and information attesting to his/her ability to meet the requirements of the program. Parent institution guidelines must be followed. The applicant/student must be able to meet the essential functions with reasonable accommodations throughout the program of learning.
- 5. . . Throughout the program, students must maintain a level of mental and physical health consistent with meeting the objectives of the curriculum. If a student presents with a mental and/or physical health condition that may affect their ability to perform the essential functions of nursing, they must provide a doctor's note clearly stating their ability to safely perform the essential functions of nursing.

- 6. Students accepted into the PHSSN are responsible for providing their own transportation to class and all clinical facilities.
- 7. Students accepted into PHSSN must annually provide proof of medical health insurance. If not on parent's insurance, the student must have a private policy.
- 8. Students must successfully complete all nursing courses (with a minimum grade of 'C') in sequential order in each level before progression to the next level in the nursing curriculum. Pathophysiology must also be completed with a minimum grade of 'B' to progress in the nursing curriculum.
- 9. Applicants seeking admission by transfer must meet all published standards.
- 10. If the student's performance is unsatisfactory in the clinical setting, the faculty may recommend immediate dismissal to the Dean.
- 11. The student must annually provide proof of current CPR certification. The student will not be allowed in the classroom or clinical area without this certification. American Heart Association CPR for Health Care Provider is accepted (National Safety Council, Heart Saver, & Heart Saver Plus are not acceptable).
- 12. Professional liability insurance is required of each student. This insurance is included in the student's tuition and fees.
- 13. All PHSSN entering students are required to purchase physical assessment equipment that is supplied through PHSSN. The cost of the equipment will be charged as a student fee.
- 14. BSN nursing students are required to take standardized diagnostic program examinations each semester. The cost will be included in the student's tuition and fees.
- 15. In order for a student to meet program requirements for the completion of the BSN curriculum, the student must demonstrate minimal competency in nursing theory and practice. Competency is demonstrated through successful scoring on the identified standardized exit exam. Successful scoring on this examination is a portion of the course requirements for the course NURS 4453.
- 16. A student planning to withdraw, or request a leave of absence from the program is required to:
- Meet with their Faculty Advisor to discuss his/her need to withdraw from the nursing program.
- Submit the PHSSN Withdrawal Form addressing the reasons for withdrawing/leave of absence from the nursing program.
- Complete required parent university forms/documentation, with appropriate faculty/advisor signatures.
 Withdrawal from the parent university is considered withdrawal from the School of Nursing.

- A student who fails to follow the prescribed procedure will not be issued letter(s) of recommendation or good standing by the School of Nursing.
- 17. Students may reference the PHSSN Student Handbook for further processes and policies. Degree Requirements-Lower-Division Courses (SUGGESTED COURSE SEQUENCE)

 NOTE: The course sequence below is suggested for a

NOTE: The course sequence below is suggested for a four year progression through the program. Failure to follow suggested course sequence may result in delayed entry into the BSN program. As per PHSSN Student Handbook, "Students must complete the entire nursing curriculum within three years of the date of first admission to the school of nursing".

*NURSING FOUNDATIONAL CURRICULUM COURSES REQUIRING A MINIMUM GRADE OF "C".

** SCIENCE COURSES REQUIRING A MINIMUM GRADE

Fall Semester, Freshman		NURS 3323	3
	Credit	NURS 3421	4
S		NURS 3622	6
*CHEM 1401	4	Total Credits	13
*MATH 1310	3		
BIBL 1301 or BIBL 1302	3	Spring Semester, Junior	
ENGL 1301 or ENGL 1302	3		Credit
FYSM 1300	3	S	
Total Credits	16	NURS 3335	3
		NURS 4371	3
Spring Semester, Freshman		NURS 3836	8
, S = 1 = 1	Credit	Total Credits	14
S			
ENGL Sophomore Literature	3	Fall Semester, Senior	
*PSYC 1301	3	1 4.1. 50.11.65.61, 50.11.61	Credit
HIST1300	3	S	Greate
RELI 2345	3	NURS 4343 (online)	3
KINE 1171	1	NURS 4335	3
KINE 1171 KINE activity course	1	NURS 4846	8
Total Credits	14	Total Credits	14
Total Credits	14	Total Gredits	14
Summer Sessions, Freshman		Spring Semester, Senior	
	Credit		Credit
S		S	
KINE activity course	1	NURS 4352	3
*SOCI 1301	3	NURS 4453	5
Total Credits	4	NURS 4651	6
		Total Credits	13
Fall Semester, Sophomore			
	Credit	RN-BSN PROGRAM	
S		NOTE: Students attending HSU must fulfil	l the
**BIOL 2402	4	general education requirements set forth	for the
**BIOL 2405	4	general BSN student.	
*PSYC 2300	3	Admission Requirements for the Bachelor	of Science
COMM 1301	3	on Nursing RN-BSN Program	
Total Credits	14	Full admission is granted to applicants wh	no have met
		all admissions requirements in the judgm	
Spring Semester, Sophomore		Admissions and Progression Committee, o	
-p8	Credit	of PHSSN faculty. Applicants will be review	
S		holistically and exclusively. No one factor	
** BIOL 2403	4	determine a student's admission. The follo	
* Statistics 1000-level or higher	3	required of applicants for the Bachelor of	
ENGL 3300	3	Nursing RN-BSN Program:	SCICILCE III
CSCI 1303	3	1. Current, active RN unencumbered lice	ance in
	3		:115E 111
3 Credits from Art, Theatre, or Music		good standing – no restrictions;	dmissis-
Total Credits	16	2. Minimum cumulative GPA of 2.5 for a consideration. All calculated grades from	
Summer Sessions, Sophomore		attended are admission grade point avera	
Juminer Jessions, Jophomore	Credit	3. Prerequisite course work completed	
C	Great		
s NURS 2301	2	grade of "C" or better, prior to the beginni	ing or uns
	3	program;	all married
**NURS 3410	4	4. Students must successfully complete	
NURS 3334	3	courses (with a grade of 'C' or better) in s	
Total Credits	10	order in each level before progression to the level in the curriculum.	tne next
Fall Semester, Junior		ievei in the curriculum.	
i an semester, junior	Credit		
c	Great		

5. All applicants who receive offers of admission will consent to a criminal background check (a complete FBI/DPS background check). A history of criminal conduct or conviction may result in withdrawal of the admission offer.

All applicants must provide documentation of the following prior to enrollment:

- 1. Professional liability insurance
- 2. Completion of a current physical
- 3. Proof of health insurance
- 4. Compliance with the CDC program mandated immunizations for health care workers (Refer to the CDC website:

http://www.cdc.gov/vaccines/specgrps/hcw.htm)

- 5. Healthcare provider BLS or ACLS (CPR) certification (adult, infant, & child)
- 6. Current negative 10 panel drug screen
- 7. For transcript evaluation at PHSSN Contact the Patty Hanks Shelton School of Nursing:

Phone: (325) 671-2399 Fax: (325) 671-2386 info@phssn.edu

8. Application submitted through the Nursing Centralized Application Service (Nursing CAS). Nursing CAS will verify application for accuracy, calculate the GPA, and send applicant's materials to PHSSN. www.nursingcas.org

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.8 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 40 Chapel attendances required.

Nursing, B.S.N.

Core Curriculu	ım	61
	Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	e 3
ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or	
ENGL 1302	Freshmen Writing II	3
	Literature	
ENGL 2301	World Literature or	
ENGL 2302	English Literature or	
ENGL 2303	American Literature	3
	Fine Arts	
Fine Arts - from	n Art, Music, Theatre	3
	Biblical Studies	
BIBL 1301	Old Testament Survey or	
BIBL 1302	New Testament Survey	3
	ology, Health and Recreation	
KINE Activity co		2
	Mathematics	
MATH 1310	College Algebra or higher	3
	(not MATH 1315)	_
	Statistics**	3
	**STAT 1000 level or higher	J
Natu	iral and Physical Sciences	
BIOL 2402	Human Anatomy/Physiology I	4
BIOL 2403	Human Anatomy/Physiology II	4
BIOL 2405	Public Health Microbiology	4
DIOL 2 103	Chemistry with Lab	4
Socia	al and Behavioral Sciences	•
	from outside the major & minor	
PSYC 1301	Intro to Psychology	3
PSYC 2300	Life Span Development	3
SOCI 1301	Intro to Sociology	3
Major: Nursing		64
	S 3410 with a B or better.	01
	S-2301, 3334, 3323, 3421, 3622,	
	70, 4373, 4374, 3836, 4343, 4846,	
	51 with a C or better.	
NURS 3410	Pathophysiology	4
NURS 2301	Introduction to Nursing Skills	3
NURS 3334	Dimensions of Nursing	3
NURS 3323	Pharmacology	3
NURS 3421	Health Assessment	4
NURS 3622	Nursing Process I-Fund ofNursing	6
NURS 3335	Mental Health Nursing	3
NURS 4362	Joining Forces: Underst	3
Wounds/War o	•	
NURS 4370	Lab and Diagnostics or	
NURS 4371	Health Care Missions or	
NURS 4371	Care of the Terminally Ill or	
NURS 4374	Clinical Nutrition	3
1.010 10/1		5

NURS 3836	Nursing Process II Nursing Care of				
	the Childbearing and Childrearing		Nursing (R	.N. to B.S.N.), B.S.N.	
	Family	8	Core Curricul		61
NURS 4335	Community and Public Health			Core Distinctive	
Nursing	3		FYSM 1300	First Year Seminar: Gateway	3
NURS 4343	Nursing Theories& Research	3	COMM 1301	Speech Communication	3
NURS 4846	Nursing Process III (Acute Care		KINE 1170	Wellness for Life	1
Nursng)	8		HIST 1300	Making US History	3
NURS 4352	Leadership and Management	3	RELI 2345	The Religious and Philosophical Li	
NURS 4453	Professional Nursing Practicum	4	ENGL 3300	Writing as Discovery	3
NURS 4651	Nursing Process IV-Critical Care		ENGL 1301	Writing Freshmen Writing I or	
Nursng Technological	6 Compatancy	3	ENGL 1301 ENGL 1302	Freshmen Writing I	3
CSCI 1303	Intro to Computer Applications	3	ENGL 1302	Literature	3
C5C1 1505	Total Credit Hours: 1		ENGL 2301	World Literature or	
	Total dicale months		ENGL 2302	English Literature or	
			ENGL 2303	American Literature	3
				Fine Arts	
			Fine Arts - from	m Art, Music, Theatre	3
				Biblical Studies	
			BIBL 1301	Old Testament Survey or	
			BIBL 1302	New Testament Survey	3
				ology, Health and Recreation	
			KINE Activity		2
			MARIN 4040	Mathematics	2
			MATH 1310	College Algebra or higher	3
				(not MATH 1315) Statistics**	3
				**STAT 1000 level or higher	3
			Nat	ural and Physical Sciences	
			BIOL 2402	Human Anatomy/Physiology I	4
			BIOL 2403	Human Anatomy/Physiology II	4
			BIOL 2405	Public Health Microbiology	4
			2102 2 100	Chemistry with Lab	4
			Soci	al and Behavioral Sciences	
				from outside the major & minor	
			PSYC 1301	Intro to Psychology	3
			PSYC 2300	Life Span Development	3
			SOCI 1301	Intro to Sociology	3
			Major: Nursin		62
				Validation - Basic nursing skills	
				n successful completion of Transition	ıs
				as successful mobility exam	
			completion.	00 4060 4040 4050 4405 4064	
				RS -4360, 4343, 4352, 4435, 4364,	
			4368 with a C		2
			NURS 4360 NURS 4343	Professional Nursing Transitions Nursing Theories& Research	3 3
			NURS 4343 NURS 4352	Leadership and Management	3
			NURS 4435	Community and Public Health	3
			Nursing	4	
			NURS 4364	Health Behaviors	3
			NURS 4368	Care of Vulnerable Populations	3
				l Competency	3
			CSCI 1303	Intro to Computer Applications	3
				Total Credit Hours:	126

The Mr. and Mrs. Charles W. Logsdon School of Theology

Dean Dr. Robert R. Ellis 325- 670-5841 HSU Box 16235 rellis@hsutx.edu

Faculty

Larry Baker, Th.D., Professor of Pastoral Ministry Robert R. Ellis, Ph.D., Phillips Professor of Hebrew and Old Testament

Kelvin Kelley, D. Min., Associate Professor of Theology

Randall Maurer Ph.D., Professor of Psychology and Family Ministry

Larry McGraw, Ph.D., Associate Dean School of Theology

Kelly Pigott, Ph.D., Professor of Church History Susan M. Pigott, Ph.D., Professor of Old Testament and Hebrew

Dan R. Stiver, Ph.D., Professor of Theology Meredith Stone, Ph.D., Assistant Professor of Christian Ministry and Scripture

Myles Werntz, Ph.D., Associate Professor of Christian Ethics and Practical Theology

The school is named for Charles and Koreen Logsdon of Abilene, former students, long-time friends, and benefactors of Hardin-Simmons University. The school was established in 1982 in memory of Mr. Logsdon, who died in October 1981. Mr. Logsdon's service as a trustee for 15 years was marked by quiet, dedicated, effective service to his alma mater, from which he graduated in 1928. Mrs. Logsdon attended Hardin-Simmons in 1928-32. As an expression of her love for the school and in fulfillment of her husband's wishes, she made the largest gift in Hardin-Simmons University history to that date to establish the Logsdon School of Theology.

Logsdon offers several paths to help students to discover their call:

Biblical Studies Major (B.A)

At the heart of Logsdon's approach to scripture is the celebration of its transformative power. Scripture is not simply a textbook. It is a dynamic, living Word that speaks to each generation. Come join in learning what it is saying in today's generation. The Biblical Studies major in Logsdon provides students with a strong foundation in Christian Scripture. It prepares students at a basic level for ministry in and through

the church and equips them for more advanced study in a graduate program.

Through this Biblical Studies major, the student will

- Learn how the Bible developed
- Discover the history and culture of the biblical world
- Be equipped to interpret Scripture in its context
- Discover the relevance of the Bible for today's world
- Be equipped to communicate the message of Scripture
- Learn how to read the Bible in its original languages.

Ministry Major (B.B.S and B.A)

At Logsdon, we strive to help our students to be formed into God's image so that they might serve all created in God's image. Whether in the church or in the community, we are committed to helping students find their place in joining God's redemptive work

The ministry major at Logsdon School of Theology equips women and men called to join God's work in the world through a ministry vocation.

Through this ministry major the student will:

- Develop critical skills for interpreting the Bible and applying its message
- Construct a foundation in theology, church history, and Christian ethics
- Imagine how to engage in contextual ministry
- Learn ministry practices in an experiential manner
- Integrate theological reflection in the practice of ministry
- Experience contextualized learning through mentoring in an internship

Theological Studies Major (B.A.)

At Logsdon, we understand learning to be a collaborative effort. We lead students to engage the great questions of faith and equip them for a journey of discovering, "Who am I?," "Who is God?," and "Who is my neighbor?" Students at Logsdon are grounded in the traditions of Scripture and Christian theology and are prepared to be innovative ministers in a rapidly changing world. Out of their rich experience, both in academics and in the church, the first priority of Logsdon faculty is to teach and

mentor the next generation of ministers.

The major in Theological Studies prepares students to engage the world theologically and ethically in order to serve in a wide variety of ministry careers, while also preparing them for advanced study in competitive graduate programs. The Theological Studies major is the most recognized major among graduate schools and will prepare students not only to go on and get advanced degrees, but also to be equipped for challenging and creative ministries, such as non-profit organizations or the arts.

Through this Theological Studies major, the student will:

- Learn methods of biblical interpretation
- Learn to read the Bible in its original languages.
- Study the history of the church
- Study key figures and movements in theology
- Learn to analyze and critique current ethical and theological trends
- Learn to articulate their own theological and religious perspective
- Learn to communicate historical, theological and religious topics to a broad audience
- Develop skills in research, writing and critical thinking.

Worship Ministry Major (B.B.S)

Kierkegaard wrote, "Worship isn't God's show. God is the audience. God's watching. The congregation, they are the actors in this drama. Worship is their show. And the minister is just reminding the people of their forgotten lines."

The worship ministry degree is designed for persons who are preparing for worship leadership. Since many worship minsters are called upon for other pastoral duties, this major also equips the student for a variety of ministry roles. The major involves significant coursework both in theology and in music, and so students in this major will not have a minor.

Through the worship major, the student will:

- Develop leadership skills for planning and organizing a worship ministry
- Develop critical skills for interpreting the Bible and applying its message
- Learn ministry practices in an experiential
- Be equipped in basic music skills
- Develop a theology of worship
- Study the history and theology of the church and music

Biblical Languages Minor

The Biblical Languages Minor in Logsdon will prepare students to read the scriptures in the

original languages of Hebrew and Greek. Students who pursue this minor take one year in Hebrew and two years in Greek. This minor provides a foundation for translating the scripture for the student. In addition, the Biblical Languages Minor fulfills the language requirement for the B.A. Degree.

Although numerous English translations of the Bible exist today, no translation can communicate the wonderful complexities of the original Hebrew and Greek. The pleasure that comes from personally translating an entire book of the Bible is simply incomparable.

Through this minor, the student will

- Learn to translate the Old Testament from the original Hebrew
- Lean to translate the New Testament from the original Greek
- Develop critical skills for interpreting the Bible and applying its message.

Religion Minor

The religion minor in Logsdon provides academic involvement for students who major in other areas of the University. Students have the freedom to select the courses which will address the dynamics of their area of life for which they are preparing.

Through this minor the students will

- Learn basic understanding of the scripture.
- Construct the foundation for dealing with life
- Supplement vocational preparation with a faithbased understanding.

Note: Graduation Requirements

- Complete a minimum of 124 credits with a cumulative GPA of 2.8 or higher to graduate.
- 42 upper level credits (3000 and 4000-level) required.
- 80 Chapel attendances required.

Biblical Studies, B.A. (BSTU)			Ministry	A /NACTV\	
Core Curriculum		58		B.A. (MSTY)	
Core Distinctive			Core Curricul		58
FYSM 1300	First Year Seminar: Gateway	3	DVCM 4200	Core Distinctive	2
COMM 1301	Speech Communication	3	FYSM 1300	First Year Seminar: Gateway	3
KINE 1170	Wellness for Life	1	COMM 1301	Speech Communication	3
HIST 1300	Making US History	3	KINE 1170	Wellness for Life	1
RELI 2345	The Religious and Philosophical Life	3	HIST 1300	Making US History	3
ENGL 3300	Writing as Discovery	3	RELI 2345	The Religious and Philosophical Life	3
	Writing		ENGL 3300	Writing as Discovery	3
ENGL 1301	Freshmen Writing I or		ENGL 4004	Writing	
ENGL 1302	Freshmen Writing II	3	ENGL 1301	Freshmen Writing I or	0
	Literature		ENGL 1302	Freshmen Writing II	3
ENGL 2301	World Literature or		ENGL 0004	Literature	
ENGL 2302	English Literature or		ENGL 2301	World Literature or	
ENGL 2303	American Literature	3	ENGL 2302	English Literature or	_
	Fine Arts		ENGL 2303	American Literature	3
Fine Arts - from	Art, Music, Theatre	3	· · · · ·	Fine Arts	
	Biblical Studies		Fine Arts - from Art, Music, Theatre		3
BIBL 1301	Old Testament Survey or			Biblical Studies	
BIBL 1302	New Testament Survey	3	BIBL 1301	Old Testament Survey or	_
	ology, Health and Recreation	_	BIBL 1302	New Testament Survey	3
KINE Activity co		2		siology, Health and Recreation	_
	Mathematics		KINE Activity		2
MATH 1301	Aspects of Modern Math or higher	3		Mathematics	
	ural and Physical Sciences		MATH 1301	Aspects of Modern Math or higher	3
	BIOL or ENVS	3	Na	itural and Physical Sciences	
	PHYS, GEOL, CHEM, or PHSC	3		BIOL or ENVS	3
	Science Lab	1		PHYS, GEOL, CHEM, or PHSC	3
	al and Behavioral Sciences	-		Science Lab	1
	from outside the major & minor			cial and Behavioral Sciences	
	ECON, POLS, PSYC, SOCI, or PHIL	6	Must b	e from outside the major & minor	
	Foreign Language	O		ECON, POLS, PSYC, SOCI, or PHIL	6
	One language	12		Foreign Language	
Major: Biblical		39		One language	12
MNST 3311	Ministry Formations	3	Major: Minist		39
MNST 3322	Ministry Internship	3	MNST 3311	Ministry Formations	3
RELI 4346	Senior Seminar	3	MNST 3322	Ministry Internship	3
KLLI 1310	BIBL upper level credits	12	RELI 4346	Senior Seminar	3
	THEO/CHST upper level credits	3		BIBL upper level credits	3
Logedon School	Foundation Courses	3		MNST/MISS upper level	9
BIBL 1301	Old Testament Survey or			THEO/CHST upper level credits	3
BIBL 1301	New Testament Survey	3	Logsdon Schoo	ol Foundation Courses	
DIDL 1302	(in addition to core)	3	BIBL 1301	Old Testament Survey or	
DIDI 2221	Methods in Biblical Interpretation	2	BIBL 1302	New Testament Survey	3
BIBL 2331 CHST 2308		3		(in addition to core)	
	Introduction to Christian History	3	BIBL 2331	Methods in Biblical Interpretation	3
MNST 2306	Communication in Ministry	3	CHST 2308	Introduction to Christian History	3
THEO 2307	Introduction to Theology	3	MNST 2306	Communication in Ministry	3
Minor	0	18	THEO 2307	Introduction to Theology	3
	Competency and Electives	9	Minor		18
CSCI 1303	Intro to Computer Applications	3	Technologica	l Competency and Electives	9
	Electives	6	CSCI 1303	Intro to Computer Applications	3
	Total Credit Hours:	124	3531 1303	Electives	6
Ministerial Grant students must take MNST 3311				Total Credit Hours:	
Ministry Formations and MNST 3322 Ministry			Ministerial Grant students must take MNST 3311		
Internship.			Ministry Formations and MNST 3322 Ministry		
_			Internship.	aciono ana Pirio i 3322 Pililiou y	
			meermomp.		

Ministry, B.B.S.(MSTY)			Theological Studies, B.A.(THEO)		
Core Curriculum		55	Core Curricul		58
	Core Distinctive			Core Distinctive	
FYSM 1300	First Year Seminar: Gateway	3	FYSM 1300	First Year Seminar: Gateway	3
COMM 1301	Speech Communication	3	COMM 1301	Speech Communication	3
KINE 1170	Wellness for Life	1	KINE 1170	Wellness for Life	1
HIST 1300	Making US History	3	HIST 1300	Making US History	3
RELI 2345	The Religious and Philosophical Life	3	RELI 2345	The Religious and Philosophical Life	3
ENGL 3300	Writing as Discovery Writing	3	ENGL 3300	Writing as Discovery Writing	3
ENGL 1301	Freshmen Writing I or		ENGL 1301	Freshmen Writing I or	
ENGL 1301	Freshmen Writing II	3	ENGL 1301	Freshmen Writing II	3
ENGE 1302	Literature	3	LIVEL 1302	Literature	5
ENGL 2301	World Literature or		ENGL 2301	World Literature or	
ENGL 2302	English Literature or		ENGL 2302	English Literature or	
ENGL 2302	American Literature	3	ENGL 2302	American Literature	3
ENGE 2505	Fine Arts	3	LIVEL 2505	Fine Arts	3
Fine Arts - from	Art, Music, Theatre	3	Fine Arts - from Art, Music, Theatre		3
Time rites from	Biblical Studies	3	Tille Til to II on	Biblical Studies	3
BIBL 1301	Old Testament Survey or		BIBL 1301	Old Testament Survey or	
BIBL 1301	New Testament Survey	3	BIBL 1302	New Testament Survey	3
	iology, Health and Recreation	3		iology, Health and Recreation	3
KINE Activity co		2	KINE Activity course (X 2)		2
INITIAL FICTIVITY C	Mathematics	_	THIND HEETVICY C	Mathematics	-
MATH 1301	Aspects of Modern Math or higher	3	MATH 1301	Aspects of Modern Math or higher	3
	tural and Physical Sciences	3		tural and Physical Sciences	5
	BIOL or ENVS	3	114	BIOL or ENVS	3
	PHYS, GEOL, CHEM, or PHSC	3		PHYS, GEOL, CHEM, or PHSC	3
	Science Lab	1		Science Lab	1
Social and Behavioral Sciences		1	Soc	cial and Behavioral Sciences	1
Must be from outside the major & minor				e from outside the major & minor	
riust be	ECON, POLS, PSYC, SOCI, or PHIL	15	Mast	ECON, POLS, PSYC, SOCI, or PHIL	6
Major: Minist		42		Foreign Language	Ü
MNST 3311	Ministry Formations	3		One language	12
MNST 3311 MNST 3322	Ministry Internship	3	Major: Theol	ogical Studies	39
RELI 4346	Senior Seminar	3	MNST 3311	Ministry Formations	3
KELI 4340		3	MNST 3311	Ministry Internship	3
	BIBL upper level credits		RELI 4346	Senior Seminar	3
	Logsdon upper level credits	3	KELI 4540		3
	MNST/MISS upper level credits	9		BIBL upper level credits	_
	THEO/CHST upper level credits	3		THEO/CHST upper level credits	6
_	ol Foundation Courses			THEO/CHST upper level credits	6
BIBL 1301	Old Testament Survey or		-	ol Foundation Courses	
BIBL 1302	New Testament Survey	3	BIBL 1301	Old Testament Survey or	_
BIBL 2331	Methods in Biblical Interpretation	3	BIBL 1302	New Testament Survey	3
CHST 2308	Introduction to Christian History	3	BIBL 2331	Methods in Biblical Interpretation	3
MNST 2306	Communication in Ministry	3	CHST 2308	Introduction to Christian History	3
THEO 2307	Introduction to Theology	3	MNST 2306	Communication in Ministry	3
Minor		18	THEO 2307	Introduction to Theology	3
Technological Competency and Electives		9	Minor		18
CSCI 1303	Intro to Computer Applications	3	Technological	Competency and Electives	9
	Electives	6	CSCI 1303	Intro to Computer Applications	3
	Total Credit Hours:	124		Electives	6
				Total Credit Hours:	124

Worship Ministry, B.B.S.(WMIN)		Biblical Languages Minor (BLAN)
Core Curriculum	52	Required Courses
Core Distinctive		GREK 2301 Elementary Greek I 3
FYSM 1300 First Year Seminar: Gateway	3	GREK 2302 Elementary Greek II 3
COMM 1301 Speech Communication	3	HEBR 2311 Elementary Hebrew I 3
KINE 1170 Wellness for Life	1	HEBR 2312 Elementary Hebrew II 3
HIST 1300 Making US History	3	GREK 4301 Intermediate Greek I 3
RELI 2345 The Religious and Philosophical Life	3	GREK 4302 Intermediate Greek II 3
ENGL 3300 Writing as Discovery	3	
Writing		Total Credit Hours: 18
ENGL 1301 Freshmen Writing I or		
ENGL 1302 Freshmen Writing II	3	Religion Minor (RELI)
Literature		• • •
ENGL 2301 World Literature or		Required Courses
ENGL 2302 English Literature or		Logsdon School of Theology 12
ENGL 2303 American Literature	3	Logsdon School of Theology upper level credits 6
Fine Arts		Total Credit Hours: 18
Fine Arts - from Art, Music, Theatre – see major		
Biblical Studies		
BIBL 1301 Old Testament Survey or		
BIBL 1302 New Testament Survey	3	
Kinesiology, Health and Recreation		
KINE Activity course (X 2)	2	
Mathematics		
MATH 1301 Aspects of Modern Math or higher	3	
Natural and Physical Sciences	2	
BIOL or ENVS	3	
PHYS, GEOL, CHEM, or PHSC	3	
Science Lab	1	
Social and Behavioral Sciences		
Must be from outside the major & minor	1 -	
ECON, POLS, PSYC, SOCI, or PHIL	15	
Major: Worship Ministry MNCT 2211 Ministry Formations	63	
MNST 3311 Ministry Formations MNST 3322 Ministry Internship	3	
MNST 3322 Ministry Internship RELI 4346 Senior Seminar	3 3	
BIBL upper level credits	3	
• •		
MNST MISS upper level credits THEO/CHST upper level credits	3 3	
	3	
MUCM 4327 Survey of Congregational Song MUHL 3343 Understanding Music: Classical,	3	
Popular, World	3	
MUTC 1331 Fundamentals of Music	3	
Music Electives	15	
Logsdon School Foundation Courses	13	
BIBL 1301 Old Testament Survey or		
BIBL 1302 New Testament Survey	3	
BIBL 2331 Methods in Biblical Interpretation	3	
CHST 2308 Introduction to Christian History	3	
MNST 2306 Communication in Ministry	3	
THEO 2307 Introduction to Theology	3	
Technological Competency and Electives	9	
CSCI 1303 Intro to Computer Applications	3	
Electives	6	
Total Credit Hours:	-	

Graduate Studies

Graduate Studies at Hardin-Simmons University were established by the Board of Trustees in 1926. Graduate programs include the following: Master of Arts Family Ministry Clinical Counseling and Marriage & Family Dual Degree in Family Ministry and Clinical Counseling and Marriage & Family Religion Management **Human Development** Master of Athletic Training

Master of Business Administration **Sport Business** Entrepreneurship Master of Divinity Master of Education Counseling and Human Development Gifted and Talented Education **Reading Specialist Education** Kinesiology, Sports and Recreation Master of Music Performance Church Music **Music Education** Theory and Composition Master of Physician Assistant Studies Master of Science Criminal Iustice Kinesiology, Sports and Recreation

Master of Science in Nursing **Nursing Education** Family Nurse Practitioner Nursing Post Master's Certificate Doctor of Education in Leadership **Doctor of Ministry Doctor of Physical Therapy** Undergraduates Registering for Graduate Courses Under limited circumstances, seniors may register for a limited number of graduate-level courses either to count toward the completion of the undergraduate degree plan, or to count above and beyond the required number of hours for the undergraduate degree requirements. Only six hours of graduate credit may be taken to count toward completion of undergraduate degree requirements. Graduate credits taken above and beyond the requirements of the undergraduate degree plan are eligible to count toward future graduate degree work.

In both cases, the student must have the necessary prerequisite course work and the written permissions of the undergraduate advisor, the course instructor, and the program director of the graduate program. The program director's permission will be based on review of the undergraduate academic record and evidence of the student's ability to succeed in graduate level course work.

The form for permission to register in graduate courses may be obtained in the Office of Graduate Studies. Undergraduate registration in graduate courses may only be completed in the Registrar's Office. Students will be required to submit the permission form with all required signatures along with the registration form.

For further information about Graduate study contact:

Office of Graduate Studies Hardin-Simmons University Sandefer Memorial Box 16210 Abilene, Texas 79698 Phone: 325-670-1833 Toll Free: 888-478-1222

email: gradoff@hsutx.edu

For degree requirements, course descriptions, and admissions procedures, see the Graduate Catalog.

Alumni Association

www.hsux.edu/alumni 325-670-1317

The Hardin-Simmons Alumni Association is composed of all former HSU students. The Alumni Association is led by an Executive Board comprised of graduates representing a wide variety of demographics.

The Office of Alumni Relations administers alumni business and projects, works to keep HSU Alumni connected to one another as well as the University, and, along with Institutional Advancement, maintains records and communications with alumni.

The Alumni Association and the Office of Alumni Relations work closely with the offices of Development, University Marketing, Enrollment Service, Student Life, Career Services, and Athletics as well as the various colleges and schools within the University.

For graduates and former students, the Alumni Office is the go-to location for information.

Range Rider is the official publication of the HSU Alumni Association and is published through the Office of University Marketing in cooperation with the Office of Alumni Relations. It is typically mailed twice yearly to parents of current students, alumni, and other friends of the university.

Recruiting

The Kids Club is a pre-recruiting project which targets children up to age 14 with year-round outreach. It's open to children and grandchildren of HSU family and friends.

Senior & Graduate Student Outreach: In an effort to continue affinity and loyalty, encourage retention, and expand the marketing reach of HSU, the University continues to provide each graduate with an Official HSU Ring. The Alumni Association hosts a Ring Presentation Ceremony each semester in partnership with Jostens, Inc. (See separate section for more details about the Official HSU Ring.)

The HSU Alumni Association partners with Student Success to host Graduation Celebration the day before graduation. Held in and around the Alumni Wall, the Celebration welcomes HSU's newest Alumni while providing time for the graduates to connect with their peers, take photos, receive their first FREE alumni t-shirt, and find names on the Wall.

Incoming Students. The HSU Alumni Association, welcomes Freshman during Stampede with a Homemade Ice Cream Social. All alumni are invited to sign-up to bring ice cream and then stay to sign beanies.

School Spirit & Traditions

Homecoming: The Alumni Association hosts
Homecoming weekend in the fall of each year.
Activities are designed to attract a diverse segment
of the HSU Family – specifically Alumni and Student
populations. There are more than 70 offered events.
The student-directed All-School SING is a highlight
during Homecoming, as is a football game, Alumni
Awards Banquet, Homecoming Festival & Pep Rally,
University King & Queen Coronation, and the HSU
Family Worship Service on Sunday.
https://www.hsutx.edu/alumni/hsu-homecoming/

Alumni Awards: Each year, Hardin-Simmons University honors former students with the John J. Keeter Jr. Alumni Service Award, Distinguished Alumni Awards, Outstanding Young Alumni Awards, and Logsdon Distinguished Alumni Award, inducts former students into the Athletics Hall of Fame and Hall of Leaders.

HSU Family Gatherings

Throughout the year, the Alumni Association hosts gatherings in various locations around the country where members of the HSU family can network, visit, and catch up on HSU news. All Alumni, students, parents, and friends are welcome to attend. Information will be provided via a mix of mail, email, and website announcements using the information contained in the HSU alumni & friends database.

Board of Young Associates

This is a select group of Hardin-Simmons University alumni under the age of 40, who aspire voluntarily to assist Hardin-Simmons University in the areas of Public Relations, Leadership, Financial Development, Student Affairs, and Student Recruitment.

Membership on the Board is granted by invitation through the Young Associates Membership Committee with the approval of the general Board and the University President. The Board sponsors the HSU Kids Club, hosts the annual Outstanding Young Alumni Awards ceremony, and awards the Tomorrow's Leaders Today scholarship. Those interested in membership simply need to so advise the Office of Alumni Relations.

Social Media

Facebook: hsualumniTwitter: hsutxalumniInstagram: hsutxalumni

• LinkedIn: Hardin-Simmons University Network

The Official Hardin-Simmons University Ring Brought to you by the University, the Alumni Association, and Jostens, Inc. www.hsutx.edu/alumni/official-class-ring

Recognizing the high costs involved in earning An Education Enlightened by Faith, HSU wants to acknowledge your success by offering you an Official HSU Ring to wear during your final semester and thereafter as a symbol of your dedication in achieving this great life milestone.

Qualified graduating students have the opportunity to receive, at no additional cost, the Official Hardin-Simmons University Ring. This Ring becomes available during the semester of a student's scheduled graduation. August graduates are included in the Spring ordering process and Presentation Ceremony.

To place an order, students must have their completed diploma card on file with the Registrar's Office. Students must first be sized early in the appropriate semester (several days and times will be made available).

NOTE: Relevant information will be sent to the student's official HSU email address.

Students may preview choices such as karat weight, stone options, and style. HSU is offering a ring (large, regular, small or dainty) with amethysts, cubic zirconia, or plain stars. Students can select up to 18 letters to be engraved inside the ring. Upgrades, including diamonds and additional karat weight, may be purchased at the student's expense.

Students who are not sized during the times/days provided may be sized in the Office of Alumni Relations (Compere Hall), as early in the semester as possible. The last day to place an order is the day prior to the student's commencement ceremony.

About six weeks prior to the May and December commencement ceremonies, the Alumni Association will host HSU's Ring Celebration and Presentation Ceremony.

During the Ring Celebration and Presentation Ceremony, the University President or his representative will personally hand, to each student present, their Official Ring. Because of space restrictions, each recipient is guaranteed two guests tickets.

Texas Common Course Numbering System

Common Number	HSU Course Number	PSYC 2314	PSYC 2300
ACCT 2301	ACCT 2311	BIOL 1307	BIOL 1307
ENGL 1301	ENGL 1301	GREE 1411	GREK 2301
MUSI 1211	MUTC 1235	SOCI 1301	SOCI 1301
ACCT 2302	ACCT 2312	BIOL 1311	BIOL 1321
ENGL 1302	ENGL 1302	GREE 1412	GREK 2301
MUSI 1212	MUTC 1236	PSYC 2314	PSYC 2300
ARTS 1301	ART 1300	BIOL 1408	BIOL 1401
ENGL 2321	ENGL 2302	HIST 1301	HIST 1301
MUSI 2116	MUTC 2131	SGNL 1301	CSD 2350
ARTS 1303	ART 2306	BIOL 2401	BIOL 2402
ENGL 2326	ENGL 2303	HIST 1302	HIST 1302
MUSI 2117	MUTC 2132	SOCI 1301	SOCI 1301
ARTS 1304	ART 2307	BIOL 2402	BIOL 2403
ENGL 2331	ENGL 2301	HIST 2311	HIST 2301
MUSI 2181	MUPC 1113	SOCI 1306	SOCI 2302
ARTS 1311	ART 1302	BIOL 2420	BIOL 2405
FREN 1411	FREN 1301	HIST 2312	HIST 2302
MUSI 2182	MUPC 1114	SOCI 2301	SOCI 1300
ARTS 1312	ART 2302	CHEM 1305	CHEM 1301
FREN 1412	FREN 1302	MATH 1314	MATH 1310
MUSI 2211	MUTC 2235	SOCI 1301	SOCI 1301
ARTS 1316	ART 1301	CHEM 1105	CHEM 1101
FREN 2311	FREN 2301	MATH 1316	MATH 1311
MUSI 2212	MUTC 2236	SOCI 1306	SOCI 2302
ARTS 1317	ART 1311	CHEM 1307	CHEM 1302
FREN 2312	FREN 2302	MATH 1325	BSAD 2304
PHED 1301	FSSC 2301	SOCI 2301	SOCI 1300
ARTS 2316	ART 2313	CHEM 1107	CHEM 1102
GEOL 1103	GEOL 1103	MATH 1332	MATH 1301
PHED 1306	KINE 2303	SOCW 2361	SCWK 1350
ARTS 2326	ART 2315	CHEM 1311	CHEM 1310
GEOL 1105	GEOG 2103	MATH 2305	MATH 1315
PHIL 1301	PHIL 2350	SPAN 1411	SPAN 1301
ARTS 2333	ART 2314	CHEM 1111	CHEM 1110
GEOL 1303	GEOL 1303	MATH 2313	MATH 1420
PHIL 2306	PHIL 2335	SPAN 1412	SPAN 1302
ARTS 2346	ART 2317	CHEM 1312	CHEM 1311
		MATH 2314	
GEOL 1305	GEOL 2303		MATH 1421 SPAN 2301
PHYS 2125	PHYS 1110	SPAN 2311 CHEM 1112	CHEM 1111
BCIS 1301	CSCI 1303		
GERM 1411	GRMN 1301	MATH 2315	MATH 2320
PHYS 2126	PHYS 1111	SPAN 2312	SPAN 2302
BIOL 1106	BIOL 1106	CHEM 1405	CHEM 1301
GERM 1412	GRMN 1302	MATH 2414	MATH 1421
PHYS 2325	PHYS 1310	SPCH 1311	COMM 1302
BIOL 1107	BIOL 1107	CHEM 1411	CHEM 1310
GERM 2311	GRMN 2301	MATH 2415	MATH 2320
PHYS 2326	PHYS 1311	SPCH 1311	COMM 1302
BIOL 1111	BIOL 1121	CHEM 1412	CHEM 1311
GERM 2312	GRMN 2302	MATH 2320	MATH 2321
PSYC 2301	PSYC 1301	SPAN 2312	SPAN 2302
BIOL 1306	BIOL 1306	COMM 1307	COMM 1380
GOVT 2306	POLS 2301	MUSI 1114	MUTC 1133

SPCH 1311	COMM 1301
COMM 1318	ART 2382
MATH 2320	MATH 2321
SPCH 1315	COMM 2301
COSC 1301	CSCI 1303
MUSI 1115	MUTC 1134
SPCH 1315	COMM 2301
CRIJ 1301	CRIJ 1301
MUSI 1116	MUTC 1131
CRIJ 1313	CRIJ 2305
MATH 2320	MATH 2321
CRIJ 2313	CRIJ 1304
MUSI 1117	MUTC 1132
CRIJ 2314	CRIJ 2301
MUSI 1157	MUEV 1131
CRIJ 2327	CRIJ 2352
MUSI 1162	MUPC 1125
DANC 1122	FSSC 2106
MUSI 1165	MUPC 1126
DANC 1123	FSSC 2113
MUSI 1166	MUPS 1161
DRAM 1310	THEA 1333
MUSI 1168	MUPS 1151
DRAM 1330	THEA 2335
MUSI 1181	MUPC 1111
DRAM 1351	THEA 2334
MUSI 1182	MUPC 1112
ECON 1301	ECON 2330
MUSI 1192	MUPS 1191
ECON 2301	ECON 2331
MUSI 1306	MUTC 1331
ECON 2302	ECON 2332
MUSI 1308	MUHL 2241

Courses

ACCT-Accounting

ACCT 1099 - Special Topics (1-4)

Special Topics Course

ACCT 1301 - Survey of Accounting (3)

An introduction to accounting that follows the business cycle of a start-up company. Topics include researching a company, financing operations, planning and budgeting, and the basic accounting cycle. (Does not satisfy accounting requirements of the B.B.A. degree.

Session Cycle Description: Fall and Spring.

ACCT 2099 - Special Topics (1-4)

Special Topics Course

ACCT 2311 - Principles of Accounting I (3)

Introductory course in financial accounting which includes the concept of accounting as the primary information system for decision-making. Basic accounting procedures including how to analyze, record, summarize, report, and interpret financial transactions are presented.

Session Cycle Description: Fall and Spring.
ACCT 2312 - Principles of Accounting II (3)
Introductory course in financial accounting for business organizations other than individual proprietorships. The more complex Statement of Cash Flows is presented as an additional formal financial statement. Management accounting concepts are explored including cost accounting and various management accounting analysis.
Prerequisite: ACCT 2311. Session Cycle Description: Spring Session.

ACCT 3099 - Special Topics (1-4)

Designed to meet the special needs of upper-level students.

Prerequisite: Sophomore Classification Required. ACCT 3311 - Intermediate Accounting I (3) A course in expanded financial accounting theory, concepts, and accounting applications involved in accounting for current assets; property, plant and equipment; and intangible assets. This course is designed to equip the accounting major with theoretical concepts critical to continuation into more advanced accounting courses.

Prerequisite: ACCT 2312, Sophomore Classification Required. Session Cycle Description: Fall Session. ACCT 3312 - Intermediate Accounting II (3) Expanded financial accounting theory, concepts, and accounting applications involved in accounting for current and long-term liabilities, stock-holders equity, operations, and financial measurement and disclosure. This course continues the theory preparation required for more advanced accounting courses.

Prerequisite: ACCT 3311, Sophomore Classification Required. Session Cycle Description: Spring Session. ACCT 3313 - Cost Accounting (3) Detailed study of the primary management accounting application of cost accounting as it relates to manufacturing and other business organizations. Job order and process costing systems are presented along with the theory of costs and various approaches to cost allocation. Prerequisite: ACCT 3312, Sophomore Classification Required. Session Cycle Description: Spring Session. ACCT 3315 - Individual Income Tax (3) Federal income taxation of individuals applicable to personal, business, and property transactions. Basic taxation principles and procedures are presented for the reporting, payment, administration, and enforcement aspects of federal taxation. Prerequisite: ACCT 2312, Sophomore Classification Required. Session Cycle Description: Fall Session. ACCT 3320 - Accounting Systems (3) Analysis and application of manual and computerized processes of financial accounting systems typical of those found in business. Preparation of a complete, integrated system of accounting using manual techniques is required. A computerized accounting system using popular accounting application software is also required. Prerequisite: ACCT 2312, Sophomore Classification Required. Session Cycle Description: Fall Session. ACCT 4099 - Special Topics (1-4) Designed to meet the special needs of upper-level students. May be repeated when topic varies. ACCT 4300 - Accounting Internship (3) Provides the student a significant account work experience with training and supervision of the work performed. The student will keep a diary of comprising of chronological list of all work experience gained in the internship and write a paper demonstrating the knowledge gained. The employing firm will provide the student and the internship director with the objectives to be met during the internship. At the conclusion of the internship, the employing firm will provide the student and the internship director with an evaluation of the student and letter describing the duties performed and the supervision provided. Prerequisite: Take 12 credits from ACCT; Session Cycle Description: Fall and Spring. ACCT 4311 - Auditing/Prof Responsibility (3) Study of financial auditing standards and procedures to prepare accounting majors for this significant aspect of public accounting. Theory and practice are combined to enable the student to be prepared to

conduct audits of various types of organizations.

Prerequisite: ACCT 3320. Session Cycle Description: Spring Session.

ACCT 4316 - Corporate & Partnership Income Tax, Accounting (3)

Federal income taxation of partnerships, corporations, and estates and trusts is presented. Miscellaneous other federal taxes are presented for familiarization. This course is an accelerated study of the theory and process of federal taxation of organizations other than individuals.

Prerequisite: ACCT 2312. Session Cycle Description: Spring Session.

ACCT 4317 - Advanced Accounting (3)

A detailed study of financial accounting theory external reporting with an emphasis on business combinations, international accounting, SEC reporting requirements of publicity listed companies, and partnerships issues.

Prerequisite: ACCT 3312. Session Cycle Description: Fall Session.

ACCT 4319 - Accounting Research and Analysis (3) Study of the conceptual framework of accounting theory including goals, principles, and applications; also including generally accepted accounting principles as determined by the Financial Accounting Standards Board. Prerequisite: ACCT 3312 or concurrent enrollment. As needed Session Cycle Description: Fall Session. ACCT 4321 - Governmental & Nonprofit Entities (3) A course in specialized financial accounting related

ACCT 4321 - Governmental & Nonprofit Entities (3) A course in specialized financial accounting related to state and local governments and governmental agencies, and non-profit organizations. Introduces the theory and process of fund accounting and reporting in accordance with generally accepted accounting principles for these organizations. Prerequisite: ACCT 2312. Session Cycle Description: Spring Session.

ART-Art

ART 1099 - Special Topics (1-4)

Special Topics Course

ART 1300 - Introduction to the Visual Arts (3) Introductory course for developing understanding and attitudes in Art primarily through lectures, readings, reports and demonstrations. An insight into ways of approaching art works, basis for analysis and criticism, and functions of art in the environment.

Session Cycle Description: Fall, Spring, Summer.

ART 1301 - Drawing I (3)

Exploration of drawing media to develop perceptual skills and techniques base on art elements.

Session Cycle Description: Fall Session.

ART 1302 - Design I (3)

A basic study in line, shape, plane, volume, texture, value, color, and space using various media. Session Cycle Description: Fall Session.

ART 1311 - Drawing II (3)

Continuing development of drawing and perceptual skills with more emphasis on personal idea development.

Prerequisite: ART 1301. Session Cycle Description: Spring Session.

ART 2099 - Special Topics: (1-4)

Selected topics in Art.

ART 2301 - Drawing III (3)

Figure drawing. Continued emphasis on perceptual, organizational, and technical skills using the live human figure as a basis for artistic expression. May be repeated twice when studio problems vary. Prerequisite: ART 1301. Session Cycle Description: Fall Session.

ART 2302 - 3D Design (3)

Continuation of Design I with emphasis on three-dimensional concepts.

Prerequisite: ART 1302. Session Cycle Description: Spring Session.

ART 2306 - Art History Survey I (3)

A survey of major art forms of the prehistoric, ancient, classical, and medieval worlds. Lectures with slides and readings.

Session Cycle Description: Spring Session.

ART 2307 - Art History Survey II (3)

A general survey of the art of the Italian and Northern Renaissance, Baroque, Rococo, and nineteenth century are. Lectures with slides and readings.

Session Cycle Description: Fall Session.

ART 2313 - Oil Painting (3)

An Introduction of the basic skills of oil painting, including canvas construction and preparation, impasto and glazing techniques, and basic color theory.

Prerequisite: ART 1301, ART 1302. Session Cycle Description: Spring Session.

ART 2314 - Printmaking I (3)

An introduction to relief methods of printmaking including woodblock, linoleum cut, collagraphy and china colle'.

Prerequisite: ART 1301, ART 1302. Session Cycle Description: Spring Session.

ART 2315 - Sculpture I (3)

Introduction to traditional materials, processes and techniques. Includes woodworking, metalworking, cold casting and/or stone carving.

Prerequisite: ART 1301, ART 1302. Session Cycle

Description: Fall Session. ART 2317 - Ceramics I (3)

A basic course in the making of pottery. Emphasis on hand built as well as wheel-thrown pottery utilizing stoneware and raku clay bodies.

Session Cycle Description: Fall and Spring. ART 2321 - Introduction to Graphic Design (3) An introduction to the graphic design field emphasizing both conceptual problem solving and technical skills. Prerequisites: ART 1301, 1302, or consent of instructor. The course satisfies the University General Education Technological Competency requirement. Fall

Prerequisite: ART 1301, ART 1302. Session Cycle

Description: Fall Session.

ART 2382 - Fundamentals of Photography - Darkroom (3)

Fundamentals of Photography and Darkroom Techniques (Studio) A course in black and white 35mm photography and traditional silver processing in the darkroom. Various darkroom techniques will be covered. Emphasis on camera functions and usage and print tonality and composition. Specific lab and material purchases will be required in order to complete projects.

Session Cycle Description: Fall Session.

ART 3099 - Special Topics (1-4)

Selected topics in Art. Topics included: Intermediate Drawing, Intermediate Sculpture, Intermediate Ceramics, Intermediate Printmaking, Intermediate Computer Graphics, Intermediate Painting, Intermediate Photography.

Prerequisite: Sophomore Classification Required. ART 3301 - Advanced Figure Drawing (3) Advanced exploration of drawing the human figure using a variety of drawing media and expressionistic approaches. Conceptual developmental and personal

statement will be stressed. Prerequisite: ART 2301, Sophomore Classification Required. Session Cycle Description: Fall Session. ART 3311 - Public School Art, Elementary (3) Study and use of procedures for art in the elementary school, concentrating mainly on creative activities in various art media, motivational projects, and a study of general philosophies of art. Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. ART 3312 - Public School Art/Secondary (3) Study and use of procedures for art in the secondary school, concentrating on creative activities in various art media and motivational projects. An in-depth look into the many aspects of art in the classroom (visual aids, observation, and philosophy of art.) Prerequisite: ART 3311, Sophomore Classification Required. Session Cycle Description: As needed. ART 3320 - Photoshop for the Graphic Designer (3) Principles and practices of digital image editing using Adobe Photoshop, with emphasis on

2321, or consent of instructor. Spring

Prerequisite: ART 2321, Sophomore Classification Required. Session Cycle Description: Spring Session.

commercial applications. Prerequisite: ART 2303,

ART 3322 - Illustration (3)

Exploration of contemporary directions in illustration and experimentation with both natural and digital drawing and painting media.

Prerequisite: ART 1301, ART 1302. Session Cycle

Description: Fall Session.

ART 3323 - Acrylic Painting (3)

Introduction to basic skills of acrylic painting on a variety of painting surfaces. Conceptual development and personal expression will also be stressed through assigned problems.

Prerequisite: ART 1301, ART 1302.

ART 3324 - Printmaking II (3)

An introduction to intaglio, lithography and serigraphy methods.

Prerequisite: ART 2314. Session Cycle Description: Spring Session.

ART 3325 - Sculpture II (3)

A continuation of Sculpture I with integration of non-traditional materials, techniques and concept.

Prerequisite: ART 2315. Session Cycle Description:
Fall Session.

ART 3327 - Ceramics II (3)

Continuation of the skills learned in Ceramics I. Utilization of stoneware, raku, and porcelain clay bodies.

Prerequisite: ART 2317. Session Cycle Description: Fall and Spring.

ART 3328 - Art Photography Portfolio (3)
A course emphasizing research, photo editing, skill-based techniques, and development and presentation of related photographic imagery made by the student through processes of their selection. Lab work will include demonstrations and discussions necessary for each student to produce a cohesive portfolio of photographs. Specific lab and material purchases will be required in order to complete projects.

Prerequisite: ART 2382. Session Cycle Description: Fall Session.

ART 3330 - Computer Vector Animation (3) A studio course based on concepts and techniques of basic vector animation production, including storyboards and character development. Emphasis on creating movement and expression utilizing traditional or electronically generated image sequences.

Prerequisite: ART 1301, ART 1302. Session Cycle Description: Spring Session.

ART 3331 - Computer 3D Modeling (3)

A studio course in three-dimensional (3-D) modeling and rendering techniques including lighting, staging, camera, and special effects. Emphasis on 3-D modeling building blocks using primitives to create simple or complex objects.

Prerequisite: ART 1301, ART 1302. Session Cycle Description: Spring Session.

ART 3333 - Watercolor Painting (3)

Introduction to basic skills of watercolor painting and other water-soluble media with emphasis on transparent techniques (including airbrush). Conceptual development and personal expression will also be stressed through assigned problems.

Prerequisite: ART 1301, ART 1302. Session Cycle Description: Spring Session.

ART 3334 - Printmaking III (3)

A continuation of methods and techniques from Printmaking I and II with emphasis on development of concept and aesthetics.

Prerequisite: ART 3324. Session Cycle Description: Spring Session.

ART 3352 - Typography & Brand Identity (3) Advanced techniques in professional typography, brand identity and logo design. Comprehensive instruction in Adobe Illustrator.

Prerequisite: ART 1301, ART 1302, ART 2321.

Session Cycle Description: Fall Session.

ART 3385 - Commercial Photography (3)

A course designed to help students develop a portfolio of digital photographs that demonstrate their understanding of the conceptualization, development, aesthetics and production of commercially oriented imagery. Specific lab and material purchases will be required in order to complete projects.

Prerequisite: ART 2382. Session Cycle Description: Spring Session.

ART 4000 - Senior Project (0)

The senior exhibition is a requirement planned and hung by studio art candidate for the Bachelor of Fine Arts degree. Graphic design candidates for the Bachelor of Arts or Bachelor of Fine Arts degree are required to either present a senior exhibition or formally submit a Senior Portfolio to a committee consisting of art faculty and selected art professionals. The senior exhibition is optional for Bachelor of Arts or Bachelor of Behavioral Science degree candidates with an emphasis in studio art. Session Cycle Description: Fall and Spring. ART 4099 - Special Topics (1-4)

Selected topics in Art offered as needed. Topics include: Advanced Drawing, Advanced Sculpture, Advanced Ceramics, Advanced Painting, Advanced Photography, Advanced Printmaking, Advanced Computer Graphics, Art Education and Art History Studies Abroad.

ART 4301 - Advanced Drawing (3)

Drawing and painting from life with emphasis on anatomy for Art and Biology majors. For non-Art-and-Biology majors: advanced studio problems with emphasis on mixed media and conceptual development. Studio work will include studies from the human skeleton and from human cadavers where possible. May be repeated twice when studio problems vary.

Prerequisite: ART 1301. Session Cycle Description: Fall Session.

ART 4306 - History of Modern Art Until 1945 (3) (3-3-0) In-depth study of the stylistic trends, contextual history, aesthetic issues, and evolving philosophies of the art of the western world from

Post-Impressionism to 1945. Lectures with slides and readings. (Acceptable for fine arts credit in University Core Curriculum)

Session Cycle Description: Spring Session. ART 4307 - History of Art Since 1945 (3)

(3-3-0) In-depth study of the stylistic trends, contextual history, aesthetic issues, and evolving philosophies of the art of the western world from 1945 until the present. Lectures with slides, writing and readings. Prerequisite: ART 4306 or consent of instructor.

Prerequisite: ART 4306. Session Cycle Description: Fall Session.

ART 4308 - History of Graphic Design (3) Survey of the origins, evolution, and current development of the field of graphic design from prehistorical abstract symbols up to the present day. lectures with slides and readings. Summer (even years and as needed.)

Session Cycle Description: Summer.

ART 4313 - Advanced Painting (3)

Individual choice of painting media. Advanced study in methods of pictorial organization, presentation, and expressionistic possibilities. May be repeated twice when studio problems vary.

Prerequisite: 6 Credits from ART 2313 ART 3323 ART 3333. Session Cycle Description: Spring Session. ART 4315 - Sculpture III (3)

Advanced sculpture exploring creative expression within the context of contemporary art.

Prerequisite: ART 3325. Session Cycle Description: Fall and Spring.

ART 4317 - Ceramics III (3)

Hand building Ceramic Forms. The development of forms and techniques not possible on the potter's wheel. Work with slab and coil construction methods in high-fire clay.

Prerequisite: ART 2317, ART 3327. Session Cycle Description: Fall and Spring.

ART 4318 - Advanced Photography (3)

An in-depth exploration of various photographic techniques and processes pertaining to darkroom and analog imagery. Topics include fiber-based printing, hand coloring, large format printing, camera free imagery, toning and presentation. Specific lab and material purchases will be required in order to complete projects.

Prerequisite: ART 2382. Session Cycle Description: Spring Session.

ART 4325 - Creative Web Design (3)

Basic and advanced techniques in website design using industry-standard software, including an introduction to Flash.

Prerequisite: ART 2321. Session Cycle Description: Spring Session.

ART 4326 - Sculpture IV (3)

Critical analysis and production of an original, thematic series of sculpture. Prerequisite: ART 4315 or consent of instructor.

Prerequisite: ART 4315. Session Cycle Description: Fall and Spring.

ART 4327 - Ceramics IV (3)

Contemporary Ceramic Sculpture. The study of lowfire techniques for a contemporary use of clay in a manner that breaks with the "vessel" or traditional ideology.

ART 4328 - Digital Photography (3)

A course introducing digital camera and image manipulation software. The history of photography will also be covered. Lab work will include image downloading and archiving and image editing manipulation. Prerequisite: Art 2382 required; Art3320 recommended and may be taken concurrently. Fall. Specific lab and material purchases will be required in order to complete projects.

Prerequisite: ART 2382. Session Cycle Description: Fall Session.

ART 4330 - Computer 3D Animation (3) A studio course in three-dimensional (3-D) animation techniques including rigging, animating, set design, lighting, and special effects. Meant to be a continuation course after Computer 3DModeling. Prerequisite: ART 3320 or ART 3322. Session Cycle Description: Fall Session.

ART 4333 - Experimental Painting (3) Individual choice of painting media wi

Individual choice of painting media with emphasis on individual development. May be repeated when studio problems vary.

Prerequisite: ART 4313. Session Cycle Description: Spring Session.

ART 4334 - Printmaking IV (3)

Exploratory studies in printmaking including experimentation with new media, methods and presentation. Prerequisite: ART 3334 or consent of instructor.

Prerequisite: ART 3344. Session Cycle Description: Spring Session.

ART 4338 - Advanced Art Photography Portfolio (3) Advanced photography class emphasizing research, photo editing, skill-based techniques, and development and presentation of related photographic imagery made by the student through processes of their selection. Presentation, concept, content and aesthetics will be emphasized as students develop a cohesive portfolio of photographs. May be repeated when studio problems vary. Specific lab and material purchases will be required in order to complete projects. Prerequisite: ART 3328. Session Cycle Description: Spring Session.

ART 4344 - Printmaking V (3)

Advanced printmaking focusing on individualized problems and directions. Prerequisite: ART 4334 or consent of instructor.

Prerequisite: ART 4334. Session Cycle Description: Fall and Spring.

ART 4354 - Printmaking VI (3)

Critical analysis and production of original, interrelated prints. Prerequisite: ART 4344 or consent of instructor.

Prerequisite: ART 4344. Session Cycle Description: Fall and Spring.

ART 4355 - Advanced Publication Design and, Packaging (3)

Advanced problem solving in publication design and packaging, with emphasis on creative idea development, client/designer interpersonal communication and design theory.

Session Cycle Description: Fall Session.

ART 4360 - Professional Seminar (3)

An introduction, discussion and response to topics relevant to post-graduate experiences. Includes processing the student's current artistic works into formats suitable for use in senior or one- person exhibits and a professional portfolio system. Session Cycle Description: Spring Session.

ART 4389 - Internship (3)

Application of skills and theory in on-the-job situations at a business selected in cooperation with the instructor. The intern will be assigned an on-site supervisor in the student's area of interest, such as graphic design, graphic production, computer graphics, photography, advertising, illustration, design, and museum/gallery curation/exhibition assistantship. A minimum of 100 on the job hours is required.

Session Cycle Description: Fall, Spring, Summer.

ATTR-Athletic Training

ATTR 6304 - Clinical Decision Making (3)
The goal of Clinical Decision-Making is to provide the athletic training student the opportunity to demonstrate appropriate patient management through the use of case studies & simulation.
ATTR 1099 - Special Topics (1-4)
Special Topics Course

ATTR 1101 - Taping, Bracing & Equipment Fitting

Taping, Bracing Equipment Fitting (1-1-1) This course will provide the athletic training student with the knowledge and skills for appropriate taping and bracing of a variety of injuries, as well as the fitting of sports protective equipment.

Prerequisite: ATTR 1310. Session Cycle Description: Spring Session.

ATTR 1122 - Athletic Training I (1) Clinical experience for athletic training students ATTR 1310 - Introduction to Athletic Training (3) This course will introduce students to basic knowledge, skills and values of the athletic training profession, including medical terminology, basic first aid/CPR, taping/wrapping, etc., through classroom instruction and directed observations.

Session Cycle Description: Fall Session.

ATTR 1320 - Clinical Skills in Athletic Training (3) Essential Clinical Skills in Athletic Training - Provides the athletic training student essential clinical skills through a combination of classroom, laboratory and clinical instruction.

Prerequisite: ATTR 1310. Session Cycle Description: Spring Session.

ATTR 2302 - Basic Athletic Injury Care (3) Basic principles, practices, and techniques in the prevention, evaluation, treatment, and rehabilitation of athletic injuries. Fall, Spring.

Session Cycle Description: As needed.

ATTR 2321 - Athletic Training Field Experience I (3) Required clinical experiences for athletic training students.

Session Cycle Description: Fall Session.

ATTR 2322 - Athletic Training Field Experience II (3) (3-0-X) Required clinical experiences for athletic training students. Prerequisites: Good standing in the athletic training program and ATTR 1310. Prerequisite: ATTR 1310. Session Cycle Description: Spring Session.

ATTR 3099 - Special Topics (1-4)

Special Topics Course

ATTR 3310 - Rehabilitation/Reconditioning for, Athletic Training (3)

This course will provide the athletic training student with the knowledge, theory, and techniques for the rehabilitation and reconditioning of the physically active individual.

Prerequisite: FSSC 3314, Sophomore Classification Required. Session Cycle Description: Fall Session. ATTR 3321 - Athletic Training Field Experience III (3)

Required clinical experiences for athletic training students.

Prerequisite: ATTR 2322. Session Cycle Description: Fall Session.

ATTR 3322 - Athletic Training Field Experience IV (3)

Required clinical experiences for athletic training students.

Prerequisite: ATTR 2321. Session Cycle Description: Spring Session.

ATTR 3340 - Therapeutic Modalities (3)

This course will provide the athletic training student with the knowledge, theory, and techniques for the use and application of therapeutic modalities on physically active individuals.

Prerequisite: Sophomore Classification Required. Session Cycle Description: Spring Session. ATTR 3350 - Athletic Injury Evaluation (3) Detailed in-depth examination of systematic assessment techniques for injuries, diseases and pathological conditions of the lower extremity and the lumbar spine.

Session Cycle Description: Spring Session. ATTR 3351 - Athletic Injury Evaluation II (3) A continuation of detailed, in-depth examination of systematic assessment techniques for injuries, diseases and pathological conditions of the upper extremity.

Session Cycle Description: Fall Session.
ATTR 3352 - Injury/Illness/Evaluation III (3)
A continuation of detailed, in-depth examination of systematic assessment techniques for injuries, diseases and pathological conditions of the head, face, chest, abdomen and spine.

Prerequisite: Sophomore Classification Required.
Session Cycle Description: Spring Session.
ATTR 4099 - Athletic Field Experience VII (1-4)
Required clinical experiences for athletic training
ATTR 4140 - Pharmacology in Athletic Training (1)
A study of pharmacological-related issues involved with the practice of athletic training.
Session Cycle Description: Fall Session.

ATTR 4141 - Pathology of Athletic Injuries (1)
A study of the effects of the pathological factors of injuries and illnesses on athletic training.
Prerequisite: Good standing in the athletic training

program (required.) Fall, odd years. Session Cycle Description: Fall Session.

ATTR 4142 - Medical Aspects of Sports (1)

A survey of illnesses and medical conditions relating to athletes and their athletic participation, including their evaluation and appropriate decision-making regarding referral and participation status.

Session Cycle Description: Fall Session.

ATTR 4143 - Equipment Fitting, Bracing and Orthotics (1)

A study of protective athletic equipment fitting, brace, orthotic and protective padding fabrication and application, as well as other similar methods of athletic injury prevention. Prerequisite: Good standing in the athletic training program (required); FSSC 3313,3350, and 3351 (recommended.) Fall, even years.

Session Cycle Description: As needed.

ATTR 4144 - Current Topics in Athletic Training (1) An in-depth discussion of current topics facing the athletic training professional.

Session Cycle Description: Fall Session.

ATTR 4240 - Org. and Admin. of Athletic Training Programs (2)

A comprehensive study of the administrative issues involved with the delivery of athletic training services.

Session Cycle Description: Fall Session. ATTR 4321 - Athletic Training Field Experience Vi Required clinical experiences for athletic training students.

Prerequisite: ATTR 3322. Session Cycle Description: Fall Session.

ATTR 4322 - Athletic Training Field Experience VI (3)

Required clinical experiences for athletic training students.

Prerequisite: ATTR 3321. Session Cycle Description: Spring Session.

BIBL-Bible

BIBL 1099 - Special Topics (1-4)

Special Topics Course

BIBL 1301 - Old Testament Survey (3) Introductory survey of the Old Testament. Emphasis is placed upon the foundational issues of Old Testament history and interpretation. Brief consideration is given to the entire Old Testament

Session Cycle Description: Fall, Spring, Summer.

BIBL 1302 - New Testament Survey (3)

Introductory survey of the New Testament.

Emphasis is placed upon the life and teachings of Jesus in the Gospels, the expansion of early Christianity in Acts, the teachings of the Pauline Epistles, and the General Epistles and Revelation. Session Cycle Description: Fall, Spring, Summer.

BIBL 2099 - Special Topics (1-4)

Special Topics Variable credit may be given. This course may be repeated for credit if content is changed.

BIBL 2331 - Methods in Biblical Interpretation (3) Introduction to Biblical analysis, canonicity, transmission, and interpretation.

Prerequisite: BIBL 1301, BIBL 1302. Corequisite: THEO 2101. Session Cycle Description: As needed.

BIBL 3099 - Special Topics (1-4)

Special Topics Course

BIBL 4099 - Special Topics (1-4)

Special Topics Study of a selected topic in the Bible. Prerequisite: BIBL 2331.

BIBL 4302 - Old Testament Historical Books (3) Intensive study of the historical books of the Old Testament: Joshua, Judges, I II Samuel, I II Kings, I II Chronicles, Ezra, and Nehemiah. Attention is given to the background, content, and interpretation of each book.

Prerequisite: BIBL 2331. Session Cycle Description: Spring Session.

BIBL 4303 - Old Testament Prophets (3)

Intensive study of the books of the literary prophets; Isaiah, Jeremiah, Ezekiel, and the twelve minor prophets. Attention is given to the background, content, and interpretation of each book.

Prerequisite: BIBL 2331. Session Cycle Description: Fall Session.

BIBL 4304 - The Pentateuch (3)

Intensive study of the first five books of the Old Testament. Attention is given to the background, content and interpretation of each book. Prerequisite: BIBL 2331. Session Cycle Description: Fall Session.

BIBL 4305 - The Writings (3)

Intensive study of selected books from Writings: Psalms, Job, Proverbs, Ruth, Song of Songs, Ecclesiastes, Lamentations, Esther, and Daniel. Attention is given to the background, content, and interpretation of each book.

Prerequisite: BIBL 2331. Session Cycle Description: Spring Session.

BIBL 4312 - Jesus and the Gospels (3)

Study of the life and teachings of Jesus with special attention to the application of His teachings to the modern religious and social situation.

Prerequisite: BIBL 2331. Session Cycle Description: As needed.

BIBL 4313 - The Letters of Paul (3)

Study of the life and personality of Paul followed by an intensive study of his writings and central ideas. Prerequisite: BIBL 2331. Session Cycle Description: Spring Session.

BIBL 4314 - General Epistles/Revelation (3) Study of the historical background, the books and central ideas of Hebrews, James, I II Peter, I, II, III John, Jude, and Revelation.

Prerequisite: BIBL 2331. Session Cycle Description: Spring Session.

BIBL 4316 - Acts (3)

Study of the book of Acts as the account of the development of the early Christian church. The background, text and theology will be studied to understand the history of the early church and current applications of these teachings.

Prerequisite: BIBL 2331. Session Cycle Description:

BIOL-Biology

Fall Session.

BIOL 1099 - Special Topics (1-4)

Special Topics Course

BIOL 1106 - General Biology I Lab (1)

This is a laboratory course emphasizing the application of basic laboratory techniques to investigate cellular mechanisms.

Session Cycle Description: Fall and Spring.

BIOL 1107 - General Biology II Lab (1)

This is a laboratory providing and introduction to the study of plants and animals emphasizing anatomy, physiology, and life histories
Session Cycle Description: Fall and Spring.

BIOL 1120 - General Zoology Lab (1)

Laboratory course providing an introduction to the study of invertebrates and vertebrates emphasizing morphology, physiology, behavior and ecology of individuals and populations. Concurrent enrollment in BIOL 1320 is required unless waived by the student's advisor.

Prerequisite: Course intended for science majors/minors. Corequisite: BIOL 1320. Session

Cycle Description: Fall and Spring.

BIOL 1301 - Modern Concepts in Biology (3)

This course presents the application of the scientific method in the biological sciences at the introductory level. Designed for non-majors, the emphasis of this course will be in the area of expertise of the professor.

Session Cycle Description: Fall, Spring, Summer. BIOL 1306 - General Biology I (3)

This is an introductory course emphasizing chemical and cellular organization. This course will cover plant and animal metabolism, flow of genetic information of living organisms and viruses, and the theories of natural selection and speciation. Course is intended for science majors.

Session Cycle Description: Fall and Spring. BIOL 1307 - General Biology II (3)

This is an introductory course emphasizing plan and animal form, function, and physiology. This course will cover origin of eukaryotes and prokaryotes as well as diversification of plants, fungi, and major animal phyla. This course is intended for science maiors.

Session Cycle Description: Fall and Spring. BIOL 1320 - General Zoology (3)

An introduction to the study of invertebrates and vertebrates, emphasizing morphology, physiology, behavior, and ecology of individuals and populations. Concurrent enrollment in Biol 1120 is required unless waived by the instructor. This course is designed for students majoring or minoring in biology or environmental science.

Prerequisite: Course intended for science majors/minors. Corequisite: BIOL 1120. Session Cycle Description: Fall and Spring.

BIOL 1401 - Life Science (4)

A study of the fundamental concepts of biology with special application to man. This is a one-semester course designed to serve as an option to satisfy the core requirement in natural science.

Session Cycle Description: Fall, Spring, Summer.

BIOL 2002 - Human Anatomy/Physio Lab I (0)

Human Anatomy/Physio Lab I

Session Cycle Description: Fall Session.

BIOL 2003 - Human Anatomy/Physio Lab II (0)

Human Anatomy/Physio Lab II

Session Cycle Description: Spring Session.

BIOL 2005 - Public Health Microbiology Lab (0)

Public Health Microbiology Lab

BIOL 2020 - Cell Biology Recitation Lab (0)

Cell Biology Recitation Lab

BIOL 2099 - Special Topics (1-4)

Course designed to serve the general interest of students. May be repeated for credit when topic varies. Will not count toward a major or minor in Biology.

BIOL 2101 - Intro to Physical Therapy (1) Introductory study of professions and professional education for students interested in any of the health sciences with emphasis on physical therapy; includes an overview of the duties, responsibilities and education of physical therapists. A major focus of the course will be presentations by physical therapists and visits to health care facilities.

Session Cycle Description: Fall Session.

BIOL 2102 - Introduction to Physician Assistant Practice (1)

Introductory study of health professions and professional education for students interested in medicine as a career with an emphasis on physician assistants; includes an overview of duties, responsibilities, and education of physician assistants. A major focus of the course will be presentations by physician assistants and other health care providers. Additionally, recommendations for successful application planning will be reviewed at length. Session Cycle Description: Fall Session. BIOL 2334 - Introduction to Research Methods (3) An introduction to the foundations of research methodologies including experimental design, data analysis and interpretation, and dissemination of

data. Students will read scientific papers to study and critique experimental designs. This course will teach students to design scientific studies.

Prerequisite: BIOL 1306, BIOL 1106, BIOL 1307, BIOL 1107, ENGL 1301 or ENGL 1302. Session Cycle Description: Fall and Spring.

BIOL 2335 - Computers in Science (3)

A lecture and project-based course designed to introduce numerical methods, parametric statistics, data analysis, various scientific statistics software, and techniques used to portray data in the sciences will be explored in this course. Various public domain databases, and uses of this data, will be explored. Current topics will include biometry, bioinformatics, and Geographic Information Science (GIS). This course fulfills the university technology competency.

Prerequisite: 6 credits science, 6 credits MATH. Session Cycle Description: Fall Session. BIOL 2402 - Human Anatomy/Physiology I (4) Structure and function of the human body. Systems covered include muscular, skeletal and nervous. This first course will introduce materials in histology, cytology, and body chemistry.

Session Cycle Description: Fall and Summer. BIOL 2403 - Human Anatomy/Physiology II (4) Structure and function of the human body. Systems covered include circulatory, digestive, urinary, reproductive, and endocrine.

Session Cycle Description: Spring and Summer.

BIOL 2405 - Public Health Microbiology (4) Fundamental principles and procedures of bacteriology are emphasized in regard to disease-producing organisms. Organism characteristics, culture, and control are also included. May not be counted toward a major or minor in biology. Will not satisfy science core requirements.

Session Cycle Description: Spring Session. BIOL 2410 – Essentials of Human Anatomy and Physiology (4)

Survey of the structure and function of the human body. All major body systems are covered. Laboratory emphasis will be placed on skeletal, muscular and nervous systems.

Session Cycle Description: Spring Session. BIOL 2420 - Introduction to Cell Biology (4) Study of structure and function of cells and cell components. Included are biochemical and biophysical aspects of cell architecture, cell cycle, energy transductions, nucleic acid and protein syntheses, membrane structure and function and cell cycle regulations.

Prerequisite: Take BIOL 1320 and 1120 or BIOL

1321 and 1121.

BIOL 3011 - Genetics Lab (0)

Genetics Lab

 $Session\ Cycle\ Description:\ Spring\ Session.$

BIOL 3017 - General Physiology Lab (0)

General Physiology Lab

Session Cycle Description: Spring Session. BIOL 3018 - Human Anatomy Lab (0)

Human Anatomy Lab

BIOL 3099 - Special Topics (1-4)

Field or laboratory studies of biological material. Emphasis is to be placed in the area of research of the professor teaching the course.

Session Cycle Description: Fall, Spring, Summer.

BIOL 3103 - Forensic Science Lab (1)

Laboratory application of techniques used in crime scene investigation and scientific analysis of evidence. The use of microscopes, basic chemical analysis of solutions, some field work and group projects are required. Videos, demonstrations, and field trips will augment the experience. This lab is designed to parallel the information presented in BIOL 3303.

Session Cycle Description: Spring Session.
BIOL 3303 - Topics in Forensic Science (3)
A course designed to introduce students to the fundamental concepts of forensic science including the role of the forensic scientist, crime scene investigation, analysis of evidence, the forensic laboratory, and careers in various areas of the forensic sciences. Actual case studies, many of which are documented on videos, will enhance the application of information presented in each major area. Prerequisite: Junior standing or permission of instructor. Spring.

Session Cycle Description: Spring and Summer. BIOL 3304 - Medical and Research Ethics (3) A study of ethical issues in medicine and research and how past events have shaped their ethics. Students will learn how technology influences ethical review boards. Students will also study the process of approval for research protocols, investigate phases of clinical trial, and become familiar with FDA drug approval process. This is a writing intensive course.

Prerequisite: 4 credits of BIOL, ENGL 1301 or ENGL 1302; grade of C; Session Cycle Description: Fall and Summer.

BIOL 3307 - Nutrition (3)

A study of the biochemical role of the various food substances essential to good nutrition. Practical experience will be provided in planning diets for persons of different ages and different needs. Prerequisite: 8 credits from biology. Session Cycle Description: Fall Session.

BIOL 3308 - Medical Terminology (3)

(3-3-0) A comprehensive study of the vocabulary used in clinical settings. This course includes a thorough discussion of medical treatments and disorders and procedures for generating and reading medical documentation, such as patient charts and prescriptions. Videos and hypothetical case studies are presented for discussion and interpretation. Session Cycle Description: May Term only.

BIOL 3324 - Cell Biology (3)

An in-depth study of eukaryotic cell structure function at the molecular level. Emphasis will be placed on cellular molecular mechanisms of development.

Prerequisite: BIOL 1306, BIOL 1106. Session Cycle Description: Spring Session.

BIOL 3342 - Mammalogy (3)

An introduction to mammalian biology, evolution, classification, biogeography, reproduction, physiology, ecology, and behaviors. An emphasis will be placed on the concepts necessary for a foundation in both wildlife sciences and biology. Students will interact directly with small mammals and observe other mammals in their natural habitats.

Prerequisite: 4 credits of BIOL and instructors' consent. Session Cycle Description: Spring Session.

BIOL 3410 - General Ecology (4)

A course studying the interactions of organisms with each other and with their environments.

Prerequisite: BIOL 1306, BIOL 1106, BIOL 1307, BIOL 1107. Session Cycle Description: Fall and Spring.

BIOL 3411 - Genetics (4)

Focus on the fundamental principles of genetics including Mendelian inheritance, expression and interaction of genes, linkage, biochemical nature of genetic material and mutation.

Prerequisite: BIOL 1306, BIOL 1106, BIOL 1307, BIOL 1107, BIOL 2334. Session Cycle Description: Fall and Spring.

BIOL 3416 - Adv Vertebrate Biology (4)

A survey of the phylogeny, life history, behavior of vertebrates. Field laboratory investigations of vertebrate ecology, natural history, phylogeny will be undertaken.

Prerequisite: 8 credits from BIOL. Session Cycle Description: Fall Session.

BIOL 3417 - Advanced Human Physiology (4) Functions of living systems with both theoretical and laboratory investigations. Major emphasis is placed on mammals.

Prerequisite: 8 credits of BIOL, 8 Credits from CHEM. Session Cycle Description: Spring Session.

BIOL 3418 - Advanced Human Anatomy (4)

An in-depth study of structures of the human body incorporating both gross microscopic coverage of major body systems.

Prerequisite: 8 Credits of BIOL. Session Cycle

Description: Fall Session.

BIOL 3420 - General Microbiology (4)

The biology of microorganisms with an emphasis on bacterial morphology, physiology, genetics. Topics in applied microbiology, immunology virology are introduced.

Prerequisite: BIOL 1306, CHEM 1301 or higher, CHEM 1301 or higher. Session Cycle Description: Fall Session.

BIOL 3421 - Advanced Botany (4)

An examination of trends in the morphology, physiology, and life history of plants with emphasis on higher plants. Topics covered include plant anatomy; plant reproduction; plant growth and development; and plant identification. Prerequisites: BIOL 1320 and 1120, 1321 and 1121. Spring (even years)

Prerequisite: BIOL 1307, BIOL 1107. Session Cycle Description: Spring Session.

BIOL 3430 - Conservation Biology (4)

A field-based course designed to give students a basic introduction to conservation issues and major land use management practices that impact wildlife and wildlife habitats. Focus is placed on management practices that impact animal-habitat relationships and restoration. Students are provided an opportunity to implement these management practices in a field environment. Prerequisite: BIOL 1320 and 1120 or BIOL 1321 and 1121. Spring (odd years)

Prerequisite: BIOL 1307, BIOL1107. Session Cycle Description: Spring Session.

BIOL 3453 - Animal Behavior (4)

An examination of animal behavior. It will emphasis how behavior contributes to animal survival and reproduction, and how evolutionary and ecological events impact the expression of animal behavior and behavioral strategies.

Prerequisite: 4 Credits from BIOL. Session Cycle

Description: Summer.

BIOL 4098 - Individual Research (1-4)

Qualified students may select individual work in a specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is started. Prerequisites: 16 credit hours of science and consent of the instructor. No more than 4 credit hours if Individual Research may be applied to the Biology major or minor.

Prerequisite: 4 Science Credits. Session Cycle

Description: As needed.

BIOL 4099 - Special Problems Lab (0)

Special Problems Lab

BIOL 4104 - Seminar in Biology (1)

Biology Capstone Course which assesses student performance and discusses research topics of biological interest

Prerequisite: 12 Credits from BIOL. Session Cycle

Description: Fall and Spring.

BIOL 4130 - Molecular Biology Techniques (1) A project-based laboratory course that explores the application of a modern molecular biology techniques to a problem in gene expression and/or genomics. Practical skills in DNA, RNA, protein, and cellular methods that are commonly used in molecular biology investigations will be taught in an integrated manner.

Prerequisite: 8 Credits from BIOL. Session Cycle Description: Fall Session.

BIOL 4140 - General Entomology Laboratory (1) (1-0-3) Laboratory course providing an introduction to the study of insects emphasizing morphology, physiology, ecology, and behavior. A treatment of medical, veterinary, and agricultural pests is also presented. The beneficial role of insects in the environment is addressed. This lab is designed to parallel the information presented in BIOL 4340. Concurrent enrollment or previous completion of BIOL 4340 required. Prerequisite: 8 hours of biology. Prerequisite: 8 Credits from BIOL. Session Cycle Description: Fall Session.

BIOL 4198 - Individual Research (1)

Qualified students may select individual work in a specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is started.

Prerequisite: 4 Science Credits. Session Cycle Description: As needed.

BIOL 4298 - Individual Research (2)

Qualified students may select individual work in a specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is

started. Prerequisites: 16 credit hours of science and consent of the instructor. No more than 4 credit combination of BIOL 4198 and 4298 may be applied to the Biology major or minor. As needed Prerequisite: 4 Science Credits. Session Cycle Description: As needed.

BIOL 4314 - Bioinformatics (3)

Application of computational tools and analysis methods to biological sequence data. Topics include: analysis of genome content and organization, techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods and methods for pattern recognition and functional inference from sequence data

Session Cycle Description: Fall Session.

BIOL 4326 - Virology (3)

(3-3-0) A fundamental study of the mechanisms of viral infection of mammalian cells, viral replication and evasion of host immune defenses. The molecular pathogens of select viruses that impact human health with be emphasized. Biotechnological advances utilizing viruses will also be discussed. Prerequisites: BIOL 2420 or consent of instructor. Fall (odd years)

Session Cycle Description: Fall Session.

BIOL 4330 - Molecular Biology (3)

An in-depth analysis of the structure, organization, and replication of DNA and the components that control gene expression through transcription translation. An emphasis on the theory of current techniques will also be included.

Session Cycle Description: Fall Session.

BIOL 4340 - General Entomology (3)

(3-3-0) This course provides a general treatment of the science of entomology with emphasis placed upon the influence insects have on human life. Content includes information from the following subdisciplines: insect ecology, medical and veterinary entomology, forensic entomology, and cultural entomology. Prerequisite: 8 hours of biology.

Prerequisite: 8 credits of BIOL. Session Cycle

Description: Fall Session. BIOL 4402 - Immunology (4)

(4-3-2)) A study of the vertebrate immune system, its chemistry, histology and genetics. Also covered is disease prevention and cause, as well as diagnostic and therapeutic applications.

Prerequisite: BIOL 2420. Session Cycle Description: Spring Session.

BIOL 4411 - Natural Hist of the Southwest (4) Travel course designed to provide active learning about the flora, fauna, habitat associations in the southwestern United States. Emphasis will be placed on the natural history, adaptation ecology of organisms in these biomes.

Prerequisite: 8 Credits from BIOL. Session Cycle Description: May Term only.

BIOL 4422 - Tropical Ecology (4)

(4-3-3) A Travel course in which students will acquire a general understanding of ecosystem structure and function with specific focus on tropical ecosystems. Students will become familiar the biodiversity present though assigned readings, student presentations, and field-based activities. Students will also participate in a group project to hypothesize a biological/ecological question about organism and then design a field study to collect and analyze field data to address the question. Field trips to cultural and scientific museums may be included. Prerequisites: BIOL 1320, 1321 and consent of the instructor. May Term (odd years)

Socian Cycle Description: May Torm only

 $Session \ Cycle \ Description: \ May \ Term \ only.$

BIOL 4423 - Human Histology (4)

A general comparative study of human cells, tissues, and organ systems. Principles of cytology, histology and embryology are included.

Prerequisite: 4 Credits of BIOL, BIOL 1306, BIOL 1106. Session Cycle Description: Spring Session. BIOL 4455 - Adaptation and Phylogeny (4)
A broad introduction to the fundamental concepts of evolutionary biology including: the history and development of modern biological thought and theories, synthetic theory, and natural selection. This course will also introduce the application of biological theories, primarily through the study of genetic characteristics of populations and inference of phylogenic relationships among biological taxa using various types of comparative data. Prerequisite: BIOL 3411. Session Cycle Description: Spring Session.

BSAD-Business Admin

BSAD 1099 - Special Topics (1-4)

Special Topics Course

BSAD 1301 - Business Writing (3)

A practical, hands-on approach to developing business writing skills. Topics include planning for writing, techniques to improve writing, basics of business communication, and writing to persuade, among others. Fundamental topics of grammar, punctuation, mechanics, and style are reviewed and tested.

Session Cycle Description: Fall and Spring. BSAD 1310 - Personal Finance (3)

A study of the financial considerations of the individual and family. Topics covered include the time value of money, budgeting, personal credit financing, taxation, insurance, savings, and retirement planning as well as spreadsheet and internet research skills.

Session Cycle Description: Fall and Spring. BSAD 2099 - Special Topics (1-4)

Designed to meet special needs of business students. May be repeated when topic varies.

Session Cycle Description: As needed.

BSAD 2302 - Business Statistics (3)

Business uses of statistical methods in decisionmaking including probability distributions, sampling, tests of significance, quality control, and correlation and regression analysis.

Prerequisite: MATH 1310 or higher level except MATH 3312. Session Cycle Description: Fall and Spring.

BSAD 2304 - Business Analytics (3)

Study and application of quantitative tools useful for decision-making in business and economics,

including optimization techniques, time series and trend analysis, simulation and risk analysis, decision analysis, and data mining.

Prerequisite: BSAD 2302. Session Cycle Description: Fall and Spring.

BSAD 3099 - Special Topics (1-4)

Designed to meet special needs of business students.

May be repeated when topic varies.

Session Cycle Description: As needed.

BSAD 3302 - Business Communication (3)

An advanced perspective on business

communication skills, both written and oral. Written work includes the writing process, workplace communications, reports, and employment communication. Oral work includes both

 $extemporaneous \ and \ impromptu \ presentations.$

Writing intensive

Session Cycle Description: Spring Session.

BSAD 3303 - Business Law I (3)

An introduction to the legal environment of business: courts and procedures, torts, contracts, warranties, product liability, and the Uniform Commercial Code.

Session Cycle Description: Fall and Spring.

BSAD 3305 - Business Ethics (3)

A study of ethical principles and their application to the business environment. Ethical issues in business include not only the duties and responsibilities of individuals and firms, but also general ethical issues related to the role of business in society.

Session Cycle Description: As needed.

BSAD 3341 - Databases and Websites (3)

(3-3-X) Students will learn how to apply theories of database design to create useful databases in more than one relational database management system. Students will learn how to create and manage websites using a content management system. Students will also learn how to choose a web hosting company, how to purchase domain name, and how to modify layouts. Work in Computer Lab required Session Cycle Description: As needed.

BSAD 3367 - Management of Information Systems (3)

Examines the use of information and communication technologies (ICT) in organizational settings from the perspective of the non-technical manager. Emphasizes the business manager's role in developing and managing information systems and the uses of ICT to create competitive advantages. Topics include the acquisition, management, use and control of information systems and their impact on individuals, organizations and society. Fulfills technology competency requirement for majors in business.

Prerequisite: BSAD 2302 or CSCI 1303. Session Cycle

Description: Fall and Spring. BSAD 4099 - Special Topics (1-4)

Designed to meet special needs of business students.

May be repeated when topic varies.

Session Cycle Description: As needed.

BSAD 4100 - Internship (1)

The student will gain practical, degree-related experience by applying to an employment situation the principles procedures learned in the classroom. Some internship situations may be non-paid. Grade of (S) satisfactory or (U) unsatisfactory only. Session Cycle Description: As needed.

BSAD 4200 - Internship (2)

The student will gain practical, degree-related experience by applying to an employment situation the principles procedures learned in the classroom. Some internship situations may be non-paid. Grade of (S) satisfactory or (U) unsatisfactory only. Internships may be counted only as advanced general electives or advanced business electives. Prerequisites: Students must have completed at least 60 semester credits toward a business degree, carry a minimum 2.5 grade point average, have completed the core courses in their field, and have the approval of their advisor.

Session Cycle Description: As needed.

BSAD 4300 - Internship (3)

The student will gain practical, degree-related experience by applying to an employment situation the principles procedures learned in the classroom. Some internship situations may be non-paid. Grade of (S) satisfactory or (U) unsatisfactory only. Session Cycle Description: As needed.

BSAD 4307 - Job Search and Industry Analysis (3) Research and analysis of industries and public companies with a focus of those for which the student might like to work upon graduation. Students will enhance critical thinking skills through writing memoranda and business reports and developing multiple presentations. Ancillary topics include resume preparation and job applications, interviewing skills, office politics, networking, and professional attire.

Session Cycle Description: As needed. BSAD 4325 - Business Ethics (3)

The BBA Capstone course is a study of ethical principles and their application to the business environment. Ethical issues in business, which arise in its accounting, financial, managerial, and marketing functions, include not only the duties and responsibilities of the individuals and firms, but also general ethical issues related to the role of business in society.

Session Cycle Description: Fall and Spring. BSAD 4350 - Copyright and Intellectual Property Law (3) (3-3-0)

Session Cycle Description: Spring Session.
BSAD 4352 - Business Institutions in New York (3)
This elective travel course is designed to acquaint students with the most important business, financial, and regulatory agencies in the financial capital of the United States. The central element of the course is a one-week visit to New York. Students will be expected to study a substantial set of reading materials before the visit, and upon returning to write a substantive paper based on their observations and study. The visit will take place during May Term and all course requirements must be completed by the end of the summer.
Session Cycle Description: May Term only.

CHEM-Chemistry

CHEM 1010 - General Chemistry I Lab (0) Corequisite: Take CHEM 1410. Session Cycle Description: Fall Session.

CHEM 1011 - General Chemistry II Lab (0) Session Cycle Description: Spring Session. CHEM 1099 - Special Topics (1-4)

Special Topics Course

CHEM 1101 - Essentials of Chemistry Lab I (1) Laboratory course providing an introduction to inorganic chemistry emphasizing chemical reactions, solution chemistry, gas laws and acid base chemistry.

Session Cycle Description: Fall Session. CHEM 1102 - Essentials of Chemistry II Lab (1) Laboratory course providing an introduction to the principles of organic and biochemistry. Topics covered will include an introduction to organic chemistry, biologically important molecules and metabolism.

Session Cycle Description: Spring Session. CHEM 1110 - General Chemistry I Lab (1) Laboratory course for studying the principles of chemistry: atomic and molecular structure, stoichiometry, reactions in solution, gas laws and thermochemistry. Session Cycle Description: Fall, Spring, Summer.

CHEM 1111 - General Chemistry II Lab (1) Laboratory course for studying of the properties of liquids, solids and solutions, kinetics, equilibrium and thermodynamics.

Session Cycle Description: Fall, Spring, Summer. CHEM 1301 - Essentials of Chemistry I (3) An introduction to the principles of inorganic chemistry. Number handling, solution chemistry, gas laws and acid base chemistry will be among the topics covered.

Session Cycle Description: Fall Session.
CHEM 1302 - Essentials of Chemistry II (3)
An introduction to the principals of organic and biochemistry. Topics covered will include an introduction to organic chemistry, biologically important molecules and metabolism.
Prerequisite: CHEM 1301. Session Cycle Description: Spring Session.

CHEM 1310 - General Chemistry I (3)

This course covers the foundational concepts of general chemistry: atomic and molecular structure, stoichiometry, reactions in solution, gas laws and thermochemistry.

Session Cycle Description: Fall, Spring, Summer. CHEM 1311 - General Chemistry II (3)
The course covers the more advanced concepts of general chemistry: properties of liquids, solids and solutions, kinetics, equilibrium and thermodynamics. Prerequisite: CHEM 1310. Session Cycle Description: Fall, Spring, Summer.

CHEM 1401 - Essentials of Chemistry I (4)
An introduction to the principles of inorganic chemistry. Number handling, solution chemistry, gas laws and the acid-base chemistry will be among the topics covered. This course may not be used to satisfy the degree requirements of science majors or minors.

CHEM 1410 - General Chemistry I (4)

This course covers the foundational concepts of general chemistry; atomic and molecular structure, stoichiometry, reactions in solution, gas laws and thermochemistry.

Prerequisite: MATH 1310 or MATH 1420. Session Cycle Description: Fall, Spring, Summer.

CHEM 1411 - General Chemistry II (4)

This course covers the more advanced concepts of general chemistry; properties of liquids, solids, kinetics, equilibrium and thermodynamics.

Session Cycle Description: Fall, Spring, Summer.

CHEM 2001 - Organic Chemistry II Lab (0)

Organic Chemistry II Lab

Session Cycle Description: Fall Session.

CHEM 2099 - Special Topics (1-4)

Topics will be chosen to meet special student needs. Topics that may be covered are one semester organic chemistry, history of chemistry, etc. One, two or three hours of lecture each week. Laboratory may be included for some topics. May be repeated for credit when different subject matter is taught.

CHEM 3001 - Organic Chemistry I Lab (0)

Organic Chemistry I Lab

Session Cycle Description: Fall Session.

CHEM 3002 - Organic Chemistry II Lab (0)

Organic Chemistry II Lab

Session Cycle Description: Spring Session.

CHEM 3099 - Special Topics (1-4)

Special Topics Course

CHEM 3401 - Organic Chemistry I (4)

A study of principles of organic chemistry.

Prerequisite: CHEM 1311, CHEM 1111. Session Cycle

Description: Fall Session.

CHEM 3402 - Organic Chemistry II (4)

A study of principles of organic chemistry.

Prerequisite: CHEM 3401. Session Cycle Description:

Spring Session.

CHEM 3410 - Quantitative Analysis &

Electrochemistry (4)

The theory and application of quantitative analysis techniques and electrochemistry to the chemistry of both inorganic and organic systems.

Prerequisite: CHEM 3402. Session Cycle Description: Fall Session.

CHEM 3411 - Spectroscopy and Chromatography (4) Theory and application of the principles of chromatography to analytical chemistry in both inorganic and organic systems.

Prerequisite: CHEM 3402, CHEM 3410. Session Cycle

Description: Spring Session.

CHEM 4099 - Special Topics (1-4)

Special topics chosen to meet a special student need or to take advantage of the specialties the faculty. Topics may be general such as advanced physical chemistry, etc. or more specific such as quantum mechanics. One, two or three hours lecture each week. May be repeated when different subject matter is taught.

CHEM 4105 - Chemistry Seminar (1)

A student seminar course that explores topics of current importance in chemistry and biochemistry. Prerequisite: 24 Credits from CHEM. Session Cycle Description: As needed.

CHEM 4120 - Physical Chemistry I Laboratory (1)

Laboratory course for CHEM 4320.

Session Cycle Description: As needed.

CHEM 4121 - Physical Chemistry II Laboratory (1) Laboratory of CHEM 4302.

Session Cycle Description: As needed.

CHEM 4140 - Individual Research (1) Oualified students may elect individual work in a

specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is started.

Session Cycle Description: As needed.

CHEM 4240 - Individual Research (2)

Qualified students may elect individual work in a specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is started.

Session Cycle Description: As needed.

CHEM 4304 - Adv Inorganic Chemistry (3)

A study of the structure and reactions in inorganic chemistry with emphasis on the area of transition

Prerequisite: CHEM 3401. Session Cycle Description: Spring Session.

CHEM 4305 - Environmental Chemistry (3)

A study of the earth's natural processes as they occur in air, water, and soil. This course will focus on both naturally operating and altered environmental systems.

Prerequisite: CHEM 1311, CHEM 1111. Session Cycle

Description: Spring Session. CHEM 4310 - Biochemistry I (3)

Study of the structure properties and function of proteins, enzymes, carbohydrates, lipids and biological membranes.

Prerequisite: CHEM 3402, BIOL 2420. Session Cycle Description: Fall Session.

CHEM 4311 - Biochemistry II (3)

Study of bioenergetics, disannulling, and the metabolism of carbohydrates, lipids and amino acids. Prerequisite: CHEM 4310. Session Cycle Description: Spring Session.

CHEM 4312 - Biochemical Techniques (3)

A laboratory course that presents methodology and instrumentation used to study biomolecules. Techniques for the purification and analysis of proteins as well as basic molecular biology protocols will be presented.

Prerequisite: CHEM 4310. Session Cycle Description: Spring Session.

CHEM 4320 - Physical Chemistry I (3)

Thermodynamics and its application to systems in equilibrium. Topics include equations of state, equilibrium thermodynamics, idea and nonidea solutions, phase equilibrium and thermodynamics of chemical reactions.

Prerequisite: MATH 1421, PHYS 1121, PHYS 1321.

Session Cycle Description: Fall Session. CHEM 4321 - Physical Chemistry II (3)

(3-3-0) Study of the macroscopic properties of chemical systems from a microscopic analysis. Topics include kinetic-molecular theory, molecular energy levels, fundamental principles of quantum mechanics, electronic structure of atoms and molecules and spectroscopy. Prerequisite: CHEM 4320. Spring (even years)

Prerequisite: CHEM 4320. Session Cycle Description: Spring Session.

CHEM 4340 - Individual Research (3)

Qualified students may elect individual work in a specialized field under supervision of faculty members. May be repeated for credit when nature of a problem requires or when a new problem is started.

Session Cycle Description: As needed.

CHST-Church History

CHST 1099 - Special Topics (1-4)

Special Topics Course

CHST 2099 - Special Topics (1-4)

Special Topics Course

CHST 2308 - Introduction to Christian History (3)

This is a general overview of Christian history, tracing the major historical and theological developments from the beginning of the Jesus

Movement to the present, with an emphasis on Western European and North American traditions.

Session Cycle Description: As needed.

CHST 3099 - Special Topics (1-4)

Special Topics Course

CHST 4099 - Special Topics (1-4)

Study of a selected topic in church history. May be repeated for credit if content is changed.

Session Cycle Description: As needed.

CHST 4318 - Early Christianity (3)

This course is an introduction to the history,

theology, and social impact of the first five centuries of Christianity.

Session Cycle Description: As needed.

CHST 4319 - Sixteenth-Century Reformations (3)

This course in an introduction to the history,

theology, and social impact of the 16th century

European Reformations.

Session Cycle Description: As needed.

CHST 4358 - American Christianity (3)

Study of Christianity in the United States from the time of colonial settlement until the present.

Session Cycle Description: Fall Session.

COHD-Counseling and Human Development

COHD 1099 - Special Topics (1-4)

Special Topics Course

COHD 1300 - Student Success Seminar (3)

A course designed to assist students in the successful transition to Hardin-Simmons University by providing academic, coping and relationship skills. Adaptation to all aspects of college life will be explored.

Session Cycle Description: Fall, Spring, Summer.

COHD 2099 - Special Topics (1-4)

Subjects include those not covered by existing catalog courses or in-depth studies in areas requiring specialization. May be repeated for credit as topics vary.

COHD 3099 - Special Topics (1-4)

Special Topics Course

COHD 4099 - Special Topics (1-4)

Special Topics Course

COMM-Communication

COMM 1099 - Special Topics (1-4)

Special Topics Course

COMM 1301 - Speech Communication (3)

Theory and practice in interpersonal, group, and public speaking. Laboratory experiences in selfconcept. group interaction, listening skills, public speaking, and verbal and non-verbal behavior. Session Cycle Description: Fall, Spring, Summer. COMM 1302 - Communication for Teachers (3) Theory and practice of fundamentals of speech communication as applied to formal and informal instructional situations; designed to meet the needs of prospective teachers. May be substituted for COMM 1301 for students in professional education. Session Cycle Description: Fall and Spring. COMM 1310 - Computers in Communication (3) This course is an introduction to the use of Apple computers for communication students. Included are word processing and database techniques, as well as the integration of appropriate technological elements for digital presentation. This course is accepted by the Department of Communication for meeting the foundational curriculum technological competency requirement.

Session Cycle Description: Fall Session.

COMM 1380 - Survey of Mass Media (3)

A historical survey of mass communication designed to acquaint the student with the development and impact of media communication and its technologies on American society.

Session Cycle Description: Spring Session.

COMM 1386 - Survey of Radio and Tv (3)

Study of the history and development of radio and television in America with units on technology, regulation, programming, advertising, management, and production.

Session Cycle Description: Fall Session.

COMM 2099 - Special Topics (1-4)

A special interest course focusing on selected topics not otherwise offered at this level. May be repeated for credit as topic varies.

Session Cycle Description: As needed.

COMM 2101 - Media Workshop (1)

Provides experience and practice in audio, video, and graphic production for advertising, public relations, and organizational communication purposes. Students learn digital technology for recording, storage, and retrieval of electronic media messages and the proper format for purposes of effective communication. Studio and field production for campus and community events is included. Session Cycle Description: Fall and Spring. COMM 2300 - Communication Theory (3) An introduction and overview of the major theories in communication with special attention to the history of communication theory, the major methodologies, leading theorists, and applications. Prerequisite: COMM 1301 or COMM 3302. Session Cycle Description: Spring Session. COMM 2301 - Public Speaking (3)

A study of the various types of public audience situation and practice in communicating with each. Intense work in public speaking.

Session Cycle Description: Spring Session.

COMM 2308 - Social Media Writing (3)

Learning to wire effectively for social media across multiple platforms. Students will develop a coherent writing process and be able to research, edit, and package concise and scalable, persuasive messages that attract online and mobile audiences and drive consumers to websites, build brands, disseminate news and information, and maximize search engine results.

Session Cycle Description: Fall Session. COMM 2335 - Media Field Production (3)

The study of digital media production with a focus on field production of live events. Includes camera work, video capture, live editing and engineering, streaming video, and learning various roles in field production work.

Session Cycle Description: Fall and Spring.
COMM 2352 - Survey of Advertising (3)
(Also see ART 2352) A broad survey of advertising focusing on design theory, terminology, technology, and techniques. Emphasis on conceptual development of advertising design through class assignments. Field trips to local advertising agencies. Session Cycle Description: Fall and Spring.
COMM 3099 - Special Topics (1-4)

A special interest course focusing on selected topics not otherwise offered at this level. May be repeated for credit as topic varies.

Session Cycle Description: As needed.

COMM 3301 - Persuasion (3)

The theory and practice of persuasion including attitude and behavior change, credibility, and resistance. Emphasis on message facilitation factors in mass media and public address.

Prerequisite: COMM 1301 or COMM 1302. Session Cycle Description: Fall Session.

COMM 3302 - Interpersonal Communication (3) The study of interpersonal communication in relationships and skill building with emphasis on self-concept, attraction, development and maintenance of relationships, listening, conflict management, male-female and intergenerational interaction.

Prerequisite: COMM 1301 or COMM 1302. Session Cycle Description: Fall and Summer.

COMM 3303 - Small Group Communication (3) Study of the principles of effective group interaction and leadership and practice in both formal and informal discussion situations.

Prerequisite: COMM 1301 or COMM 2301. Session Cycle Description: Spring Session.

COMM 3304 - Argumentation and Debate (3)

Principles of persuasion with emphasis on argumentation and debate in oral communication, thinking process, and logic.

Prerequisite: COMM 1301 or COMM 2301. Session Cycle Description: Fall Session.

COMM 3305 - Media Ethics (3)

Intensive examination into ethics, ethical behavior, and ethical standards in print and broadcast media. Session Cycle Description: Spring Session.

COMM 3308 - Media Campaigns (3)

Study and analysis of mediated campaigns, including advertising, politics, branding, and public relations. Students will research and examine select case studies and the strategies and modes of delivery used and complete hands-on projects to determine the effectiveness of the campaigns. Related issues of the media law and ethics will be explored in connection with these cases.

Session Cycle Description: Spring Session. COMM 3326 - Modern Film Critique (3)

Study in the art and science film through analysis of modern film convention, using critical theory, narrative structure, mise enscene, genre theory, and camera study. Students will learn how modern film creates, tells, and interprets "story" for a postmodern audience

Session Cycle Description: May Term only. COMM 3330 - Survey of American Film (3) The study of the development of the cinema in America, emphasizing history, genres, studios, social movements, directors, television, and video. Course requirements may include outside film viewing, projects, and research.

Session Cycle Description: Fall and Spring. COMM 3340 - Advertising for the Arts (3) (3-3-0) A study of the development, design, and production of advertising for entertainers, artists and musicians with a marketing emphasis. Students will learn processes for creating advertising and produce advertising using digital technology appropriate for electronic and print media. Session Cycle Description: Spring Session. COMM 3353 - Advertising Production Methods (3) The study of desktop advertising production for mass media. Concept, design and production are covered in using computer-based advertising technique.

Session Cycle Description: Spring Session.
COMM 3381 - Public Relations Feature Writing (3)
Preparation of special articles for the mass media
including idea development, research techniques,
and writing styles. Emphasis placed on the practice
of modern public relations and its specialized
requirements.

Session Cycle Description: Spring Session. COMM 3384 - Principles of Public Relations (3) Basic instruction concerning the policies and procedures of creating and maintaining public goodwill in business. A close examination of the multi-faceted methods and principles of public relations.

Session Cycle Description: Fall Session. COMM 3386 - Mass Media Management (3)

(3-3-X) Introduction Mass Media Management with emphases on legal, economic, and policy factors in contemporary communication media and media-related organizations. Spring

Session Cycle Description: Spring Session.

 $COMM\ 3387\ -\ Public\ Relations\ Newswriting\ (3)$

Research and public relations writing for selected media to influence special audiences, with emphasis on print journalism.

Session Cycle Description: Fall Session.

COMM 4099 - Special Topics (1-4)

A special interest course focusing on selected topics not otherwise offered at this level. May be repeated for credit as topic varies.

Session Cycle Description: As needed.

COMM 4300 - Communication Theory (3)

An introduction and overview of the major theories in communication with special attention to the history of communication theory, the major methodologies, leading theorists, and applications. Prerequisite: COMM 1301 or COMM 3302. Session Cycle Description: Spring Session.

COMM 4301 - Rhetoric of Social Protest (3)

The analysis and evaluation of public

communication, using various styles of criticism.

Prerequisite: COMM 1301. Session Cycle Description: Spring Session.

COMM 4302 - Mentoring (3)

Provides skill building in time management, organization, cooperative teaching and cooperative learning, presentational skills, and evaluation. Open to communication majors and minors only. Session Cycle Description: Spring Session.

COMM 4303 - Political Communication (3)

The study of mediated communication in apolitical setting. Student will study the scope of image making through various channels of communication with an emphasis on presidential image making.

Session Cycle Description: Fall Session.

COMM 4305 - Organizational Communication (3)
The study of communication networks and styles

operative in organizations, and the role of the communication professional in those structures.

How to recognize and solve communication problems in organizations.

Session Cycle Description: Fall, Spring, Summer.

COMM 4308 - Trends in Communication (3)

The study of trends that influence the discipline of communication. May be repeated for a maximum of six hours of total credit.

Session Cycle Description: Fall, Spring, Summer. COMM 4310 - Digital Portfolio (3)

This course is designed to accommodate students' coursework in the departmental disciplines in order to organize and present student achievement and archive their work for future reference in relation to graduate school and/or employment.

Session Cycle Description: Fall and Spring.

COMM 4313 - Digital Portfolio (3)

This course is designed to accommodate students' coursework in the departmental disciplines in order to organize and present student achievement and archive their work for future reference in relation to graduate school and/or employment. Fall, Spring. Session Cycle Description: Fall and Spring.

COMM 4335 - Media Production (3)

The study of electronic digital media production beginning with concept and following through to execution. Video, internet-based, audio and photographic media are covered with an emphasis on design and form based upon function. Lab and field exercises are an integral part of the course. Session Cycle Description: Fall Session.

COMM 4356 - Advertising Campaigns (3)

The development of a complete agency campaign to sell a product using the "agency team" approach. Students will follow-through on the preparation and management of a full advertising campaign. If available, students will participate with actual client. Session Cycle Description: Spring Session. COMM 4384 - Public Relations Cases and Campaigns

COMM 4384 - Public Relations Cases and Campaign: (3)

The study of issues in public relations management emphasizing problem analysis, solution, evaluation, and the application of public relations strategies. Prerequisite: COMM 3384. Session Cycle Description: Spring Session.

COMM 4389 - Internship in Communication (3) A minimum of 100 on-the-job hours is required. Prerequisites: Junior status as a Strategic Communication major or Communication minor and permission of the instructor.

Session Cycle Description: Fall, Spring, Summer.

COMP-Comprehensive

COMP 2000 - Sophomore Comprehensive (0) Sophomore Comprehensive Session Cycle Description: Fall, Spring, Summer. COMP 4000 - Senior Comprehensive (0) Senior Comprehensive

CONC-Concert Recital Attendance

CONC 1000 - Recital Attendance (0)
Recital Attendance
CONC 2000 - Recital/Concert Attendance (0)
Recital/Concert Attendance
CONC 4000 - 8 Recital/Concert Attend. (0)
8 Recital/Concert Attend.

CRIJ-Criminal Justice

CRIJ 1099 - Special Topics (1-4)

Special Topics Course

CRIJ 1301 - The Justice System (3)

An orientation course designed to acquaint the student with the purposes and interconnectedness of all areas of the justice system. Emphasis will be upon the complexities facing practitioners in this dynamic field as well as in introduction to multiple career opportunities at the municipal, county, state, and federal levels.

Session Cycle Description: Fall and Spring. CRIJ 1302 - Law Enforcement Practices and Procedures (3)

A study of the organizational structure and operations of law enforcement agencies at the local, state, and federal levels. Emphases will be upon training, communications, detentions, recordkeeping, discretion and ethical decisionmaking.

Session Cycle Description: Fall Session.

CRIJ 1303 - Courts and the Judicial Process (3) An introduction to the American court system with particular emphasis on the role of the federal and state courts in the justice system, the major components the American court system, and the actors in this system. In addition, the course will focus on criminal and civil court processes and the interaction of the course with other justice agencies. Session Cycle Description: Spring Session.

CRIJ 1304 - Corrective Methods and Outcomes (3) An in-depth study of the role and efficacy of sanctioned forms of punishment and rehabilitation within the justice system. Emphases will be upon the discretion and ethical decision-making process of the corrections practitioner as well as evidence-based practices for both institutional and community-based programs.

Session Cycle Description: Spring Session. CRIJ 2099 - Special Topics (1-4)

Various topics and problems related to criminal justice. Subjects include those not covered by existing catalog courses or in-dept studies in areas requiring specialization. May be repeated for credit as topics vary.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 2305 - Youth Justice (3)

A study of the juvenile justice system and processes. Juvenile crime statistics, delinquency theories, and the efficacy of prevention and intervention strategies designed for at-risk youth will be examined.

Session Cycle Description: Fall Session.

CRIJ 3099 - Special Topics (1-4)

Various topics and problems related to criminal justice. Subjects include those not covered by existing catalog courses or in-depth studies in areas requiring specialization. May be repeated for credit as topics vary.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 3301 - Correctional Case Management (3) (3-3-0) This course focuses on the basic principles and process of case management of adult and juvenile offenders, including the case manager146sduties and responsibilities, case reports and records, and case management in several types of agencies with an emphasis upon understanding assessment, evaluation, diagnosis, and classification of offenders. The course also includes treatment of issues of confidentiality and ethics.

Prerequisite: CRIJ 1301, CRIJ 1304. Session Cycle Description: Spring Session.

CRIJ 3302 - Bill of Rights and the Criminal Justice (3) An examination of the U.S. Constitutional Bill of Rights and the Fourteenth Amendments as they apply specifically to contemporary criminal justice system police, court, and correctional agencies. Included are the rights of individuals at various stages of the criminal justice system process, basic case law precedents concerning those rights, and the ethical practices by criminal justice professionals in the protection of those rights.

Prerequisite: CRIJ 1301. Session Cycle Description: Spring Session.

CRIJ 3303 - Media and Justice (3)

This course will be an exploration of the various ways media influences perceptions, policies, and practices within the criminal justice system. Included in the course will be an overview of the neuropsychological, sociological, and political aspects of decisions making and the impact of media in the development of ethical standards and best practices

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 3304 - Forensic Interviewing (3)

Forensic interviewing and interrogation techniques in the justice system are explored, including terrorism-related investigations and the use of coercive methods. Topics include cultural and age variability in interviewing, the use of the polygraph examination, and false confessions. A primary focus will be the legal and ethical issues surrounding forensic interviews and interrogations as well as the efficacy of specific techniques when considering social, behavioral, and linguistic perspectives. Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 3305 - Report Writing, Research and Statistics (3)

The focus of this course will be academic writing and understanding statistics, with an emphasis upon local, state, and federal levels of the justice system. The course will examine the history and limitations of research, as well as ethical implications of

statistics-driven policies within the context of critical areas of the justice system to assist the goal of being informed consumers of research.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 3306 - Mental Health and the Justice System (3) This course focuses upon paradigm differences within the mental health and legal systems and the challenges associated with their intersection and integration. Mental health issues confronted by practitioners working within the justice system, risk assessments, and intervention strategies from an institutional and non-institutional perspective will be examined. Additionally, practitioner exposure and responses to trauma, stress, and burnout will be explored.

Prerequisite: CRIJ 1304, CRIJ 3301. Session Cycle Description: Spring Session.

CRIJ 3307 - Criminal Law (3)

An in-depth study of the major felonies and some misdemeanors by use of the common law and modern statutes and the effect of court decisions on specific statutes.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall Session.

CRIJ 3309 - Justice System Administration (3) This course is an examination of justice system administration and organizational management within contemporary police, court, and correctional agencies. Included is the scope of justice administration as well as the rights of employees within various justice system agencies. Examinations of ethical practices, special challenges faced by justice agencies, and fiscal considerations are included.

Session Cycle Description: As needed.

CRIJ 3310 - Social Justice (3)

An examination of the systemic implications of social justice issues facing professionals working within the justice system. This course is designed to enhance understanding of and appreciation for diversity and justice, expanding critical reflection and ethical decision-making toward more positive outcomes.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 3312 - Law and Politics in Film (3)

A study of how films have portrayed, exposed, and shaped American legal and political institutions and culture. This course includes an examination of how films capture beliefs as well as misconceptions about politics, politicians, lawyers, and the law. It will include a critical analysis of the way in which lawyers and politicians are portrayed in popular culture, and how that portrayal affects politics and the legal profession. Specific legal, ethical, and political issues raised in the films are discussed and analyzed.

Session Cycle Description: May Term only. CRIJ 3313 - Crisis Resolution in the Justice System (3)

Communication abilities and crisis resolution techniques are critically important skill sets for contemporary justice system practitioners. This course will provide students the opportunity to critically examine key communication principles and concepts with are directly applicable for justice system practitioners in their daily occupational duties. Verbal de-escalation and crisis resolution techniques will be taught and demonstrated during the course.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 4099 - Special Topics (1-4)

Various topics and problems related to criminal justice. Subjects include those not covered by existing catalog courses or in-depth studies in areas requiring specialization. May be repeated for credit as topics vary.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 4223 - Forensic Investigation (3)
This course introduces the student to the fundamentals of contemporary forensic investigation as applied to criminal acts and activities. Emphasis will be placed on the role of the investigator, techniques of investigation, the collection and analysis of forensic evidence, and the presentation of forensic evidence in court. Methods of forensic investigation in cases of specific felony and misdemeanor crimes will be examined.

Prerequisite: CRIJ 1301. Session Cycle Description:

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 4302 - Drugs and Crime (3)

A study of drugs and drug-related crimes and the effects they have on society. This course is a multi-dimensional approach to examine drugs in society: pharmacology, cultural, legal applications and psychosocial influence on the individual and the environment.

Prerequisite: CRIJ 1301. Session Cycle Description: Spring Session.

CRIJ 4304 - Profiling Serial Offenders (3)

Topics include the role of the criminal profiler in the investigative process; crime scene reconstruction for the purposes of criminal behavioral evidence analysis; behavior patterns and classification of serial typologies; criminal motivation, an introduction to relevant databases, theories and practices, and an examination of methodologies utilized in the analysis of serial crime and offenders. Session Cycle Description: Spring Session. CRIJ 4306 - Constitutional Law: Liberties and Rights

A study of United States constitutional law with landmark cases concerning civil liberties and rights.

Topic areas may include freedom of religion and speech; privacy, equal protection and due process issues; criminal procedures, and cruel and unusual punishment. This is a continuation of LGLS 4316; however, it may be taken independently of that offering.

Session Cycle Description: Spring Session. CRIJ 4307 - Legislating Justice (3)

An in-depth study of current issues impacting the operation and delivery of services within the justice system through the lens of the legislative process. This course will explore major issues facing criminal justice today by analyzing trends, existing policies, and proposed legislation. Statistical data informing proposed bills during a legislative session will broaden the scope of the course.

Prerequisite: CRIJ 1301. Session Cycle Description: Spring Session.

CRIJ 4308 - Death Penalty (3)

The issue of capital punishment is a much-debated topic in both in and outside the disciplines of political science and criminal justice. This course involves an examination of historical, political, legal, social, religious, and economic implications related to the death penalty. The class will take a tour of the facilities utilized by the State of Texas to execute Death Row inmates.

Prerequisite: CRIJ 1301, CRIJ 1304. Session Cycle Description: Spring Session.

CRIJ 4309 - International and Domestic Terrorism (3)

This course introduces students to subject material within the field of terrorism. This course will focus specifically on the various definitional qualities and usages of the phrase "terrorism" as well as the history of selected terrorists' groups and activities along with current trends.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 4310 - Internship I in Criminal Justice (3) On-the-job training in which the student experiences the operation and administration of a criminal justice agency. The internship is initiated by the University in an agency where the student observes the day-to-day operations. This course may be taken only by students with a major or minor in the Department of Criminal Justice. Note: A criminal Justice student may enroll for 4310 any semester. Actual participation in the agency operations will be subject to approval by the individual agency and incompliance with the rules of that department. The agency will certify the hours of observation for each student. Certified peace officers with a minimum of six months employment as a full-time employee of a local, state, or federal agency may substitute an upper-level Criminal Justice course for this class. Prerequisite: CRIJ 1301, 12 Credits from Department CRIJ. Session Cycle Description: Fall, Spring, Summer. This course provides the justice system student with the opportunity to initiate professional contacts, conduct interviews, complete volunteer hours and complete a service-learning project as their comprehensive field experience. Additionally, students will participate in cohort meetings designed to expand their individual knowledge and understanding of existing resources utilized by agencies in the justice system. Session Cycle Description: Fall and Spring. CRIJ 4312 - Violence and Victimology (3) A study of violent behavior and the role of forensic victimology in the criminal justice system. Sociological and psychological perspectives help to create a coherent approach relating to violent crime (domestic abuse, sexual assault, child maltreatment, elder abuse, robbery and homicide), patterns of violent offending, and the demographics of victimization as well as victim-offender relationships. This course focuses upon on the ways

CRIJ 4311 - Service Learning and Field (3)

CRIJ 4313 - Forensic Evidence and Expert Witnesses (3)

in which violence affects individuals and groups as

Prerequisite: CRIJ 1301. Session Cycle Description:

Fall Session.

well as an in-depth study of victims of violent crime.

An in-depth study of the ways in which the United States legal system deals with the multitude of issues concerning forensic evidence. Specifically, this course concentrates on the legal issues regarding scientific interpretations and analyses of physical evidence and courtroom admissibility. Students will study such issues as the historical development of expert witnesses, forensic science, admissibility standards, and common ethical issues related to forensic evidence.

Session Cycle Description: Fall Session.
CRIJ 4314 - Leadership and Management in the JS (3)
Contemporary leadership and management practices within the justice system require current and prospective practitioners to apply a wide range of various administrative duties and structures. This course will critically analyze various leadership theories as they apply specifically to justice system agencies and officials. Various organizational and management structures will be examined. Best practices and ethical topics related to leadership and management in the justice system will also be critically examined.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 4315 - International Law (3)

The study of traditional international law issues with an emphasis on basic concepts including sources and evolution of international law; international criminal law; peaceful settlement of disputes; rights, duties and responsibilities of sovereign states; international agreements and treaties; state responsibilities and treatment of aliens; the use of force; human rights, and the evolving role of international organizations. Prerequisite: CRIJ 1301. Session Cycle Description: Fall Session.

CRIJ 4316 - Constitutional Law: Federal/State Powers (3) A study of United States constitutional law with basic cases concerning presidential power, the power of executive agencies, congressional power, federalism, taxing and spending powers, and interstate and foreign commerce powers. This is a continuation of LGLS 4306, however it may be taken independently of that offering.

Session Cycle Description: Spring Session. CRIJ 4317 - Homeland Security (3)

This is a course of study of the United States Intelligence community and how they intersect with the security goals of various local, state, and federal government agencies. Constitutional restrictions as they relate to contemporary security practices, risk assessment within the framework or critical infrastructure protection and resilience will be examined.

Session Cycle Description: Spring Session.
CRIJ 4318 - Case Law and Courtroom Testimony (3)
A comprehensive study of United States Supreme
Court decisions and various state court decisions
regarding the evidentiary rules and procedures with
govern courtroom testimony. It will also provide
students with the knowledge and skill set necessary
to offer effective courtroom testimony as law
enforcement professionals and/or forensic
specialists; as well as the knowledge and skill set
necessary to elicit effective courtroom testimony
from the perspective of an attorney.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall Session.

CRIJ 4319 - Sex Crimes (3)

A study of juvenile and adult sexual offenders, investigation of sex crimes, and prevention and intervention strategies employed to address this population. Topics include interpersonal and intrapsychic theories related to deviant sexual behavior, assessments utilized to measure risk and predict dangerousness of sex offenders, and ethical considerations surrounding legal and social systemic processes in response to such offenses.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 4320 - Seminar in Forensic Studies (3)
This course will be an in-depth study of the multidisciplinary approaches and positions within the field of forensics. This is a seminar course exploring the diverse aspects of forensics. Investigative, legal, scientific, and criminal behavioral analysis functions will be explored with an opportunity to evaluate various roles and responsibilities of forensic practitioners as wells

processes, programs, and policies of respective agencies.

Prerequisite: CRIJ 1301. Session Cycle Description: As needed.

CRIJ 4321 - Ethics in the Justice System (3) A study of ethical systems and issues facing the justice system professional. This course explores the standards and codes of conduct and professional responsibility in justice agencies. It also explores roles of professional organizations and agencies, ethics and community relations, and civil liability in law enforcement, courts, and correctional environments.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall Session.

CRIJ 4323 - Forensic Investigation (3)
This course introduces the student to the fundamentals of contemporary forensic investigation as applied to criminal acts and activities. Emphasis will be placed on the role of the investigator, techniques of investigation, the collection and analysis of forensic evidence, and the presentation of forensic evidence in court. Methods of forensic investigation in cases of specific felony and misdemeanor crimes will be examined.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

CRIJ 4324 - Crime Scene Investigation (3)
A study of homicide investigations including objectives, preparations, procedures, and methods of searching a crime scene, crime scene reconstruction, and the value of crime scene sketches and their relationship to crime scene photographs. Topics will include distinct types of physical evidence such as fingerprints, trace, biological fluids, firearms, and impression evidence.

Session Cycle Description: As needed. CRIJ 4336 - Forensic Psychology (3)
A study of the practical aspects of integrating criminological and psychological scientific knowledge toward the understanding of criminal behavior. The focus will be the application of psychology to the investigation of crime and its effects upon the individual and society. Diverse biological, psychological, and sociocultural theories, the role of the forensic practitioner in examination and court processes, and the legal concepts of criminal competency and insanity will also be examined.

Prerequisite: CRIJ 1301 or PSYC 1301. Session Cycle Description: Fall Session.

CRIJ 4340 - Justice Abroad (3)

This is a travel course designed to provide students with an opportunity to explore the justice system from different cultural perspectives. The course will compare various aspects of the justice system and include opportunities for domestic or international travel.

Session Cycle Description: Summer or May. CRIJ 4351 - Crime and Delinquency (3) Study of the nature of crime and crime causation. Effects of crime on social order and institutions. Focus is on criminal behavior: its causes, treatment, and prevention. Participation in field trips to correctional facilities is required.

Session Cycle Description: Spring and Summer.

Session Cycle Description: Spring and Summer. CRIJ 4355 - Search and Seizure (3)

This course provides an analysis of the Fourth Amendment to the U.S. Constitution. The legal aspects of search warrant preparation and execution will be covered with emphasis on statutory and case law. Also included are examinations of warrantless searches and the Exclusionary Rule.

Prerequisite: Take 15 credits from CRIJ; Session Cycle Description: May Term only.

CRIJ 4360 - Capstone (3)

This course includes an overview of the process of seeking, pursuing, and securing employment in the criminal justice field. Students will be expected to pass a Departmental Comprehensive Exam and present the capstone paper to the faculty members in the Criminal Justice Department. Session Cycle Description: Spring Session.

CSCI-Computer Science

CSCI 1001 - Technology Competency (0) **Technology Competency** Session Cycle Description: Fall and Spring. CSCI 1099 - Special Topics (1-4) **Special Topics Course** CSCI 1303 - Intro to Computer Applications (3) An introduction to information technology, information systems, and the role of information within society. The course provides an overview of each of the five major areas of information technology (word processing, spreadsheets, databases, presentation, internet research); integrates the five areas, enabling students to use the technology to produce desired outputs for research, education, business, and cultural purposes: and uses spreadsheet and database programs for problem analysis. Work in Computer Lab is required. Session Cycle Description: Fall and Spring. CSCI 1306 - Introduction to Computer Forensics (3) This course gives and introduction to basis forensic techniques that would be useful in the context of gathering evidence from a crime scene or from network resources. This course fulfills the university technological competency requirement. Session Cycle Description: Spring Session. CSCI 1320 - Program Design & Development I (3) An introduction to program design and development emphasizing problem analysis, logic tools, algorithm

development, structured programming techniques,

Session Cycle Description: Fall and Spring.

and documentation.

CSCI 2099 - Special Topics (1-4)

Designed to meet special needs of upper-level computer science students. Will include current topics in Computer Science. May be repeated when topic varies.

Session Cycle Description: As needed. CSCI 2320 - Prog Design & Development II (3) Introduction to subprograms, data structures, and file processing. Students will design advanced algorithms for solving business and scientific problems. Structured program development and professional programming methodology is emphasized.

Prerequisite: CSCI 1320 with a C or better. Session Cycle Description: Fall and Spring. CSCI 3099 - Special Topics (1-4)

Designed to meet special needs of upper-level computer science students. Will include current topics in Computer Science. May be repeated when topic varies.

Session Cycle Description: As needed. CSCI 3320 - Assembly Language and Computer, Organization (3)

Introduction to the assembly language and internal organization of a computer. Internal representation of numbers and characters and their manipulation using assembly language instructions. The functional and architectural design of the control, memory, arithmetic and input/output units of a computer. Current computer architectures.

Prerequisite: CSCI 2320. Session Cycle Description: Fall Session.

CSCI 3323 - Computer Data Structures (3) Study of lists, trees and other data structure concepts; algorithms for manipulating data structures; use of data structures in computer data organization and programming languages. Work in Computer Lab required.

Prerequisite: CSCI 2320. Session Cycle Description: Fall Session.

CSCI 3324 - Networking (3)

(Students will obtain a comprehensive view of how computers are connected and how they achieve communication. Topics include wireless networks, physical connections, local area networks, and the protocols that enable the Internet. Students will also learn networking terminology and will study a variety of networking applications. Work in computer lab required.

Prerequisite: CSCI 1320. Session Cycle Description: Spring Session.

CSCI 3327 - Operating Systems (3)

Students will investigate concepts pertinent to the design of operating systems, including processes, scheduling, synchronization, memory management, and file systems. Students will also learn how these concepts are applied in two or more operating systems.

Session Cycle Description: Spring Session. CSCI 3333 - User-Interface / User-Experience (ui/Ux) (3)

A study of the design and implementation of the user-interface/user-experience. The course will present fundamentals of usability and human factors in application design. Students will use this knowledge to build applications to understand the user-interface and entire user-experience.

Prerequisite: CSCI 2320. Session Cycle Description: As needed.

CSCI 3350 - Web Technologies I (3)

Students will become proficient in creating content for the web using a variety of client-side technologies including xHTML, CSS, and Javascript. Emphasis is placed on achieving dynamic behavior using widely adopted languages and standards. Work in Computer Lab required.

Prerequisite: CSCI 1320. Session Cycle Description: Spring Session.

CSCI 4099 - Special Topics (1-4)

Designed to meet special needs of upper-level computer science students. Will include current topics in Computer Science. May be repeated when topic varies.

Session Cycle Description: As needed. CSCI 4320 - Database Systems (3)

Students will learn concepts and definitions foundational to modern database systems. Topics include the relational model, SQL, E-R modeling, and normalization. Concepts of database design and practice will be implemented using a modern database management system. Work in the computer lab required.

Prerequisite: CSCI 2320. Session Cycle Description: Spring Session.

CSCI 4322 - Info Systems Analysis & Design (3) Analyzing and designing information systems; analyzing business requirements using a variety of methodologies and designing input, output, database files, and documentation for an information system including the use of CASE tools. Work in Computer Lab required.

Session Cycle Description: Fall Session. CSCI 4332 - Artificial Intelligence (3) Students will investigate foundational artificial intelligence techniques including search methods, knowledge representation methods, theorem proving, planning, and various methods for creating adaptive algorithms. Students will apply some of these concepts by implementing them in computer programs.

Prerequisite: CSCI 3323. Session Cycle Description: As needed.

CSCI 4345 - Server Administration (3)

Students will learn server administration skills with emphasis on security-oriented, command-line management of a server running web and database

services. Students will manage their own cloud server instance and will gain exposure to topics such as security measures, working with the DNS, deploying and securing web applications, deploying and securing a database management system, writing and using APIs and shell scripting. Although not a strict requirement, background in database and web programming is helpful.

Prerequisite: CSCI 1320, CSCI 3350. Session Cycle Description: As needed.

CSCI 4350 - Web Technologies II (3)

Students will learn and apply a variety of methods for creating and maintaining websites that make extensive use of dynamic content. This class will involve web programming on both the client side and the server side.

Prerequisite: CSCI 2320, CSCI 3350. Session Cycle Description: Fall Session.

CSCI 4355 - Senior Project (3)

Students, working in a group setting, will draw upon knowledge and skills obtained in earlier CSCI courses to design, implement, and refine a significant project. Emphasis will be placed on critical thinking and on the synthesis of concepts and techniques in computer science. The course will include a comprehensive exam over CSCI concepts from throughout the degree program.

Prerequisite: CSCI 4322. Session Cycle Description: Spring Session.

CSCI 4371 - Internship in Computer Science (3) The student will gain practical, degree-related experience by applying to an employment situation the principles and procedures learned in the classroom. Some internship situation may be nonpaid. Grade of (S)satisfactory or (U)unsatisfactory only

Session Cycle Description: Fall, Spring, Summer.

CSD-Communication Sciences and Disorders

CSD 2099 - Special Topics (1-4)

A special interest course. May be repeated for credit when topics vary.

Session Cycle Description: As needed.

CSD 2350 - Sign Language I (3)

An introductory study of methods of manual communication with emphasis on American Sign Language. This course does not count as credit toward a Communication Sciences and Disorders major.

Session Cycle Description: Fall and Spring. CSD 2351 - Intro to Communication/Sciences Disorder (3)

Introduction to Communication Sciences Disorders-An introductory study of normal and disordered speech, language, and hearing in persons of all ages; overview of the professions of speech-language pathology and audiology.

Session Cycle Description: Fall Session.

CSD 2352 - Normal

Speech/Language/Learning/Hearing (3)

A study of normal speech, language, and hearing, including theory, normal developmental sequence and observation.

Session Cycle Description: Spring Session.

CSD 2353 - Audiology (3)

A study of hearing, both normal and disordered, emphasizing the fundamentals of acoustics, anatomy and physiology of the auditory mechanism, pathologies of the ear, assessment/identification of hearing loss, and hearing conservation.

Session Cycle Description: Fall Session.

CSD 3099 - Special Topics (1-4)

A special interest course. May be repeated for credit when topics vary.

Prerequisite: CSD 2351, CSD 2352. Session Cycle Description: As needed.

CSD 3350 - Sign Language II (3)

An intermediate study of methods of manual communication with primary emphasis on American Sign Language. This course does not count as credit toward a Speech Language Pathology major or minor.

Prerequisite: CSD 2350. Session Cycle Description: Spring Session.

CSD 3351 - Clinical Phonetics (3)

A study of the bases and processes related to the normal production and perception of speech and language. Mastery of the International Phonetic Alphabet as a tool in the practice of speech-language pathology.

Session Cycle Description: May Term only. CSD 3353 - Aural Rehabilitation (3) A study of services provided by speech-language pathologists, including speech-language development strategies, for persons who are hearing-impaired.

Prerequisite: CSD 2351, CSD 2352, CSD 3352. Session Cycle Description: Spring Session. CSD 3354 - Articulation and Phonological Processing (3)

A study of speech articulation and phonological disorders including etiology, theory, diagnosis, and treatment.

Prerequisite: CSD 2351, CSD 2352, CSD 3351.
Session Cycle Description: Fall Session.
CSD 3356 - Anatomy, Physiology, and Neuro (3)
Study of anatomy, physiology and neurology for the speech-language pathologist, including medical terminology for allied health practitioners.
Prerequisite: CSD 2351, BIOL 2402 or BIOL 2403 or BIOL 2410. Session Cycle Description: Spring

CSD 3358 - Neurogenic Communication Disorders (3)

A study of neurogenic speech-language disorders including etiology, theory, diagnosis, and treatment.

Prerequisite: CSD 2351, CSD 2352, CSD 2356. Session Cycle Description: Fall Session. CSD 3359 - Clinical Methods in Communication Disorders (3)

Clinical Methods in Communication Disorders - A study of the selection and use of procedures for the assessment and diagnosis of speech and language disorders, the development of treatment plans and the evaluation of treatment results.

Prerequisite: CSD 2351, CSD 2356, CSD 3351. Session Cycle Description: Fall Session. CSD 3360 - History/Culture of the Deaf in America (3)

History and Culture of the Deaf in America (3-3-0) A study of the history and culture of Americans with hearing loss including religious, educational, legal and sociological issues.

CSD 3361 - Observation of Clinical Procedures in S-L-H Disorders (3)

Observation of Clinical Procedures in Speech, Language, and/or Hearing Disorders. Clinical observation experiences in the diagnosis and/or treatment of speech, language, and hearing disorders/delays. Prerequisite: CSD 2351, CSD 2352; overall GPA of 3.0 in CSD courses; and permission of the department chair. May require a background check, drug screen, immunizations, and other items deemed necessary by the observation sites. Prerequisite: CSD 2351, CSD 2352. Session Cycle Description: Spring Session.

CSD 4059 – Observation of Clinical Procedures in S-L-H Disorders (1-4)

Observation of Clinical Procedures in Speech, Language, and/or Hearing Disorders (1-4 credits) Clinical observation experiences in the diagnosis and/or treatment of speech, language, and hearing disorders/delays. Prerequisite: CSD 3352, 3353, 3354, 3358, 3359 and 4352; overall GPA of 2.80with 3.00 in CSD courses, and permission of department chair. May require a background check and drug screening. May be repeated for credit. Fall, Spring Prerequisite: CSD 3352, CSD 3353, CSD 3354, CSD 3358, CSD 3359, CSD 4352. Session Cycle Description: Fall and Spring.

CSD 4079 - Adv Clin Proc in S-L-H Disorders (1-4) Advanced clinical experiences (observation and/or practice) and investigation in diagnosis and/or treatment of speech, language, hearing and related disorders/delays. Prerequisite: CSD 4059, and any other course deemed necessary by the department's faculty to prepare the student for observing and/or treating a specific type of disorder; overall GPA of 2.80 with 3.00 in CSD courses. May require a background check and drug screening. May be repeated for credit. Fall, Spring, Summer with special permission.

Prerequisite: CSD 4059. Session Cycle Description: Fall, Spring, Summer.

CSD 4099 - Seminar in Comm. Sciences/Disorders (1-4)

A study of a special subject area not covered in existing courses. Repeatable as topics vary. Prerequisite: CSD 2351, CSD 2352. Session Cycle Description: Fall, Spring, Summer.

CSD 4171 - Clinical Proc & Documentation (1) Study and practice related to providing clinical services for persons with speech, language, and hearing disorders/delays. Topics and activities include: legal ethical and professional issues: scheduling, the selection of treatment methods; treatment planning, charting performance; writing progress notes and summaries.

Prerequisite: SPEP 4459, Session Cycle Description: Summer.

CSD 4271 - Clinical Internship (2)

Clinical practice in procedures and treatment of speech, language, and hearing disorders/delays under the supervision of certified speech-language pathologists.

Prerequisite: CSD 3352, CSD 3353, CSD 3354, CSD 3359, CSD 4352, CSD 4353. Session Cycle Description: Summer.

CSD 4272 - Clinical Proc & Documentation (2) Study and practice related to providing clinical services for persons with speech, language, and hearing disorders/delays. Topics and activities include: legal ethical and professional issues; scheduling, the selection of treatment methods; treatment planning, charting performance; writing progress notes and summaries.

Prerequisite: CSD 3361, CSD 3359. Corequisite: CSD 4471. Session Cycle Description: Summer. CSD 4340 - Current Issues in Special Educ (3) This course will orient the Communication Sciences and Disorders major to the issues affecting the field of education. A variety of handicapping conditions will be explored. Methods and strategies for dealing with such conditions in the regular classroom will be introduced and the inclusion model will be emphasized.

Prerequisite: CSD 3354, CSD 4352, PSYC 3333. Session Cycle Description: Fall, Spring, Summer. CSD 4351 - Swallowing Across the Lifespan (3) This course covers swallowing disorders in both the pediatric and adult populations. Areas of discussion include the anatomy and physiology of normal deglutition as well as the stages of a normal swallow. The course will include assessment of swallowing disorders. Disorders of deglutition are reviewed. Management of the patient with swallowing disorders after treatment of oral-pharyngeal and laryngeal cancer is discussed. Neuromuscular swallowing disorders are included. Special concerns directly affecting the pediatric population are highlighted.

Prerequisite: CSD 3356. Session Cycle Description: Fall and Spring.

CSD 4352 - Language Disorders (3)

A study of language disorders in children, including etiology, theory, and diagnostic and treatment methods.

Prerequisite: CSD 2351, CSD 2352, CSD 3351, CSD 3354. Session Cycle Description: Fall and Spring. CSD 4353 - Speech/Language/Hearing Programs in Schools (3)

Investigation of the role of the speech-language pathologist in the school; legislation and public law related to children having speech-language disorders; organization and management of the school speech, language and hearing program; case selection; scheduling and implementing treatment services; individualized educational program; and documentation.

Prerequisite: CSD 3354, CSD 3359, CSD 4352. Session Cycle Description: Spring Session. CSD 4354 - Voice and Fluency Disorders (3) A study of voice and fluency disorders including etiology, theory, diagnosis and treatment. Prerequisite: CSD 2351, CSD 2352, CSD 2356. Session Cycle Description: Spring Session. CSD 4355 - Dev/Design Therapeutic Resource (3) A study of the design, creation, and modification or individualization of therapeutic materials that can be used in a variety of ways, including as language stimuli.

Prerequisite: CSD 3354, CSD 3359, CSD 4352, CSD 4353. Session Cycle Description: Summer. CSD 4358 - Augmentative/Alternative Comm (3) A study of the methods used to augment or to provide an alternative means of communication when a severe oral communication disorder is present. Emphasis will be placed on individual multimodal treatment plans based on evaluation results. Students will design AAC overlays. Prerequisite: CSD 3354, CSD 3358, CSD 3359, CSD 4352. Session Cycle Description: Fall Session. CSD 4459 - Observation of Clinical Procedures in S-L-H Disorders (4) Clinical observation experiences in the diagnosis and/or treatment of speech, language, and hearing disorders/delays.

Session Cycle Description: Fall Session.

CSD 4471 - Clinical Internship (4)

CSD 4471 Clinical Internship: Clinical practice in procedures and treatment of speech, language, and hearing disorders/delays under the supervision of certified speech-language pathologists and or audiologists. Prerequisites: CSD 3354, 3359,3361, 4352. Co-requisites: CSD 4272. At least nine hours of required Communication Sciences and Disorders courses must have been completed at HSU; gradepoint average of 3.0 in required in CSD courses; personal treatment of any speech-language, hearing or related disorders identified during

Communication Sciences and Disorders courses; and the permission of the department chair. May require a background check, drug screen, immunizations, and other items deemed necessary by the internship site. May be repeated for credit.

Prerequisite: CSD 3354, CSD 3359, CSD 3361. Corequisite: CSD 4352. Session Cycle Description: Summer.

CSD 4479 - Advanced Clinical Procedures in S-L-H Disorders (4)

Designated Capstone Course Advanced Clinical Procedures in Speech, Language, and/or Hearing Disorders. Advanced clinical experiences (observation and/or practice) and investigation in diagnosis and/or treatment of speech, language, hearing and related disorders/delays. Prerequisite: At least 21 credit hours earned in CSD; GPA of 3.0 in CSD courses; and permission of the department head. May require a background check, drug screen, immunizations, and other items deemed necessary by the externship sites. If the student is unable to meet the above prerequisites, an upper level CSD elective course will be substituted at the discretion of the department head.

Prerequisite: 21 credit hours earned in CSD. Session Cycle Description: Fall Session.

ECED-Early Childhood Educ

ECED 1099 - Special Topics (1-4) **Special Topics Course** ECED 2099 - Special Topics (1-4) **Special Topics Course** ECED 3099 - Special Topics (1-4) **Special Topics Course** ECED 3331 - Teaching EC-6 Math, Childhood Education (3) This course is designed to help EC-6 Generalist understand concepts and developmentally appropriate instructional strategies for math. Elementary concepts of decimals, sets, functions, geometry, measurement, probability and statistics with an emphasis on problem solving, critical thinking, and opportunities to synthesize all concepts through designing and implementing instructional activities for diverse learners. Prerequisite: PSYC 3330, EDUC 3338, MATH 2305. Session Cycle Description: Fall Session. ECED 3336 - Teaching EC-6 Science, Childhood Education (3)

This course is designed to help EC-6 to understand and help apply hands-on and inquiry-based methods while teaching physical, life, earth, and space science content in EC-6 grades. This course requires an understanding of the EC-6 science Texas Essential Knowledge and Skills (TEKS) through effective instruction and assessment. Students will complete two hours field experience.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, 7 credits of Science (Natural and Physical). Session Cycle Description: Fall and Spring. ECED 4099 - Special Topics (1-4) **Special Topics Course** ECED 4311 - Theory and Foundations of Early, Childhood Education (3) An introductory course to Early Childhood Education focusing on practical application of theory. Student will learn developmentally appropriate teaching practice for the various content areas in Early Childhood Education with special attention given to TEKS. Twelve clock hours of field experience in an early childhood classroom is required. Prerequisite: PSYC 3333, EDUC 3334, READ 3360. Session Cycle Description: Fall and Spring. ECED 4315 - Methods of Teaching Social Studies EC-6, Childhood Education (3) This course is designed to help EC-6 Generalist understand concepts and developmentally appropriate instructional strategies for math. Fundamental elementary math concepts such as development of early number concepts and number sense, number theory, operations, fractions and decimals, and problems solving is applied through active and investigative projects and activities.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338. Session Cycle Description: Spring Session.

experience. Prerequisites: PSYC 3333, EDUC 3334,

Students must complete two hours of field

EDUC 3338, MATH 2305. Spring

ECON-Economics

ECON 1099 - Special Topics (1-4)
Designed to meet special needs of economic students. May be repeated when topic varies.
Session Cycle Description: As needed.
ECON 1310 - Personal Finance (3)
A study of the financial considerations of the individual and family. Topics covered include the time value of money, budgeting, personal credit financing, taxation, insurance, savings, and retirement planning as well as spreadsheet and internet research skills.
Session Cycle Description: Fall, Spring, Summer.

Session Cycle Description: Fall, Spring, Summer. ECON 1330 - Intro to Economics (3)
Introduction to Economics Getting more from less: How decisions of governments, businesses, and individuals can maximize well-being in a world of scarcity

Session Cycle Description: Fall, Spring, Summer. ECON 1340 - Capitalism and Christianity (3) An introduction to free market system that examines the business disciplines within that system, addressing the question of whether or not the basic tenets of Christianity and capitalism are mutually consistent. The course also examines the role of

Christian institutions (churches, hospitals, colleges, etc.) interacting in economic systems.

Session Cycle Description: Fall and Spring.

ECON 2099 - Special Topics (1-4)

Designed to meet special needs of economics students. May be repeated when topic varies.

Session Cycle Description: As needed.

ECON 2101 - Macro Topics in South America (1)

This course examines current macroeconomics

issues in South America. Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in South America.

 $Prerequisite: ECON\ 1330,\ 2331,\ or\ 2332.\ Session$

Cycle Description: Summer or May.
ECON 2102 - Macro Topics in Europe (1)
This course examines current macroeconomics

issues in Europe. Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in Europe.

Prerequisite: ECON 1330, 2331, or 2332. Session

Cycle Description: Summer or May. ECON 2103 - Macro Topics in Asia (1)

This course examines current macroeconomics issues in Asia. Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in Asia

Prerequisite: ECON 1330, 2331, or 2332. Session

Cycle Description: Summer or May. ECON 2104 - Macro Topics in Africa (1)

This course examines current macroeconomics issues in Africa. Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in Africa.

Prerequisite: ECON 1330, 2331, or 2332. Session

Cycle Description: Summer or May.

ECON 2105 - Macro Topics in North & Central America (1)

This course examines current macroeconomics issues in North Central America (excluding the U.S.). Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in North Central America.

Prerequisite: ECON 1330, 2331, or 2332. Session Cycle Description: Summer or May.

ECON 2106 - Macro Topics in Australia & Oceania (1) This course examines current macroeconomics issues in Australia Oceania. Regional economic assessment will include current overview of trade, policy, capital, resources, and institution of the nations and states in Australia Oceania.

Prerequisite: ECON 1330, 2331, or 2332. Session

Cycle Description: Summer or May.

ECON 2331 - Principles of Macroeconomics (3)

A study of basic economic concepts, the economic role of government, national income analysis, national income theory, money and banking and the business cycle.

Session Cycle Description: Fall and Summer. ECON 2332 - Principles of Microeconomics (3) A study of the principles involved in the production, cost, exchange, and distribution of goods and services in a market economy. Analysis includes the role of consumers; the theory of the firm; the determination of prices under differing degrees of competition; productive inputs and their earnings; and the economics of international trade.

Prerequisite: ECON 1330 or ECON 2331. Session Cycle Description: Spring and Summer.

ECON 2340 - Healthcare Economics (3)

An analysis of the intricacies of the markets for insurance, medical services, medical training and labor, as well as pharmaceuticals. The course also addresses comparative healthcare systems from various regions.

Session Cycle Description: Fall Session. ECON 2370 - Economic Policy & Analytics (3) An application of basic economic principles to solving economic problems through policy. Students will identify economic problems, gather and analyze economics data, and examine existing policies and new policy proposals

Session Cycle Description: Spring Session. ECON 3099 - Special Topics (1-4)

Designed to meet special needs of economics students. May be repeated when topic varies.

 $Session \ Cycle \ Description: As \ needed.$

ECON 3301 - Intermediate Microeconomic Theory (3)

Intermediate price theory and introduction to welfare theory. Includes the theory of demand, theory of production, examination of costs, the theory of the firm, and the competitive structure of industries.

Prerequisite: ECON 2332. Session Cycle Description: Spring Session.

ECON 3302 - Intermediate Macroeconomics Theory (3)

Analysis of the economy with special emphasis on the measurement of income and prices, aggregate demand and supply, output, employment, price determination, inflation, business fluctuations, fiscal and monetary policies and growth.

Prerequisite: Take Macroeconomics, ECON 2332. Session Cycle Description: Fall Session.

ECON 3332 - International Trade (3)

Deals with international trade theory and policy. Topics include the reasons for international trade and factor movements, the instruments of trade policy, the political economy of trade policy, and trade policy in developing and advanced countries.

Prerequisite: ECON 2331, Take ECON 2332. Session Cycle Description: Fall Session.

ECON 3333 - International Finance (3)

Deals with such international financial matters as the balance of payments, the foreign exchange markets, the macroeconomics of open economics, and the international monetary system.

Prerequisite: FINA 3341, ECON 2331, ECON 2332. Session Cycle Description: Spring Session. ECON 3334 - Economic History of the U S (3) A study of the major economic events and issues in U.S. History utilizing the tools of both micro and macroeconomic analysis.

Prerequisite: One course from ECON. Session Cycle Description: Spring Session.

ECON 3335 - Law and Economics (3)

Economics provides a scientific theory of behavior as well as a method of evaluation laws' effects on important social goals. This course applies economic principles to numerous concrete legal questions, especially those arising in the broad areas of common law: property, tort, contract, and crime. Prerequisite: ECON 2332, BSAD 3303. Session Cycle Description: As needed.

ECON 3337 - Urban and Regional Economics (3) An overview of regional differences. Topics include: the theory of industrial and agricultural location and human migration; the economic basis for land use patterns, central places, urban form, regional and urban structure, and growth; and an analysis and examination of urban problems.

Prerequisite: ECON 2331, ECON 2332. Session Cycle Description: As needed.

ECON 3338 - History of Economic Thought (3) Development of economic thought and economic methodology from antiquity to the advent of precapitalism to the formation of current schools of economics. The course will focus on the evolution of economics as a body of thought, the historical and cultural circumstances affecting this development, and the movement from classical economics to neoclassical economics as a foundation for modern economic theory.

Prerequisite: ECON 1330, ECON 2331. Session Cycle Description: Fall and Spring.

ECON 3344 - Money & Banking (3)

History and theory of banking; money and capital markets; central banking; monetary policy.

Prerequisite: ECON 2331, ECON 2332. Session Cycle Description: Fall and Spring.

ECON 3346 - Labor Economics (3)

(3-3-0) A study of labor markets: labor supply and demand, employment contracting and personnel economics, labor unions, investments in education and training, discrimination, and patterns of inequality. Also covered are applications of economic theory to important public policy issues such as minimum wage laws, unions, and unemployment.

Prerequisite: ECON 2331, ECON 2332. Session Cycle

Description: Spring Session. ECON 4099 - Special Topics (1-4)

Designed to meet special needs of economics students. May be repeated when topic varies. Session Cycle Description: As needed.

ECON 4336 - Public Finance (3)

Deals with the justification for government activities, the design of programs consistent with these justifications, and the effects of major existing and proposed expenditure programs and taxes.

Prerequisite: Take Macroeconomics, ECON 2332.

Session Cycle Description: As needed.

ECON 4337 - Econometrics (3)

Techniques of simple and multiple regression.

Methods for correcting problems of autocorrelation, heteroscedasticity, and multicollinearity.

Prerequisite: Take Macroeconomics, ECON 2332, BSAD 2302. Session Cycle Description: Fall Session.

EDUC-Education

EDUC 1099 - Special Topics (1-4)

Special Topics Course

EDUC 1306 - Technology in Education (3)

Course content will include a study of instructional practices that reflect current philosophical and pedagogical knowledge of technology in education. An emphasis will begiven to integration of

technology within the curriculum.
Session Cycle Description: Fall and Spring.

EDUC 2099 - Special Topics (1-4)

A special interest course focusing upon selected topics not otherwise treated at this level of study. May be repeated for credit when topic varies. These courses will not apply for professional education credit.

Session Cycle Description: As needed. EDUC 3099 - Special Topics (1-4)

Special Topics Course

EDUC 3330 - Foundations of Learning and

Development (3) EDUC 3330 Foundations of Learning and Development For teacher education majors only may be taken without formal admission in the Irvin School of Education Teacher Preparation Program. The course will give students the opportunity to critically examine theory and research related to the developmental processes that encompass all areas of learning. Foundational theories in the domains of cognitive, physical, behavioral, and social-emotional developmental will be addressed, with emphasis on the familial, socioeconomic, and other cultural influences that form the context of a learner's development. Students will use various strategies of exploration, observation, discussion, and problem solving to enhance their understanding of learners. the learning process, and the learning environment within each of the theoretical foundations discussed.

Students will complete a fifteen-hour field experience as part of overall the course requirements. Per the undergraduate catalog: "No student is eligible to be recommended for certification if he/she has a grade of D or unsatisfactory in his/her area(s) of preparation/teaching field(s), EDUC 3330, or in any course in pedagogy and professional development." Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. EDUC 3331 - Teaching EC-6 Math, Childhood Education (3)

This course is designed to help EC-6 Generalist understand concepts and developmentally appropriate instructional strategies for math. Fundamental elementary math concepts such as development of early number concepts and number sense, number theory, operations, fractions and decimals, and problems solving is applied through active and investigative projects and activities. Students must complete two hours of field experience.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, MATH 2305. Session Cycle Description: Spring Session.

EDUC 3334 - Child and Adolescent Development (3) This course will address the intellectual, social, physical, and emotional developmental characteristics of children from the prenatal period through adolescence. Special emphases will be placed on the familial, socioeconomic, and other cultural influences that form the context of a child and adolescent development

Prerequisite: PSYC 3333. Session Cycle Description: Fall and Spring.

EDUC 3338 - The Learning Environment (3) This field course will emphasize establishing and maintaining an environment for classroom learning that is physically safe, emotionally safe, and productive. Classroom management and discipline will be studied extensively. A component of the study will include examination of the major theories of classroom discipline. Students will also begin developing their philosophy of education and a classroom management/discipline plan. Prerequisite: PSYC 3333. Session Cycle Description:

Prerequisite: PSYC 3333. Session Cycle Description Fall and Spring.

EDUC 3339 - Foundations of Social Studies Instruction (3)

Foundations of Social Studies Instruction This course is designed for EC-6 Interdisciplinary Generalist education majors. Students will be trained in research-based pedagogical applications using Law Related Education resources and will develop lesson plans and learning experiences incorporating children's literature, technology, and other cross curricular connections based on the Texas Education Agency approved Social Studies standards V

(geography), VI (economics), VIII (citizenship), and IX (Culture).

Prerequisite: EDUC 3330. Session Cycle Description: Fall and Spring.

EDUC 4099 - Special Topics (1-4)

Special Topics Course

EDUC 4320 - Student Teach in the Elem Sch (3) Observation, participation, and teaching all-day for one half the semesters in an accredited elementary school. To be taken with EDUC 4321, 4323, or 4326. Undergraduate credit only. Grade of (S)satisfactory or (U)unsatisfactory only.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, READ 3360, READ 4398, EDUC 4601. Corequisite: Take with EDUC 4321 or EDUC 4323 or EDUC 4326. Session Cycle Description: Fall and Spring. EDUC 4321 - St Teaching in Early Child Ed (3) Observation, participation, and teaching all-day for one half the semester in an accredited kindergarten. To be taken with EDUC 4320. Undergraduate credit only. Grade of(S)satisfactory or (U)unsatisfactory only.

Prerequisite: ECED 4311, ECED 4312, ECED 4313, PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4601. Session Cycle Description: Fall and Spring. EDUC 4323 - St Teaching in Spec Educ (3) Observation, participation, and teaching all day for one half the semester in an accredited special education setting. Undergraduate credit only. Grade of (S)satisfactory or (U) unsatisfactory only. Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4601, READ 3360, READ 3361, EDUC 4377. Session Cycle Description: Fall and Spring. EDUC 4324 - Internship I (3)

Teaching all day for the semester in an accredited school. To enroll in this course, the student must have completed all course work except student teaching, have graduated, and be employed as a full-time classroom teacher in his/her certification field(s) by an accredited school district in the state of Texas. Hours earned will be awarded as post baccalaureate hours. Grade of (S)satisfactory of (U)unsatisfactory only.

Session Cycle Description: Fall and Spring. EDUC 4325 - Internship II (3)

Teaching all day for the semester in an accredited school. To enroll in this course, the student must have completed all course work except student teaching, have graduated, and be employed as a full-time classroom teacher in his/her certification field(s) by an accredited school district in the state of Texas. Hours earned will be awarded as post baccalaureate hours. Grade of (S)satisfactory or (U)unsatisfactory only.

Session Cycle Description: Fall and Spring. EDUC 4326 - Student Teaching in the Middle School (3) Observation, participation, and teaching all day for one half the semester in an accredited middle school. To be taken with EDUC 4320. Undergraduate credit only. Grade of (S)satisfactory and (U)unsatisfactory only.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4340, EDUC 4370, EDUC 4371. Session Cycle

Description: Fall and Spring. EDUC 4327 - Internship (3)

The course provides Human Services Administration interdisciplinary majors a field of instruction supervised by a professional in an approved state or community-based organization. The internship allows the student opportunities to implement knowledge learned in previous courses pertaining to improving life of individuals and families in need. Emphasis is on developing leadership or specialist roles in adult services, pre-school and childcare administration, gerontology, program management, or social service.

Session Cycle Description: Fall and Spring. EDUC 4340 - Current Issues in Spec Ed (3) This course will orient the regular classroom teacher to the issues affecting the field of special education. A variety of handicapping conditions will be explored. Methods and strategies for dealing with such conditions in the regular classroom will be introduced and the inclusion model will be emphasized. Field experiences in multiple settings will be provided.

Prerequisite: PSYC 3333. Session Cycle Description: Fall and Spring.

EDUC 4341 - Educational Ass. of Exceptional Learners (3)

Educational Assessment of Exceptional Learners (3-3-0) - This course focuses on a variety of assessment and evaluation strategies appropriate for special and general educational settings. Knowledge of basic assessment procedures, instruments, and terminology as related to exceptional learners. Current practices, such as the interpretation and utilization of test data in developing individual educational plans and programming will be emphasized. The course requires in class participation, on-line activity, and field-based experience.

Prerequisite: PSYC 3333. Session Cycle Description: As needed.

EDUC 4342 - Adv. Strategies for Exceptional Learners (3)

Advanced Educational Strategies for Exceptional Learners - This course focuses on instructional methods and strategies for teaching students with severe disabilities. Emphasis is placed on curricula adaptations, functional communication, physical management, and community integration. Knowledge of appraisal instruments and techniques to determine educational placement and educational

needs of students with low incidence disabilities is emphasized. The course requires in class participation, on-line activity, and field-based experience.

Prerequisite: PSYC 3333. Session Cycle Description: As needed.

EDUC 4343 - Managing Academic and Social Behavior (3)

(3-3-0) This course addresses strategies to manage classroom behavior using behavioral principles. Definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress are presented. Emphasis is placed on procedures for increasing academic and socially appropriate behavior through classroom activities. The course requires in class participation and field-based experience.

Prerequisite: PSYC 3333. Session Cycle Description: As needed.

EDUC 4371 - Organization and Management for Teaching, In the Middle Grades and Secondary, Classroom (3)

This field-based course gives an overview of strategies and techniques for teachers at the middle and secondary level in instructional techniques. Within this course the students will be exposed to methods for teaching at the middle and secondary level while developing skills through micro-teaching. An in-depth examination of the TEKS and the lesson cycle will be presented including the rationale for and practice of lesson planning. Students will complete 8 hours of field experience. Prerequisite: EDUC 3334; Minimum grade C; EDUC 3338; Minimum grade C; PSYC 3333; Minimum grade C. Session Cycle Description: Fall and Spring. EDUC 4378 - Innovative Integrations (3) This hybrid course will be taken the semester of clinical teaching. The seminars and digital literacy post assessment are designed for all teacher certification levels within Irvin SOE Teacher Preparation Program. Students will be provided TEA required certification trainings, including Code of Ethics, mental health referral, bullying, dyslexia policy and procedures, substance abuse, Level 1 Google applications/certification exam, and student teaching policies. Seminars will prepare clinical teachers for the legal, ethical, and professional responsibilities of first year educators. Prerequisites: Admission into Clinical Teaching, 30 hours of observations and engaged field experiences. Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. EDUC 4379 - Capstone: The Professional Teacher (3) This course serves as the culminating experience for the education program. While focusing on issues and

regulations in education, students are led to

synthesize their knowledge, make decisions, and refine their expertise in order to make a smooth transition into the professional setting. A component of the course will involve the preparation of the student's professional portfolio.

Prerequisite: PSYC 3333, EDUC 3334; Minimum grade C; EDUC 3338; Minimum grade C; EDUC 4601 or EDUC 4371. Session Cycle Description: Fall and Spring.

EDUC 4601 - Interdisciplinary Strategies Grades EC-6 (6)

This course is designed to present instructional strategies for interdisciplinary studies, with emphasis on social studies methods. The Texas Essential Knowledge and Skills (TEKS), pedagogy, selection of curricular goals and objectives, and assessment of learning will be examined. Attention will be given to designing coherent, relevant and meaningful instruction while learning to continually monitor instructional effectiveness. This course should be taken the semester before student teaching or with instructor permission. Students will complete 6 hours field experience.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338. Session Cycle Description: Fall and Spring. EDUC 4622 - All-Level Student Teaching (6) Observation, participation, and teaching all-day for one semester; one half in an accredited elementary school and one half in an accredited middle or secondary school. This course is for those students seeking EC-12 certification. Undergraduate credit only. Grade of (S) satisfactory or (U) unsatisfactory only.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4371, EDUC 4340, READ 3362. Session Cycle Description: Fall and Spring.

EDUC 4623 - St Teaching in the Sec School (6) Observation, participation, and teaching, in an accredited secondary school, all-day for one semester with experience in each teaching field for which certification is sought. Undergraduate credit only. Grade of (S)satisfactory or (U) unsatisfactory only.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4371, READ 3362, EDUC 4340. Session Cycle Description: Fall and Spring.

EDUC 4626 - Student Teaching in the Middle School (6)

Observation, participation, and teaching, in an accredited middle school, all-day for one semester with experience in each teaching field for which certification is sought. Undergraduate credit only. Prerequisite: Senior classification and permission of advisor for each teaching field.

Prerequisite: PSYC 3333, EDUC 3334, EDUC 3338, EDUC 4340, EDUC 4371. Session Cycle Description: Fall and Spring.

ELEC-Elective

ELEC 2099 - Special Topics (0-4) Special Topics Course

ENGL-English

ENGL 110 - Basic Writing (1)

A developmental, one-credit English course offered to prepare students for the first regular semester of Freshman Writing. Grade of A, B, C, or F will be given (minimum grade of C required to pass). Course does not count toward graduation

Session Cycle Description: Fall and Spring.

ENGL 1099 - Special Topics (1-4)

Special Topics Course

ENGL 1301 - Freshmen Writing I (3)

Training in written expression. Regular papers and collateral reading; research paper required.

Session Cycle Description: Fall and Spring.

ENGL 1302 - Freshmen Writing II (3)

Continued training in writing, incorporating a general introduction to literature. Tests, regular papers on literary topics, and collateral reading; research paper required.

Session Cycle Description: Fall and Spring.

ENGL 2099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the catalog. May be repeated when topic varies. Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 2101 - Composition Review (1)

Short course of review instruction in the basic skills needed for effective writing. Grade of satisfactory(S), in progress (IP), or unsatisfactory(U) is given.

Prerequisite: Instructor permission. Writing

Proficiency Exam must be, taken prior to enrollment and ENGL 2101 to be taken only if, exam is not passed. Session Cycle Description: Fall and Spring.

ENGL 2301 - World Literature (3)

Readings in world literature, including Greek, Roman, European; research paper required.

Prerequisite: ENGL 1301 or ENGL 1302. Session

Cycle Description: Fall and Spring. ENGL 2302 - English Literature (3)

Readings in English literature from the beginnings to the present; research paper required.

Prerequisite: ENGL 1301 or ENGL 1302. Session

Cycle Description: Fall and Spring.

ENGL 2303 - American Literature (3)

Readings in American literature from the beginnings to the present; research paper required.

Prerequisite: ENGL 1301 or ENGL 1302. Session

Cycle Description: Fall and Spring.

ENGL 3099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the catalog. May be repeated when topic varies. Prerequisite: ENGL 2301, ENGL 2302, ENGL 2303.

Session Cycle Description: As needed.

ENGL 3101 - Composition Review (1)

Short course of review instruction in the basic skills needed for effective writing. Grade of satisfactory(S), in progress (IP), or unsatisfactory(U) is given. Prerequisite: Instructor permission. Writing Proficiency Exam must be, taken prior to enrollment and ENGL 2101 to be taken only if, exam is not passed. Session Cycle Description: Fall and Spring. ENGL 3300 - Writing as Discovery (3) Advanced Writing Instruction in advanced principles of written communication. Course will focus on

of written communication. Course will focus on developing students' writing abilities beyond the introductory level by closely examining their own writing as well as that of peers and professional writers. Students will complete a range of writing projects and employ various rhetorical strategies and multiple methods of research.

Prerequisite: ENGL 1301, ENGL 1302 or BSAD 1301, Complete 45 Credits. Session Cycle Description: Fall, Spring, Summer.

ENGL 3305 - Theoretical Approaches to Literature (3)

Composition course applying major theorists to literary criticism. Includes psychological, Marxist, feminist, Deconstructionist, among others. Especially recommended for those majors considering graduate work in English. Research paper required.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: May Term only.

ENGL 4099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the catalog. Topics have included Literary Allusions, Advanced Reading Survey, Literary Criticism, Regional Literature, Modern British Writing, Advanced Composition, Descriptive Linguistics, Milton. May be repeated when topic varies

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: As needed.

ENGL 4101 - Teaching English in the High School (1) Philosophy, history, and theory underlying the content of secondary English courses. Required of all students seeking certification in English as a first teaching field or as a major adding certification. Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Spring Session.

ENGL 4110 - Senior Capstone Course (1)
Overview of the knowledge development expected from a graduating English major, including oral and written presentations, a review of literary terms, Greek and Roman mythology, and British and American literary periods. Students will discuss employment and graduate school opportunities for English majors and participate in an Exit Exam and Exit Evaluation

Session Cycle Description: Spring Session. ENGL 4302 - Issues in Grammar (3)

contemporary issues in English grammar. Examines the influences on and the development and use of the rules governing English usage.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Spring Session.

ENGL 4304 - The Medieval Period (3)

Principle works of Chaucer, his language, and poetry; selected studies in significant Middle-English writings.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4305 - The American Novel (3)

Study of representative American novels with emphasis on social and literary thought.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4306 - Shakespeare (3)

Intensive study of the major works, with some emphasis on background, criticism and interpretation.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Spring Session.

ENGL 4307 - Modern Fiction (3)

(British or American Lit.) Twentieth century American and British fiction. Studies include range direction, and diversities of the fiction of selected writers.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Fall Session.

ENGL 4308 - The English Novel (3)

Representative novels of the eighteenth, nineteenth, and twentieth centuries.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4311 - Modern Poetry (3)

Twentieth century American and British poetry. Studies include range, direction, and diversities of the poetry of selected poets.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Spring Session.

ENGL 4312 - The Seventeenth Century (3) Study of the works of Milton and Dryden, poetic schools of Donne and Jonson, and prose writers --

Bacon, Browne, Bunyan, and others.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4313 - Early American Literature (3)

Colonial and national American literature, from the beginnings to Irving and Cooper.

beginnings to it ving and cooper.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4315 - Creative Writing (3)

Workshop program in writing poetry and fiction.

Class limited to 15 students.

Session Cycle Description: Fall Session.

ENGL 4316 - Adv Creative Writing (3)

Workshop program in writing poetry and fiction. Class limited to 15 students.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303, TAKE ENGL 4315. Session Cycle Description: Spring

ENGL 4317 - American Romanticism (3) Study of major American writers from Emerson to Dickinson, including Poe, Hawthorne, Melville, and Whitman.

Prerequisite: Take ENGL 2301 ENGL 2302 or ENGL 2303; Session Cycle Description: Fall Session. ENGL 4318 - Studies in Compositional Theory (3) Study of the development of compositional theories. focusing on various topics in rhetoric, including history, research curriculum development. Emphasis may vary each time the course is taught.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: Fall Session.

ENGL 4319 - Studies in Milton (3)

Close study of the major poetry and prose; emphasis on literary, political, and theological contexts.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4320 - The Thought and Fiction of C. S. Lewis

Close study of selected fiction and non-fiction; emphasizes analysis of style and values.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Fall Session.

ENGL 4321 - Introduction to Linguistics (3)

Introductions to the study of the process by which we acquire, understand, and use language. Introduces the major aspects of this discipline: phonology, morphology, syntax, semantics, and sociolinguistics.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: Fall Session.

ENGL 4322 - Modern Fantasy (3)

Close study of representative novels; emphasizes the development of the genre from the 1860s to the present.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Spring Session.

ENGL 4324 - The Romantic Period (3)

Poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats and others; the essays of Lamb, Hazlitt,

DeQuincey, and others.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: As needed.

ENGL 4325 - American Literary Realism (3)

Study of American literature from the Civil War to World War I.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: Fall Session.

ENGL 4326 - The Victorian Period (3)

Poetry of Browning, Tennyson, Arnold, and others;

the prose of Arnold, Carlyle, and others.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303.

Session Cycle Description: As needed.

ENGL 4327 - Studies in Southern Literature (3)

Will focus on significant texts by Southern authors from nineteenth, twentieth, and twenty-first centuries. Issues such as Race, Religion, History, Politics, Traditions, Identity, Myth, Folklore, and Relationships may be discussed against a background of the South's complex and diverse culture. This course may range over many genres: poetry, short fiction, drama, autobiography, essay, and novels. Emphasis may vary each time the course

Prerequisite: ENGL 1301 ENGL 1302 ENGL 2301 ENGL 2302 or ENGL 2303; Session Cycle Description: Spring Session.

ENGL 4328 - Studies in Women Writers (3) This course will focus on significant texts by British American women writers. Issues such as love, marriage, motherhood, family, relationships, and mythic and archetypal representations, and broader concerns such as women's spirituality and creativitywill be discussed. The course could range over many genres: poetry, short fiction, drama, essay, novel, and memoir.

Prerequisite: ENGL 2301 ENGL 2302 or ENGL 2303. Session Cycle Description: Spring Session.

ENVM-Environmental Management

ENVM 1099 - Special Topics (1-4) **Special Topics Course** ENVM 2099 - Special Topics (1-4) **Special Topics Course** ENVM 3099 - Special Topics (1-4) **Special Topics Course**

ENVM 3312 - Environmental Ethics (3)

A study of the ethical principles and values that are relevant in examining the moral relationship between humans and environment. Will include consideration of ethical positions to defend actions on the environment from several perspectives, including anthropocentrism, ecocentrism, individualism, and Christian biblical and theological traditions. The value implications of ecological principles and concepts will be examined. The ecological teachings and environmental ethics from non-Western world views will be examined. The ecological teachings and environmental ethics from non-Western world views will be surveyed. Course will emphasize the development of the ability to articulate and defend one's own views about the environmental ethics and to constructively criticize the views of others through discourse and writing. May be used to fulfill the humanities requirement of the foundational curriculum; not intended to fulfill the science requirements of the foundational curriculum.

Session Cycle Description: Spring Session. ENVM 4099 - Special Topics (1-4) Study of special topics, which are concentrated, highly specific, and impart time labile information. Session Cycle Description: As needed. ENVM 4320 - Fundamentals of Toxicology and Industrial Hygiene (3)

An introduction to the principals of toxicology and industrial hygiene in the workplace environment. This course emphasizes both health and safety management in the workplace. The related regulations such as the Occupational Safety and Health Act (OSH Act).

Session Cycle Description: Fall Session. ENVM 4340 - Environmental Laws & Regs (3) A survey of federal and state environmental regulations and the laws they are based on. Session Cycle Description: Fall Session.

ENVS-Environmental Science

ENVS 1099 - Special Topics (1-4)

Special Topics Course

ENVS 1111 - Introduction to Environmental Sci. Lab (1)

Introduction to Environmental Science Lab - A laboratory course providing an introduction to various techniques used by environmental scientist to measure and describe environmental science phenomena. Topic to be covered include water runoff monitoring, storm water planning, soil measurement techniques, environmental site descriptions, climate impacts on humans, use of Global Positioning Satellite equipment, and an introduction to maps.

Session Cycle Description: Spring and Summer. ENVS 1311 - Introduction to Environmental Science

This course is an introduction to the broad set of topics collected under the rubric of environmental science. Topics will be explored from global climate change to extinction of various flora and fauna in our world. The specific topics will be selected by the instructor. (This course may not be used towards any major or minor in sciences.

Session Cycle Description: Spring Session.

ENVS 2099 - Special Topics (1-4)

Special Topics Course

ENVS 2311 - Ecosystem Sustainability (3) Study of interrelationships between physical, chemical, and biological processes responsible for ecosystem function, resilience, and stability. This course explores in more detail the complex interactions between physical, chemical, biological, and social aspects of populations, communities and landscapes that are responsible for current unsustainable resource use and ecosystem degradation. Current and historic unsustainable resource consumption patterns are investigated, leading to a critical assessment of emerging technology and policy initiatives aimed at linking knowledge of ecological processes and ecosystem

services with sustainable resource use to support ecosystem sustainability.

Prerequisite: ENVS 1311, ENVS 1111, BIOL 1306 or BIOL 1307, BIOL 1106 or BIOL 1107. Session Cycle Description: Spring Session.

ENVS 3099 - Special Topics (1-4)

Study of special topics, which are concentrated, highly specific, and impart time labile information. ENVS 3308 - Wetlands (3) An advanced study of theory and application of wetlands including classification, hydrology, construction, regulation and environmental impacts and remediation. Prerequisite: 8 science credits. Session Cycle

Description: Fall Session.

ENVS 3309 - Watershed Assessment (3)

This course is and introduction to methods and science used by environmental professionals to assess watersheds. Watershed assessment and delineation for environmental stressors, such as a point source or non-point source pollution, will be covered. The surface waters of a watershed will be the primary focus of this course.

Prerequisite: 8 credits of Science. Session Cycle Description: Spring Session.

ENVS 4099 - Special Topics (1-4)

Study of special topics in Environmental Science, which are concentrated, highly specific, and impart current information.

Session Cycle Description: As needed.

ENVS 4144 - Environmental Science Seminar (1) Seminar includes students and faculty exploring areas of special interest in environmental science. Session Cycle Description: Fall Session.

ENVS 4308 - Water Resources Management (3) Use, conservation, and management of water resources will be studied. The imbalance between the demand for fresh water and the limited supply will be explored. Emphasis will be placed on Texas water systems and other water systems of the west. Session Cycle Description: Spring Session.

ENVS 4311 - Environmental Science (3)

A study of the principles and issues of environmental science with an emphasis on the management of physical and biological resources for sustained human development. Prerequisite: Environmental Science major or minor. Fall

Session Cycle Description: Fall Session.

ENVS 4312 - Geospatial Technology (3)

(3-3-2) This course is designed for upper classmen in the sciences who have a need for training in use of Geographic Information Systems (GIS). The class is driven by introductory lectures and hands-on computer-based activities to teach the fundamental principles behind GIS, train students in the use of GIS, and have the student apply this training toward a realistic geospatial project. In addition, students will be trained in the use of Global Positioning System (GPS) receivers, and portable weather

stations/altimeters. Prerequisite: 16 hours of advanced science courses (GEOL, BIOL, CHEM, PHYS) and approval of department head.

Prerequisite: 16 upper level credits from sciences (GEOL, BIOL, CHEM, PHYS) and approval of department head. Session Cycle Description: Fall Session.

ENVS 4314 - Environmental Science Field Experience (3)

Students will study the methods and techniques for observing, measuring, and recording environmental science data. They will learn the use of instruments to measure, to collect materials and data for mapping, and to complete the analysis of environmental phenomena. Various sites of environmental interest and research will be studied in the local and regional area. Samples collected will be analyzed. Observations and data will be consolidated into formal reports and presented. Prerequisite: GEOL 4315, CHEM 4305. Session Cycle Description: Spring Session.

ENVS 4316 - Fundamentals of Air Pollution (3) Interdisciplinary course to explore the scientific, economic, legal, political, environmental, and management aspects of air pollution.

Prerequisite: 8 Credits from Science. Session Cycle Description: Spring Session.

ENVS 4350 - Conflict Resolution Management (3) A review of practical and scholarly foundations of environmental conflict resolution. This course will look at interest-based negotiations; mediation; public disputes; science-intensive disputes; and quantitative negotiations involving multiple and conflicting objectives. Course requires internet access and media recording equipment such as computer camera, tablet, or mobile device with audio/video capability.

Prerequisite: Sophomore Classification Required. Session Cycle Description: Spring Session.

ETHC-Ethics

ETHC 3330 - Ethics in the Fine Arts (3) (3-3-0) An interdisciplinary course, team taught among music, art, and theatre areas, focusing on ethical issues in the fine arts. Topics may include copyright and fair use, product distribution in the internet age, issues concerning professional conduct, contracts and obligations, the expression of meaning in the arts, and the societal impact of the arts. Prerequisite: PHIL 2335.

Prerequisite: PHIL 2335. Session Cycle Description: As needed.

FINA-Finance

FINA 1099 - Special Topics (1-4) Special Topics Course FINA 2099 - Special Topics (1-4) Special Topics Course FINA 3099 - Special Topics (1-4)

Designed to meet special needs of upper-level students. May be repeated as topic varies. Session Cycle Description: As needed.

FINA 3333 - International Finance (3)

Deals with such international financial matters as the balance of payments, the foreign exchange markets, the macroeconomics of open economies, and the international monetary system.

 $Prerequisite: ECON\ 2331, FINA\ 3341, ECON\ 2332.$

Session Cycle Description: As needed.

FINA 3341 - Principles/Financial Management (3) Fundamentals of liquidity management, capital budgeting, financial structure; internal and external sources of funds, and discounted cash flow techniques.

Prerequisite: ACCT 2311. Session Cycle Description: Fall and Spring.

FINA 3342 - Capital Markets (3)

Money and capital markets; the effects of the market environment on financial management.

Prerequisite: ECON 2331. Session Cycle Description: Spring Session.

FINA 3344 - Money and Banking (3)

History and theory of banking; money and capital markets; central banking; monetary policy.

Prerequisite: ECON 2331, ECON 2332. Session Cycle

Description: Fall and Spring.

FINA 3347 - Principles of Real Estate (3)

An introduction to real estate principles and practices, including ethics, titles to and conveyance of real estate, legal descriptions and deeds, encumbrances, closing procedures, land economics, real estate finance, brokerage (including an overview of licensing as a real estate broker and salesperson), marketing, appraising, real estate investment, and taxation. Additional topics include law of agency, contracts, distinctions between personal and real property, real estate mathematics, government fair housing and lending law, land use planning, market and feasibility analysis, zoning (including urban problems and environmental hazards), primary and secondary markets, and real estate managements.

Session Cycle Description: Fall and Spring.

FINA 4099 - Special Topics (1-4)

Designed to meet special needs of upper-level students. May be repeated as topic varies. Session Cycle Description: As needed.

FINA 4341 - Investments (3)

The history and future of security markets; the development of skills relating to personal portfolio management; technical/fundamental analysis and the valuation of stocks; valuation of and investments in bonds and fixed income securities.

Prerequisite: FINA 3341. Session Cycle Description: Fall Session.

FINA 4342 - Case Studies in Finance (3)

Analysis of written cases and articles concerning cost of capital, capital markets, capital budgeting, asset management, mergers and acquisitions, and other related topics. This class should be taken in the finance's major's final year.

Prerequisite: FINA 3341. Session Cycle Description: Spring Session.

FINA 4343 - Commercial Bank Management (3) The organization and structure of banks and the banking industry; the regulatory environment; lending policies and procedures; managing deposit services and non-deposit liabilities; off balance sheet activities.

Prerequisite: FINA 3341, FINA 3344. Session Cycle Description: Fall Session.

FINA 4351 - Advanced Investments (3)

This course is designed to provide a unifying approach to the valuation of derivative products, also known as contingent claims. Topics of particular interest include future contracts, options, and swaps. Trading strategies involving options, including hedging and speculative positions, will be an integral component of the course.

Prerequisite: FINA 4341. Session Cycle Description: Spring Session.

FINA 4353 - Corporate Finance (3)

The purpose of this course is a comprehensive examination of the role of financial managers as decision-makers in the corporate environment. The course is designed to focus specifically on corporate financial planning, risk and return trade-off, capital budgeting, cost of capital, capital structure, and dividend policy.

Prerequisite: FINA 3341. Session Cycle Description: Fall Session.

FREN-French

FREN 1099 - Special Topics (1-4)

Special Topics Course

FREN 1301 - Elementary French I (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Session Cycle Description: Fall and Summer.

FREN 1302 - Elementary French II (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Prerequisite: FREN 1301. Session Cycle Description: Spring and Summer.

FREN 1401 - Elementary French I (4)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Session Cycle Description: Fall and Summer. FREN 1402 - Elementary French II (4)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Prerequisite: FREN 1401. Session Cycle Description: Spring and Summer.

FREN 2099 - Special Topics (1-4)

Special Topics Course

FREN 2301 - Intermediate French I (3)

Review of the fundamental principles of grammar. Intensive reading of prose and poetry of increasing difficulty, with emphasis on vocabulary building. Oral practice based on material read.

Prerequisite: FREN 1401, FREN 1402. Session Cycle

Description: Fall and Summer.

FREN 2302 - Intermediate French II (3)

Review of the fundamental principles of grammar. Intensive reading of prose and poetry of increasing difficulty, with emphasis on vocabulary building. Prerequisite: FREN 2301. Session Cycle Description: Spring and Summer.

FREN 3099 - Special Topics (1-4) Special Topics Course FREN 4099 - Special Topics (1-4) Special Topics Course

FYSM-First Year Seminar

FYSM 1300 - First Year Seminar: Gateway (3) Designed especially for first-semester freshmen, this course is the academic gateway to HSU's Christian liberal arts experience. Explores self-identity and the art of asking questions. Themes will vary depending on instructor(s). To be taken in the student's first semester at HSU.

Session Cycle Description: Fall and Spring.

GEOG-Geography

GEOG 1099 - Special Topics (1-4)

Special Topics Course

GEOG 2099 - Special Topics (1-4)

Special Topics Course

GEOG 2301 - Principles of Geography (3)

Provides an introduction to the breadth of Geography from human interaction with the physical

environment to such topics as Population and Urban Geography. Maps will be used to study the earth's features and the distribution of humans, resources, cultures, oceans, weather patterns, and other related topics.

Session Cycle Description: Fall and Summer.

GEOG 3099 - Special Topics (1-4)

Special Topics Course

GEOG 3301 - Cultural Geography (3)

Study of the political, social, economic, religious, and topographic impact on the development of the major cultural realms of the worlds and where they are today. A survey of the major cultural regions of the world with attention given to the geographic factors that affect current political and economic problems

as well as past cultural influences. Attention will be given to individual countries.
Session Cycle Description: Summer.
GEOG 4099 - Special Topics (1-4)
Special Topics Course

GEOL-Geology

GEOL 1099 - Special Topics (1-4)

Special Topics Course

GEOL 1103 - Physical Geology Lab (1)

A laboratory course providing an introduction to various techniques used by geologists to identify rocks and minerals and in the use of maps.

Session Cycle Description: Fall, Spring, Summer.

GEOL 1303 - Physical Geology (3)

An introduction to physical geology. A study of minerals, rocks, structures, and the processes that modify the Earth's surface and affect the people that live there.

Session Cycle Description: Fall, Spring, Summer.

GEOL 1411 - Historical Geology (4)

A study of the geologic history of the earth and the evolution of life with emphasis on the North American continent. Included are the geologic processes and principles that have shaped our planet including plate tectonics, age dating of geologic materials, fossil preservation, and ancient depositional environments.

Prerequisite: GEOL 1303, GEOL 1103. Session Cycle

Description: Spring Session. GEOL 2099 - Special Topics (1-4)

A course designed to meet special student needs. One, two, or three hours lecture per week.

Laboratory may be included for some topics. May be repeated for credit when topic varies. Will not count toward a major or minor in geology.

Session Cycle Description: Fall and Spring.

GEOL 2103 - Natural Hazards Laboratory (1)
This laboratory course provides an introduction to

the methods used to study natural hazards. This course will review the parameters and

measurements of several natural earth phenomena that interact negatively with human activity. This course will include the use of Global Positioning System (GPS) and Geographic Information System

(GIS) technology to assess local hazard potential. Concurrent or previous enrollment in GEOL 2303 is required. This course is not intended to satisfy any

science major or minor requirements.

topics.

Session Cycle Description: Fall and Spring. GEOL 2301 - Principles of Geography (3)

Provides an introduction to the breadth of Geography from human interaction with the physical environment to such topics as Population and Urban Geography. Maps will be used to study the earth's features and the distribution of humans, resources, cultures, oceans, weather patterns, and other related

Session Cycle Description: Fall and Spring. GEOL 2303 - Natural Hazards (3)

A survey of the many natural hazards that interact with the human population. Course material includes the geological concepts that are fundamental to each natural hazard, the causes and effects of each natural hazard, methods of prevention and remediation, and case studies.

Session Cycle Description: Fall and Spring.

GEOL 2410 - Mineralogy (4)

An introduction to minerals; with an emphasis on their physical properties, including composition, classification, identification, occurrences, and uses. Prerequisite: GEOL 1103, GEOL 1303, MATH 1310.

Session Cycle Description: Spring Session.

GEOL 3099 - Special Topics (1-4)

Field or laboratory studies of geological material. Emphasis is to be placed in the area or research of the professor teaching the course. May be repeated for credit when topic varies.

Session Cycle Description: Fall, Spring, Summer. GEOL 3101 - Petroleum Geology Seminar (1) (Petroleum Geology Seminar (1-1-0) This seminar course focuses on the natural processes resulting in hydrocarbon generation, the trapping of hydrocarbons, the properties of source and reservoir rock, and an introduction to exploration methods.

Prerequisites: GEOL 1411

Prerequisite: GEOL 1411. Session Cycle Description: As needed.

GEOL 3102 - Qualitative Logging Seminar (1) This seminar course focuses on the desirable qualities of source and reservoir rock on a petroleum productive system. Instrument logs are examined to determine how they work, what they measure, and how those measurements can be used in qualitative manner to evaluate productivity in a borehole. Prerequisite: GEOL 1411. Session Cycle Description: As needed.

GEOL 3103 - Quantitative Logging Seminar (1) This seminar focuses on the detailed analysis of the hydrocarbon production potential source and reservoir rocks. Mathematical techniques using data generated by log tools are investigated and applied to determine if hydrocarbons are producible, if hydrocarbons will produce with a water cut, and if porosity of a reservoir will enhance or detract from final production.

Session Cycle Description: As needed. GEOL 3301 - Oceanography (3)

An introduction to oceanography. This course emphasizes the application of geologic principles to the study of the marine environment. This course also covers atmospheric phenomena that occur at or near the surface of the earth, including weather and climate, that are impacted by the oceans of the earth. May not be used to fulfil major or minor requirements in Geology.

Session Cycle Description: Fall, Spring, Summer. GEOL 3305 - Volcanoes and Earthquakes (3) A survey of the mechanisms that cause earthquakes and volcanoes, their relation to plate tectonics, and the associated hazards to humans will be studied. Volcanoes and faults of West Texas and New Mexico will be closely examined. This course may not be used to satisfy the degree requirement for science majors or minors.

Session Cycle Description: May Term only. GEOL 3310 - Geochemistry (3)

This course provides an introduction to geochemistry for the undergraduate geology student. The course introduces essential geochemical tools of thermodynamics and kinetics, aquatic chemistry, isotope geochemistry, and trace element geochemistry. In addition, the course will explore the Earth from a geochemical perspective. Topics such as formation of the elements, formation of the Earth and Solar System, evolution of the lithosphere and mantle, weathering of minerals, stream chemistry, and ocean chemistry will be studied. Prerequisite: one year of general chemistry, GEOL 1103, 1303, 2410, or consent of instructor. Spring (odd years). Prerequisite: CHEM 1110, CHEM 1111, GEOL 1103, GEOL 1303, GEOL 2410. Session Cycle Description: Spring Session.

GEOL 3311 - Geospatial Technology (3) This is an applied technology and field course that introduces the student to mapping techniques using Global Positioning Satellite (GPS) equipment, Geographic Information Science (GIS) software, traditional survey methods, geological map production, aerial photography interpretation, and report writing. This course fulfills the university technology competency requirement. Prerequisite: GEOL 4311 or GEOL 4410, GEOL 2410, GEOL 2411, GEOL 3410. Session Cycle Description: Spring Session.

GEOL 3319 - Geology in Practice (3)

Geology in Practice (3-3-X) A Field intensive course that immerses students into iconic geological settings with the intent of demonstrating geologic forces in action, increasing their knowledge of the geology of the United States, and applying the principles and concepts of the science of geology to these locales. Specific regions of study may include (but are not limited to) the Colorado Plateau, the Rocky Mountains, and the Appalachian Mountains. May term (odd)

Prerequisite: 6 Upper Level Geology Credits, GEOL 1411. Session Cycle Description: May Term only. GEOL 3405 - Invertebrate Paleontology (4) An introduction to paleontological methods and application as related to invertebrate paleontology. While course content is driven by the basic concepts of invertebrate paleontology, the concepts of biostratigraphy, correlation, paleoenvironmental

interpretation, and field methods will be a fundamental component. Prerequisite: GEOL 1103, GEOL 1303, and GEOL 1411 Fall (even)
Prerequisite: GEOL 1303, GEOL 1103, GEOL 1411.
Session Cycle Description: Fall Session.
GEOL 3410 - Structural Geology (4)
A study of the architecture of the earth, including the causes of the deformation resulting structure and

A study of the architecture of the earth, including the causes of the deformation, resulting structure, and their interrelations.

Prerequisite: GEOL1103, GEOL 1303, GEOL 1411. Session Cycle Description: Fall Session. GEOL 3411 - Igneous and Metamorphic Petrology (4) (4-3-3) An introduction to igneous and metamorphic rocks; with an emphasis on their physical properties, including composition, classification, identification, occurrences, and significance to plate tectonics. Prerequisites: CHEM 1310, 1110; GEOL 1303, 1103, and 2410, and MATH 1310 and consent of instructor. Field trip and travel fee required. Fall (even years) Prerequisite: CHEM 1310, CHEM 1110, GEOL 1303, GEOL 1103, MATH 1310, GEOL 2410. Session Cycle Description: Fall Session.

GEOL 4099 - Special Topics (1-4)

Individual or group study of specific topics in/or relating to geology. The courses may be repeated as topics vary. Laboratory studies may carry up to four hours credit; other studies from one to three hours credit.

Session Cycle Description: Fall and Spring. GEOL 4104 - Sequence Stratigraphy Seminar (1) This seminar course focuses on the fundamentals of sequence stratigraphy and its applications. The focus will be to develop an understanding of the large-scale conditions that may lead to hydrocarbon productive strata within a sedimentary basin. Prerequisite: GEOL 1411. Session Cycle Description: As needed.

GEOL 4144 - Geoscience Seminar (1)
THIS SEMINAR IS INTENDED TO PREPARE
GEOLOGY STUDENTS ENTERING CAREERS IN
ACADEMIA, THE PETROLEUM INDUSTRY, AND THE
ENVIRONMENTALINDUSTRY FOR THEIR
JOB/SCHOOL HUNT, AND REINFORCE THE SKILLS
NECESSARY TO BE SUCCESSFUL IN THE
FIELDPROFESSIONAL APPLICATIONS AND
RESUMES, PRESENTATION SKILLS, RESEARCH
METHODS, AND GEOSCIENCE ETHICS ARE
INCLUDED IN MATERIAL COVERED FOR THIS
COURSE.

Prerequisite: 9 Upper Level GEOL Credits. Session Cycle Description: Spring Session.
GEOL 4305 - Geomorphology (3)
(3-3-0) This course bridges conceptual mapping with landform geology, by exposing students to the active processes that shape the Earth and the landforms that result from those processes. Maps, aerial photos, and Geographic Information Systems

(GIS) will all be applied in this course to the study of landforms.

Prerequisite: 6 Upper Level GEOL Credits. Session Cycle Description: Fall Session.

GEOL 4311 - Petroleum Geology (3)

(3-3-0) Origin, geological occurrences and location of petroleum will be studied. Methods of exploitation will be investigated. Prerequisites: six hours of advanced Earth Science or consent of instructor. Fall (odd years)

Session Cycle Description: Spring Session.

GEOL 4312 - Field Geology (3)

Students will investigate a geologic problem in the field for a one to two-week period. This field investigation will be used to train students in a variety of field techniques, gather data, analyze data, and compile and present data using Geographic Information Systems (GIS) and Global Positioning System (GPS) equipment.

Prerequisite: 16 Upper Level GEOL Credits. Session Cycle Description: Fall Session.

GEOL 4315 - Hydrology (3)

Comprehensive study of hydraulic characteristics of soil, rocks, aguifers, rivers and lakes with application to environmental and water resource planning concerns.

Prerequisite: 12 credits of science. Session Cycle

Description: Fall Session.

GEOL 4317 - Applied Petroleum Geology (3) (3-3-0) FOR STUDENTS ENTERING INTO INTERNSHIPS AND CAREERS IN THE PETROLEUM INDUSTRY, CERTAIN TECHNIQUES AND CONCEPTUAL MODELS ARE REQUIRED TO OPERATE SUCCESSFULLY. ADVANCED WELL-LOG ANALYSIS, SESMIC ANALYSIS AND VARIOUS SEQUENCE STRATIGRAPHICMODELS WILL BE USED TO ACCENTUATE THE TECHNIQUES AND SKILLS NEEDED IN LOCATING AND EVALUATING POTENTIAL RESERVOIR SYSTEMS.

Prerequisite: 9 Upper Level GEOL Credits. Session

Cycle Description: Spring Session.

GEOL 4410 - Stratigraphy & Sedimentation (4) The sedimentary cycle and its products; rockweathering, sediment transport, depositional environments, diagenesis, stratigraphic relationships and correlations.

Session Cycle Description: Fall Session.

GRE-GRE Prep Course

GRE 1 - GRE Prep Course (Kaplan) (0) Non-credit 8-week course designed to prepare for the GRE exam.

GREK-Greek

GREK 1099 - Special Topics (1-4) **Special Topics Course** GREK 2001 - Elementary Greek I Lab (0) Elementary Greek I Lab

Session Cycle Description: Fall and Spring. GREK 2002 - Elementary Greek II Lab (0)

Elementary Greek II Lab

Session Cycle Description: Fall and Spring.

GREK 2099 - Special Topics (1-4)

Special Topics Course

GREK 2301 - Elementary Greek I (3)

Beginning courses in forms, syntax, vocabulary, and easy prose compositions. Two hours language laboratory per week.

Session Cycle Description: Fall Session.

GREK 2302 - Elementary Greek II (3)

Beginning courses in forms, syntax, vocabulary, and easy prose compositions. Two hours language laboratory per week.

Prerequisite: GREK 2301. Session Cycle Description: Spring Session.

GREK 2401 - Elementary Greek I (4)

Beginning courses in forms, syntax, vocabulary, and easy prose compositions. Two hours language laboratory per week.

Session Cycle Description: Fall Session.

GREK 2402 - Elementary Greek II (4)

Beginning courses in forms, syntax, vocabulary, and easy prose compositions. Two hours language laboratory per week.

Prerequisite: GREK 2401. Session Cycle Description: Spring Session.

GREK 3099 - Special Topics (1-4)

Special Topics Course

GREK 4099 - Special Topics (1-4)

Special Topics Course

GREK 4301 - Intermediate Greek I (3)

Review of forms, syntax, prose compositions, and special selections from the New Testament.

Prerequisite: GREK 2401, GREK 2402. Session Cycle Description: Fall Session.

GREK 4302 - Intermediate Greek II (3)

Review of forms, syntax, prose compositions, and special selections from the New Testament.

Prerequisite: GREK 4301. Session Cycle Description: Spring Session.

GRMN-German

GRMN 1099 - Special Topics (1-4)

Special Topics Course

GRMN 1301 - Elementary German I (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language lab per week.

GRMN 1302 - Elementary German II (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language lab per

Prerequisite: GRMN 1301. Session Cycle Description: Spring Session.

GRMN 1401 - Elementary German I (4)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language lab per week.

Session Cycle Description: Fall Session.

GRMN 1402 - Elementary German II (4)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language lab per week.

Prerequisite: GRMN 1401. Session Cycle Description: Spring Session.

GRMN 2099 - Special Topics (1-4)

A special interest course offered for one, two, or three hours credit. Study of special interest topics not listed elsewhere in the catalog. May be repeated when topic varies.

Session Cycle Description: As needed. GRMN 2301 - Intermediate German I (3)

Review of the fundamental principles of grammar. Intensive reading of prose and poetry of increasing difficulty, with emphasis on vocabulary building. Oral practice based on material read.

Prerequisite: GRMN 1301, GRMN 1302. Session Cycle Description: Fall Session.

GRMN 2302 - Intermediate German II (3)

Review of the fundamental principles of grammar. Intensive reading of prose and poetry of increasing difficulty, with emphasis on vocabulary building. Oral practice based on material read.

Prerequisite: GRMN 2301. Session Cycle Description: Spring Session.

GRMN 3099 - Special Topics (1-4)

A special interest course offered for one, two- or three-hours credit. Study of special interest topics not listed elsewhere in the catalog. May be repeated when topic varies.

Session Cycle Description: As needed.

GRMN 4099 - Special Topics (1-4)

A special interest course offered for one, two, or three hours credit. Study of special interest not listed elsewhere in the catalog. May be repeated when topic varies.

Session Cycle Description: As needed.

HEBR-Hebrew

HEBR 1099 - Special Topics (1-4)

Special Topics Course

HEBR 2011 - Elementary Hebrew I Lab (0)

Elementary Hebrew I Lab

Session Cycle Description: As needed.

HEBR 2012 - Elementary Hebrew II Lab (0)

Elementary Hebrew II Lab

Session Cycle Description: As needed.

HEBR 2099 - Special Topics (1-4)

Special Topics Course

HEBR 2311 - Elementary Hebrew I (3)

Beginning courses in grammar, syntax, and vocabulary. Translation and reading will be taken

from selected portions of the Hebrew Old Testament.

Two hours language laboratory per week.

Session Cycle Description: Fall Session.

HEBR 2312 - Elementary Hebrew II (3)

Beginning courses in grammar, syntax, and vocabulary. Translation and reading will be taken

from selected portions of the Hebrew Old Testament.

Two hours language laboratory per week.

Prerequisite: HEBR 2311. Session Cycle Description: Spring Session.

HEBR 2411 - Elementary Hebrew I (4)

Beginning courses in grammar, syntax, and

vocabulary. Translation and reading will be taken

from selected portions of the Hebrew Old Testament.

Two hours language laboratory per week.

Session Cycle Description: Fall Session.

HEBR 2412 - Elementary Hebrew II (4)

Beginning courses in grammar, syntax, and vocabulary. Translation and reading will be taken

from selected portions of the Hebrew Old Testament.

Two hours language laboratory per week.

Prerequisite: HEBR 2411. Session Cycle Description: Spring Session.

HEBR 3099 - Special Topics (1-4)

Special Topics Course

HEBR 4099 - Special Topics (1-4)

Special Topics Course

HEBR 4311 - Hebrew Readings I (3)

Reading and exegesis of selected Old Testament Hebrew texts.

Prerequisite: HEBR 2411, HEBR 2412. Session Cycle

Description: Fall Session.

HEBR 4312 - Hebrew Readings II (3)

Reading and exegesis of selected Old Testament

Hebrew texts.

Prerequisite: HEBR 4311. Session Cycle Description: Spring Session.

HIST-History

HIST 1099 - Special Topics (1-4)

Special Topics Course

HIST 1300 - Making US History (3)

Making History: The Human Experience in America This gateway course helps students answer questions like "who am I?' and "who are we?" by examining important moments and themes from American History. Emphasizing analysis of primary documents, the course addresses questions that have animated Americans over time in the context of the collective past. Particular focus is placed upon changing conceptions of freedom, equality, and power. The course is a participatory exercise in asking questions that can aid students in assessing evidence and comparing conflicting interpretations. Session Cycle Description: Fall, Spring, Summer.

HIST 1301 - U S History to 1876 (3)

The development of the United States from the discovery of the Americas to the end of reconstruction in 1876.

Session Cycle Description: Fall Session. HIST 1302 - U S History Since 1876 (3)

The development of the United States from 1876 to the present.

Session Cycle Description: Spring Session.

HIST 2099 - Special Topics (1-4)

Individual or group study of a specific topic or subject not otherwise listed in the catalog. Course may be repeated when the topic of history changes. Session Cycle Description: As needed.

HIST 2301 - History of Western Civilization to 1550

A study of western civilization from ancient times to the mid-sixteenth century, showing the evolution of western society and culture to the end of the Reformation.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: Fall Session.

HIST 2302 - History of Western Civilization Since, 1550 (3)

A survey of western civilizations from the midsixteenth century to present. This course examines the development of the modern nation-states, the industrial revolution, and the evolution of modern social, political, and economic life in the West. Prerequisite: Sophomore Classification or Higher. Session Cycle Description: Spring Session. HIST 3099 - Special Topics (1-4) Individual or group study of a specific topic or

subject of history not covered by existing catalog courses. Course may be repeated when the topic varies.

Session Cycle Description: As needed.

HIST 3100 - Historiography (1)

A brief summary of Western historical thinking from ancient times to the present, with an introduction to some of the main issues and problems in historiography, philosophy of history, and historical method. Must be taken in conjunction with HIST 3200.

Session Cycle Description: Fall and Spring. HIST 3200 - Seminar in Historical Writing (2) Will give history majors and minors, as well as students preparing for history-related education certification, practical experience in historical methodology and historical writing. The major focus of the course will be the production by each student of a seminar paper of publishable quality based on original sources. The topics of the papers will vary from year to year to reflect the professional expertise of the instructor. Must be taken in conjunction with HIST 3100.

Prerequisite: HIST 1301, HIST 1302. Session Cycle

Description: Fall and Spring.

HIST 3306 - Studies in World History (3)

This course introduces students to the basic narrative of world history from prehistory to contemporary times. Although it emphasizes the histories of Africa, Asia and Latin America, this course is structured within a genuinely global framework. Particular emphases include religious traditions and cross-cultural exchanges. Session Cycle Description: Fall Session. HIST 3307 - World Cultural Realms (3) Study of the political, social, economic, religious, and

topographic impact on the development of the major cultural realms of the world and where they are today. A survey of the major cultural regions of the world with attention given to the geographic factors that affect current political and economic problems as well as past cultural influences. Attention will be given to individual countries.

Session Cycle Description: Summer.

HIST 4099 - Special Topics (1-4)

Courses created to allow individual or group study of a subject not otherwise listed in the catalog. Courses bearing this designation may be repeated when the topic varies.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4301 - Survey of Texas History (3)

A history of Texas from its discovery and exploration to the present with due emphasis on social and political subjects. Colonization and the Texas Revolution are accentuated, and the last quarter receives special attention. Students write at least one paper, selecting their own subjects with the approval of the teacher.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: Spring Session.

HIST 4302 - The American West (3)

A survey course in the regional history of the Trans-Mississippi West from pre-European contact through the twentieth century. Emphasis is placed on the conquest, colonization, and development of the region as well as the intercultural and environmental relations among the diverse peoples vying for occupancy and opportunity in the American West. Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4303 - Colonial and Revolutionary America, 1492-1789 (3)

A study of the political, economic and cultural foundations of the American colonies, the course of colonial development and regional differentiation, and the birth of independence. The issues leading to colonial revolution and the attempts to create a constitutional republic will receive special attention. Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4304 - The Roots of Democracy: United States, 1789-1840 (3)

A study of politics, economics and culture in the Early Republic. This course will focus on the implementation of a constitutional republic, the development of party politics, the growth of capitalism, the rise of popular religion, the expansion of westward migration, the creation of national identity, and the social turbulence fomented by these active forces.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: Fall Session.

HIST 4307 - Civil War and Reconstruction: United, States, 1840-1977 (3)

A study of politics, economics and culture in the United States during the mid-nineteenth century. This course will examine the continuing divergence of two distinct regions and trace the divisive issues that culminated in civil war. Emphasis is also placed on the role that the war and reconstruction played in creating the modern patterns of industrial, political and cultural America.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4308 - Gilded Age and Progressive United States, 1877-1917 (3)

Study of the development of the United States from a mostly rural, agrarian society to an urbanized industrialized world power. Emphasis on political economic, social and cultural history from the end of Reconstruction to the eve of the U.S. involvement in World War I.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4309 - World Wars, Roaring 20s, Depression: United States, 1917-1945 (3)

Study of the development of the United States from the eve of U.S. involvement in World War I through victory in World War II. Emphasis will be on domestic and foreign policy as well as on economic social and cultural trends, which characterized the prosperous 1920s, the Great Depression and two world wars.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4310 - The United States Since 1945 (3) Intensive study of the political, economic, and social forces that shaped the U.S. from World War II to the present. Special emphasis will be placed on domestic and foreign policy. Particular emphasis will be given the concept of limited war, Korea and Vietnam. Consequences of the Civil Rights Movement, The New Frontier, The Great Society and other political and economic movements from Nixon to present. Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4311 - American Foreign Relations (3) Study of the development of U.S. Foreign Policy from the early days of isolationism to today's total involvement in world affairs.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4312 - Women in American History (3)

A thorough examination of the lives, roles, progress and influence of women and the evolution of gender as an ideology in American history.

Prerequisite: Sophomore Classification or Higher.

Session Cycle Description: As needed.

HIST 4321 - Mexico and the Caribbean (3)

Study of the colonial heritage of the region and its emergence in the twentieth century. A close look will be taken at the development of Mexico since 1810, relating those developments to their neighbors in the Caribbean Basin.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4323 - Latin America in 20th Century (3)

Study of twentieth century Latin American revolutions and their impact on internal and external development. Attention will be given to problems that have helped foster the revolutions and delay the

progress of Latin America.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4350 - Modern France (3) Survey of French history from 1715 to today.

Prerequisite: Sophomore Classification or Higher.

Session Cycle Description: As needed.

HIST 4352 - Renaissance and Reformation (3) Study of the impact of medieval institutions and thought on European society from 1300-1650 and subsequent flowering of culture during those years. Major focus will be on basic social, economic, and political changes in Europe during the period including: revival of classical learning and explosion

of creative activity in the arts; changes in popular piety, political thought, and religious representation; and the religious crisis in Europe that culminated in Protestant revolt and Catholic Reformation.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4354 - Ancient Greece and Rome to 133 B.C. (3) The purpose of this course is to infuse the student with a basic knowledge of ancient Greek and Roman history from the Mycenaean Age to the emergence of the Roman Empire. Emphasis will be placed on the social, political, religious, and intellectual

development in the classical world from the early Helladic period of Greek history to the beginning of the Late Roman Republic. Attention will be given to the contributions of these cultures in the areas of government, scientific development, philosophy, religious thought, and the art of war.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4355 - Rome: Republic to Empire, 146 B.C.-476, A.D. (3)

The purpose of this course is to infuse the student with a basic knowledge of Roman history from the Late Republic to the collapse of the Western Roman Empire. Emphasis will be placed on the social, political, religious, and intellectual development in the Roman world from the Etruscan period of Roman history to the end of Roman political authority in Western Europe. Attention will be given to the contributions of this culture in the areas of government, scientific development, philosophy, religious thought, and the art of war.

Prerequisite: Sophomore Classification or Higher.

Session Cycle Description: As needed.

HIST 4361 - Modern Britain (3)

A survey of the history of England, the empire, and commonwealth since 1688, with emphasis on twentieth century England.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4363 - History of Modern Germany, 1871 to, Present (3)

A survey of German history from Bismarck to the present.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4366 - Modern Russia (3)

A survey of Russian history from 1689 to the present.

 $\label{pre-equisite} Pre-equisite: Sophomore \ Classification \ or \ Higher.$

Session Cycle Description: As needed.

HIST 4369 - Social & Intellectual History of Modern Europe (3)

Survey of the evolution of European social institutions, social movements and the ideas underlying them from 1789 to the present. Prerequisite: Sophomore Classification or Higher.

Session Cycle Description: As needed.

HIST 4370 - European Imperialism (3)

Study of the causes and consequences of the rise of the European overseas empires and their subsequent decline in the 20th century. Special emphasis will be focused on the British Imperial experience particularly in Africa and the Indian subcontinent. Attention will be paid to changes in European society and politics and their impact on colonial affairs, warfare, and aspects of race and colonial cultural relations.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HIST 4375 - Middle Ages (3)

Study of the creation of Europe from the fusion of the Roman world with the frontier cultures of northern Europe. Emphasis will be placed on the social and political evolution of the region from 400-1300, with attention to such topics as the rise of new technology, the impact of the Roman Catholic Church on society, the Crusades against Islam, and the ethos

of chivalry as evidence of the emergence of a new expansionist civilization.

Prerequisite: Sophomore Classification or Higher. Session Cycle Description: As needed.

HONR-Honors Program

HONR 1099 - Special Topics (1-4)

Special Topics Course

HONR 1301 - Honors Colloquium (3)

A three-hour course designed to 1) acquaint students with academic opportunities and responsibilities for Honors students on campus and in Abilene, 2) promote a sense of individual and communal purpose, and 3) encourage self-examination and self-discovery through discussion, prompted responses and auto- biographical writing. Session Cycle Description: Fall Session.

HONR 2099 - Special Topics (1-4)

Special Topics Course

HONR 3099 - Special Topics (1-4)

Courses created to allow group study of a subject not otherwise listed in the catalog. Courses bearing the Special Topics designation may be repeated when topic varies.

Session Cycle Description: As needed.

HONR 3301 - Discourse in Aesthetics (3)

A course designed to introduce seminal concepts and texts within the field of aesthetics.

Session Cycle Description: Fall Session.

HONR 3302 - Discourse in Cultural Theory (3)

A course designed to introduce seminal concepts and texts in the disciplines of the social sciences

Session Cycle Description: Fall Session.

HONR 3303 - Discourse in Applied Science and,

Mathematics (3)

A course designed to introduce seminal concepts and texts in the fields of science and mathematics Session Cycle Description: Spring Session.

HONR 3389 - Independent Studies (3)

Courses created to accommodate individual

arrangements between a student and a professor for specialized study of subjects not otherwise listed in catalog. Courses bearing the Independent Studies designation may be repeated when topic varies.

Session Cycle Description: Spring Session.

HONR 4099 - Special Topics (1-4)

Courses created to allow group study of a subject not otherwise listed in the catalog. May be repeated as topic varies.

Session Cycle Description: As needed. HONR 4101 - Honors Capstone I (1)

Two one-hour directed study courses designed to culminate a significant portion of a student's academic career by concentration on an extended field or research project. This project will be designed and begun within the first semester and written and presented as an Honors Thesis in the second semester. Consent of instructor required.

Session Cycle Description: Fall, Spring, Summer. HONR 4102 - Honors Capstone II (1)

Two one-hour directed study courses designed to culminate a significant portion of a student's academic career by concentration on an extended field of research project. This project will be designed and begun within the first semester and written and presented as an Honors Thesis in the second semester. Consent of instructor required. Session Cycle Description: Fall, Spring, Summer. HONR 4389 - Independent Studies (3) Courses created to accommodate individual arrangements between a student and a professor for specialized study of subjects not otherwise listed in the catalog. Courses bearing the Independent Studies

designation may be repeated when topic varies.

Session Cycle Description: Fall and Spring.

HUMA-Humanities

HUMA 1099 - Special Topics (1-4)

Special Topics Course

HUMA 2099 - Special Topics (1-4)

Special Topics Course

HUMA 3099 - Special Topics (1-4)

Study of special interest topic(s) not found

elsewhere in the catalog.

Session Cycle Description: As needed.

HUMA 3301 - Humanities I (3)

Investigation into the inter-relatedness of man's

search for self-expression of the resulting

discoveries in humanities from ancient Mesopotamia through the Middle Ages.

Session Cycle Description: Fall Session.

HUMA 3302 - Humanities II (3)

Investigation into the inter-relatedness of man's search for self-expression of the resulting

discoveries in humanities from the Renaissance

through the twentieth century.

Session Cycle Description: Spring Session.

HUMA 3330 - Survey of American Film (3)

The study of the development of the cinema in America, emphasizing history, genres, studios, social movements, directors, television, video. Course requirements may include outside film viewing,

projects, research.

Session Cycle Description: Fall, Spring, Summer.

HUMA 4099 - Special Topics (1-4)

Special Topics Course

KINE-Kinesiology

KINE 1099 - Special Topics (1-4)

A special interest course focusing upon selected topics not otherwise treated at this level of study. May be repeated for credit when topic varies.

Session Cycle Description: As needed.

KINE 1100 - Fitness Management (1)

This course is designed to introduce students to the fundamental components of fitness. Students will be

exposed to both health related and sport specific fitness components. Specific fitness profiles will be analyzed and individualized lifetime fitness prescription programs will be developed for each student.

Session Cycle Description: Fall and Spring. KINE 1101 - Adapted Physical Activities (1)

Offered for students who, under a physician's advice, are unable to participate in regular fitness and sport sciences classes.

Session Cycle Description: Fall, Spring, Summer.

KINE 1102 - Volleyball/Softball (1)

Fall, Spring

Session Cycle Description: Fall and Spring. KINE 1103 - Basketball and Soccer (1)

Spring

Session Cycle Description: Spring Session. KINE 1105 - Beginning Swimming (1)

Fall, Spring, Summer

Session Cycle Description: Fall, Spring, Summer. KINE 1106 - Advanced Swimming & Lifeguard Training (1)

Course leads toward American Red Cross

Lifeguarding Certification.

Session Cycle Description: Spring Session.

KINE 1107 - Aquacise (1)

Session Cycle Description: Fall and Spring.

KINE 1108 - Scuba/Water Safety (1)

Additional lab fee is required.

Session Cycle Description: Fall and Spring.

KINE 1110 - Racquetball (1)

Session Cycle Description: Fall, Spring, Summer.

KINE 1111 - Wallyball (1)

Spring

Session Cycle Description: Spring Session.

KINE 1112 - Beginning Tennis (1)

Session Cycle Description: Fall, Spring, Summer.

KINE 1113 - Pickleball/Badminton (1)

Session Cycle Description: Fall, Spring, Summer.

KINE 1114 - Handball (1)

Session Cycle Description: Fall and Spring.

KINE 1115 - White Horse Rider (1)

A member of the Hardin-Simmons University White Horse Rider Team will participate for a full semester in all activities of the White Horse program.

Activities will include the care maintenance of the horse assigned as well as practice performances with the White Horse Rider Team. Riders must quality for

the team to be eligible for activity credit. Session Cycle Description: Fall and Spring.

KINE 1120 - Aerobic Walking (1)

This course will emphasize walking for health and fitness for students who are interested in the instruction and practice of aerobic walking. Aerobic walking is designed to provide individuals with a low-impact alternative to jogging as a means of improving cardiovascular fitness and overall health, as well as promoting lifetime fitness.

Session Cycle Description: Fall and Spring.

KINE 1121 - Jogging (1)

Activity

Session Cycle Description: Spring and Summer.

KINE 1122 - Aerobics (1)

Rhythmic activities combining elements of the aerobic/musical approach to fitness and wellbeing. Session Cycle Description: Fall, Spring, Summer.

KINE 1123 - Cycling (1)

Students will experience activities that are associated with the sport of cycling. Activities such as road riding, off-road single track, multi-track, BMX

and stationary training will be included Session Cycle Description: Fall Session.

KINE 1124 - Ultimate Frisbee (1)

Ultimate Frisbee - Activity)

Session Cycle Description: Fall and Spring.

KINE 1130 - Strength & Flexibility Training (1) Session Cycle Description: Fall, Spring, Summer.

KINE 1131 - Advanced Weight Training (1)

Spring

Session Cycle Description: Spring Session.

KINE 1132 - Pilates (1)

An introduction to the principals and performance Pilates exercise to improve core strength and flexibility.

Session Cycle Description: Fall, Spring, Summer.

KINE 1133 - Yoga Fitness (1)

Yoga is the ancient practice of bringing body, breath, and mind into balance. Class format is a unique fusion of traditional exercise with the ancient beauty and artistry of yoga postures. All fitness levels and ages can reap the benefits of flexibility and strength training. May include use of resistance apparatus and/or incorporate Hatha Yoga principles. Benefits include flexibility and strength training and increased mental focus.

Session Cycle Description: Fall, Spring, Summer.

KINE 1140 - Theatrical Choreography (1)

Session Cycle Description: Fall and Spring.

KINE 1141 - Ultimate Frisbee (1)

Beginning Ballet - (Activity)

Session Cycle Description: Fall Session.

KINE 1142 - Folk Dance (1)

Session Cycle Description: Fall and Spring.

KINE 1143 - Beginning Self Defense (1)

Session Cycle Description: Fall and Spring.

KINE 1144 - Bowling (1)

Session Cycle Description: Fall, Spring, Summer.

KINE 1145 - Golf (1)

Fall, Spring, Summer

Session Cycle Description: Fall, Spring, Summer.

KINE 1170 - Wellness for Life (1)

This course is designed to introduce students to the principles of lifetime wellness and will include lecture topics such as nutrition, stress management, fitness prescription, heart disease and other health-related disorders. The course will also have an

activity component where students' fitness will be assessed, and they will be introduced to general fitness activities.

Session Cycle Description: Fall, Spring, Summer.

KINE 1180 - Varsity Volleyball (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1181 - Varsity Basketball (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1182 - Varsity Baseball (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1183 - Varsity Soccer (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1184 - Varsity Football (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1185 - Varsity Cheerleading (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1186 - Drill Team (1)

A member of the Hardin-Simmons University drill team will participate for a full semester in all activities of the drill team. Activities will include practice sessions and performances at a variety of university athletic events and other appropriate activities. Team members must quality and participate to be eligible for activity credit. Session Cycle Description: Fall and Spring.

KINE 1187 - White Horse Rider (1)

A member of the Hardin-Simmons University White Horse Rider Team will participate for a full semester in all activities of the White Horse program.

Activities will include the care maintenance of the horse assigned as well as practice performances with the White Horse Rider Team. Riders must quality for the team to be eligible for activity credit.

Session Cycle Description: Fall and Spring.

KINE 1188 - Cowboy Band (1)

A medium-sized ensemble designed for the performance of entertainment music for a variety of events including concerts, parades, football games, rodeos, basketball games, etc. A high-spirited, highly visible ensemble rich in history and tradition. Credit for Cowboy Band members only.

Session Cycle Description: Fall and Spring.

KINE 1189 - Varsity Softball (1)

This course is designed to introduce students to the fundamental components at a competitive level of women's softball. Students will be expected to analyze the sport both physically and mentally.

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1190 - Varsity Cross Country/Track and Field

Credit for varsity team members only.

Session Cycle Description: Fall and Spring.

KINE 1191 - Varsity Tennis (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1192 - Varsity Golf (1)

Credit for team members only.

Session Cycle Description: Fall and Spring.

KINE 1301 - Computer Applications in Physical Education (3)

Application of current technology in the areas of Fitness & Sport Sciences; fundamentals of computers and their use; application of commercial software to fitness and sport sciences, exercise science, athletic training, sports fitness, leisure and coaching settings; use of computer networks for communications and research.

Session Cycle Description: Fall and Spring.

KINE 2099 - Special Topics (1-4)

A special interest course focusing upon selected topics not otherwise treated at this level of study.

May be repeated when topic varies.

KINE 2300 - Outdoor Education Activities (3)
Course is designed to provide students with a wide variety of outdoor activity experiences. This includes archery, canoeing, kayaking, rappelling, orienteering, outdoor recreation games, riflery, and sailing. It provides additional experiences in team building, leadership training and adventure dynamics. Students enrolling for this course should be classified as a sophomore or have department head approval. Course can be counted for three hours of activity credit toward core curriculum fitness and sport sciences requirement.

Session Cycle Description: May Term only. KINE 2301 - Foundations of Physical Education (3) Concentrated study of philosophies, principles, objectives, and historical background of modern-day fitness and sport sciences programs.

Session Cycle Description: Fall and Spring. KINE 2302 - Basic Athletic Injury Care (3)

Basic principles, practices, and techniques in the

prevention, evaluation, treatment and rehabilitation of athletic injuries.

Session Cycle Description: Fall and Spring. KINE 2303 - Sport First Aid and CPR (3) Basic principles, practices and techniques in the assessment and immediate treatment of injuries and sudden illnesses, emphasizing those related to physical activity. The course will include the opportunity to earn First Aid and CPR/AED certifications. CPR skills tested outside of class time may be required.

Session Cycle Description: Fall and Spring. KINE 2305 - Fundamentals of Fitness & Performance (3)

This course is designed to introduce students to the fundamental components of lifetime, motor, and sport performance fitness. The course will include

psycho-motor components allowing students to experience basic fitness testing, fitness assessment and introductory personal fitness planning. Cognitive principles of exercise movement, training, and exercise leadership will be introduced. Prerequisite: KINE 1170. Session Cycle Description: Fall, Spring, Summer.

KINE 2313 - Sport Marketing and Communication (3)

#NAME?

Session Cycle Description: Spring Session.

KINE 3099 - Special Topics (1-4)

A special interest course focusing upon selected topics not otherwise treated at this level of study. May be repeated for credit when topic varies. Session Cycle Description: As needed.

KINE 3300 - Physical Activities for Children (3) A course designed to develop Physical Education skills for children and to give practical experiences with the concepts of games and activities as they apply to the growth of each child.

Session Cycle Description: Fall Session.

KINE 3302 - Essential Elements of Nutrition (3) Basic facts and principles of human nutrition are presented. Study includes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals. Nutritional aspects in regard to weight control, cholesterol, triglycerides, and hypertension will also be discussed. Nutrition as it relates to performance and the use of supplements will be presented. An awareness of eating disorders will also be presented. Session Cycle Description: Fall and Spring. KINE 3303 - Teaching Swimming & Water Safety (3) Instruction and practice in teaching swimming and diving leading toward Red Cross Certification in Water Safety Instruction (WSI).

Prerequisite: KINE 1106. Session Cycle Description: As needed.

KINE 3305 - History of Sport (3)

The study of sport and its influence on the culture of Africa, Asia, Europe, North and South America. The course will emphasize the role of sport in the United States; however, the course will be structured within a global framework from the informal games of the colonial period to the highly organized, often commercial contests of the present. Students study the social impact of industrialization and urbanization on the development of national traditions and explore issues of race, ethnicity, and gender in relation to social, political, cultural, and economic interests.

Session Cycle Description: Spring Session. KINE 3306 - Applied Motor Control/Learning and Adapt (3)

Applied Motor Control/Learning and Adaptive Movement - This course is designed to provide

theoretical and applicable knowledge of motor control and learning in both typical and atypical populations. This course will address practical issues such as instruction, movement/sport skill acquisition, assessment and program development for the education, government and private sector professional working with typical and atypical populations. Off-campus experiences outside of class times are required.

Session Cycle Description: Fall and Spring. KINE 3307 - Legal and Ethical Topics in Fitness and (3)

Legal and Ethical Topics in Fitness and Sport Science - An overview study of the governing agencies related to administration and control of sport and recreational management/services. Offers an analysis of major fundamental legal aspects, risk management, and ethical issues related to and confronting the sports, health/fitness, recreation professions, industries, and leadership.

Session Cycle Description: Spring Session.

KINE 3313 - Kinesiology (3)

Study of human movement involving analysis of joint and muscular mechanism, and mechanical concepts as it relates to physical education, sport, exercise science, and sports medicine. Emphasis will be given to analyzing and improving human movement for optimal health and performance.

Prerequisite: BIOL 2402 or BIOL 2410. Session Cycle Description: Fall and Spring.

KINE 3314 - Physiology of Exercise (3)

Study of bodily functions as they relate to exercise. Emphasis will be given to neuromuscular, metabolic, cardiovascular/respiratory aspects relating to therapeutic activities, rehabilitation programs and training methods of obtaining optimal levels of health and performance.

Prerequisite: BIOL 2402 or BIOL 2410. Session Cycle Description: Fall and Spring.

KINE 3316 - Sport and Exercise Psychology (3) This course teaches students about the mental and emotional factors influencing performance in sport and exercise settings. Theories, variables and techniques that influence the effectiveness of coaching/training individuals are examined. Student will participate in activities that demonstrate psychological skills training (PST) and explore methods of implementing these skills in practical sport and exercise settings.

Prerequisite: BIOL 2402 or BIOL 2410. Session Cycle Description: Fall and Spring.

KINE 3320 - Coaching Individual Sports (3)
An in-depth study of coaching athletes in individual sports such as track/cross country, tennis, swimming, cycling, strength conditioning and power lifting. Principles may be applied to personal training or individual clients. Guest speakers will provide insight and experiences directly from the field.

Designing training programs, planning practices, scheduling competitions and mentally preparing individual athletes for competition will be addressed. Projects and discussions will introduce issues regarding athlete development and enable students to establish a coaching philosophy. Session Cycle Description: Spring Session. KINE 3321 - Coaching Team Sports (3) An in-depth study of coaching athletes in team sports such as football, basketball, soccer, softball, and baseball. Guest speakers will provide insight and experience from the field. Practical issues such as conducting a team practice, developing team cohesion, and becoming an effective leader will be addressed. Throughout the semester, students will develop a personal coaching philosophy and be introduced to a wide array of issues involved in coaching team sports.

Session Cycle Description: Fall Session. KINE 3360 - Instruction of Strength Training and, Conditioning (3)

(3-3-0) This course is a comprehensive study of the theoretical concepts and applications of strength training and conditioning activities for performance enhancement. Emphasis is given to the following areas of strength training and conditioning:(1) scientific principles, (2) testing and evaluation, (3) practical demonstration and instruction of exercise techniques and prescription, (4) program design, (5) facility organization and administration. The course content includes knowledge, skills and abilities related to the NSCA's Certified Strength and Conditioning Specialist certification. Prerequisites: FSSC 3313,3314 or instructor approval. Fall. Prerequisite: KINE 3313, KINE 3314. Session Cycle Description: Fall and Spring.

KINE 4007 - Outdoor Education Internship (0) This course is designed to give the undergraduate student a practicum field experience in outdoor education. This is a no tuition, no credit course. A room and board fee will be assessed. Students will receive credit for internship hours upon completion of FSSC 4307 or 4308. May Term only.

Prerequisite: Sophomore Classification Required. Session Cycle Description: May Term only. KINE 4099 - Special Topics (1-4)

Special Topics Course

Prerequisite: Sophomore Classification Required. KINE 4300 - Senior Seminar (3)

This weekly class utilizes a seminar style format. It is designed to foster critical thinking, managerial skills, and the enhancement of communication skills, both oral and written. Additional skills development occurs in research and professional presentations that each student is required to present in a professional setting. Emphasis is placed on addressing current issues and involves interactive role playing. Prerequisite: Senior standing,

completion of required activity courses and consent of instructor.

Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. KINE 4302 - Sports, Fitness & Recreational Management (3)

Administrative problems involved in coordination of health, physical education, intramural, and other areas within the discipline. Prerequisite: Senior classification.

Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. KINE 4304 - Statistical Methods (3) Development and status of measurement in physical education; analysis of various tests in the field;

education; analysis of various tests in the field; elementary statistical procedures; theory and practice in test administration and use of tests in teaching fitness and sport sciences.

Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. KINE 4305 - Tech of Physiological Fitness Assessment (3)

Course introduces a variety of laboratory and field tests utilized in the evaluation of functional work capacity in specific areas of human performance. Emphasis is given to the application of the following: (1) Benefits and risks associated with exercise testing, (2) health screening and risk stratification, (3)pretest evaluation, (4) physical fitness testing and interpretation, (5) clinical exercise testing, (6)interpretation of clinical test data, (7) exercise testing for adults, adolescents, children, elderly, pregnant women, athletes, and other populations (8) legal issues. The course content includes knowledge, skills, and abilities related to professional fitness certifications.

Prerequisite: KINE 3313, KINE 3314, KINE 4304, Sophomore Classification Required. Session Cycle Description: Fall Session.

KINE 4306 - Adapted Fitness & Sport Sciences (3) Course is designed to enable teachers to adapt fitness and sport sciences programs and activities for atypical populations. Instruction, movement, assessment, and program design for special conditions are emphasized.

Session Cycle Description: Fall and Spring. KINE 4307 - Internship I (3)

This course is designed to give the undergraduate Exercise Science and Sports, Fitness and Leisure Studies majors a practicum field experience in which the student is required to work in a related facility or agency for a minimum of 100 clock hours. The student will be supervised jointly by members of the cooperating agency and the Department of Fitness and Sport Sciences.

Session Cycle Description: Fall, Spring, Summer. KINE 4308 - Internship II (3)

This course is designed to give the undergraduate Exercise Science and Sports, Fitness and Leisure Studies majors a practicum field experience in which the student is required to work in a related facility or agency for a minimum of 100 clock hours. The student will be supervised jointly by members of the cooperating agency and the Department of Fitness and Sport Sciences. Application deadline March 1 (Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall, Spring, Summer. KINE 4310 - Exercise Prescription (3) Introduction to basic theory and application relative to exercise techniques and prescription for healthy individuals and individuals with specific clinically diagnosed diseases and conditions. Emphasis is given to an application of the following: (1) Benefits and risks associated with exercise, (2) health screening and risk stratification, (3) general principles of exercise prescription, (4) exercise prescription for individuals with clinical diseases and conditions, (5) exercise prescription for adults, adolescents, children, elderly, pregnant women, athletes and other populations, and (6) methods for changing exercise behavior. The course content includes knowledge, skills, and abilities related to professional fitness certifications.

Prerequisite: KINE 4305, Sophomore Classification Required. Session Cycle Description: Spring Session. KINE 4311 - Essential Elements of Movement and, Performance (3)

(3-3-0) The course will expose students to the essential cognitive elements required to perform various physical skills and to learn the fundamentals of psychomotor performance. This course will address Grades 6-12 physical education standards. The class will include a lab application component allowing students to apply principles of skill development and movement performance. Prerequisite: FSSC 2301. Fall, Spring. Prerequisite: KINE 2301, Sophomore Classification Required. Session Cycle Description: Fall and Spring. KINE 4333 - Theory/Psychological Aspects

Course is designed to aid future coaches in understanding non-technical skills and aspects of coaching and sport. Focus is on the foundations of personal and social factors related to the performance of sport skills. Included is an investigation of theories, strategies, variables and techniques that can influence the effectiveness of technical coaching, thus enabling one to develop a sounder philosophy of coaching.

Coach/Sport (3)

Prerequisite: Sophomore Classification Required. Session Cycle Description: Fall and Spring. KINE 4607 - Internship (6)

This course is designed to give the undergraduate exercise science and sports, fitness and leisure studies majors practicum field experience in which

the student is required to work in an exercise related facility or agency for a minimum of 200 clock hours. The student will be supervised jointly by members of the cooperating agency and Fitness Sport Sciences Department.

Session Cycle Description: Fall, Spring, Summer.

LDSP-Leadership Studies

LDSP 1099 - Special Topics (1-4)

Special Topics Course

LDSP 1301 - Foundations of Leadership Studies (3) Student will gain exposure to the field of leadership studies. The ideas and philosophies of ancient and modern thinkers will be studied as well as leadership-related theories from the fields of management and industrial I organizational psychology. Students will perform a service project. Session Cycle Description: Fall Session.

LDSP 2099 - Special Topics (1-4)

Study of special interest topics not listed elsewhere in the catalog.

Session Cycle Description: As needed.

LDSP 3099 - Special Topics (0-4)

Study of special interest topics not listed elsewhere in the catalog.

Prerequisite: LDSP 1301. Session Cycle Description: As needed.

LDSP 3303 - Great Leaders of History (3)

A close examination of the styles and methods of leadership employed by select men and women from a variety of historical eras who became leaders of their societies. The course content will vary from year to year. In all years special emphasis will be placed on the individual qualities that elevate some to positions of leadership.

Prerequisite: LDSP 1301. Session Cycle Description: Fall Session.

LDSP 3305 - Ethical Issues for Leaders (3)
An examination of Christian ethical foundations for leadership with particular attention to the moral

leadership with particular attention to the moral dimensions of leadership in organizations and communities and to the determination of morally responsible approaches to issues confronting leaders today.

Prerequisite: LDSP 1301. Session Cycle Description: May Term only.

LDSP 3306 - Communication for Leaders (3)

Theory and practice of communication skills, both oral and written, necessary for effective leadership. Special emphasis placed on persuasion,

interpersonal, and group communication.

Assignments will focus on the theory and practice of effective speaking and writing.

Prerequisite: LDSP 1301. Session Cycle Description: As needed.

LDSP 3307 - Critical Thinking and Problem Solving (3)

An examination of the central features of the critical thinking process, the assumptions underlying ways of coming to know and live, and the role of leaders in prompting others to begin the process of thinking critically.

Prerequisite: LDSP 1301. Session Cycle Description: Fall Session.

LDSP 3310 - Leadership Workshop (3)
Students will put the theories and principles of leadership they have studied into practice through this course. The format of the course will differ across semesters. Workshop examples might include: directing and participating in theatre productions creating and running entrepreneurial ventures; developing educational programs; planning and conducting mission efforts; and outdoor, adventure-based team and leadership development programs. Special emphasis will be placed on reflection and analysis of leadership principles and on leadership skill development. Prerequisite: LDSP 1301. Session Cycle Description:

LDSP 3315 - Leadership in Theatre (3) (3-3-X) Students in this course will learn about different leadership roles in the theatre through hands-on directing and production experience. Each student in the course will direct a scene, and together take on the different leadership positions in the theatre to produce a live performance.

Summer.

Prerequisite: LDSP 1301. Session Cycle Description: Spring Session.
LDSP 3320 - Creating Profit/Nonprofit Ventures (3)

The principles and processes required to create and lead a viable for-profit or non-profit organization will be explored. Students will examine such concepts as: entrepreneurship, planning and preparation, start-up costs, legal and financial issues, and marketing.

Prerequisite: LDSP 1301. Session Cycle Description: Fall Session.

LDSP 3325 - Sport and Recreation Management Seminar (3)

The course is designed to examine administrative concepts and various leadership roles required in the fitness, sports, and recreation industries. Prerequisite: LDSP 1301. Session Cycle Description: As needed.

LDSP 3330 - Outdoor Leadership (3)

Students will develop and practice leadership skills through adventure-based, outdoor education experiences. Skills such as leadership, teamwork, communication, problem solving, conflict and stress management, motivation, power, and delegation, and change will be studied through class and outdoor activities. Students will also gain practical experience in planning and organizing weekend camping trips. Prerequisite: LDSP 1301. Session Cycle Description: Spring Session.

LDSP 3335 - Leading Teams (3)

Students learn about the complexities of guiding, leading, evaluating, motivating, and rewarding teams. Leadership and teamwork skills are developed through applied learning activities.

Prerequisite: LDSP 1301

Prerequisite: LDSP 1301. Session Cycle Description: Spring Session.

LDSP 3340 - Business Concepts for Leaders (3) Students learn about key business concepts needed by people in charge of organizations and gain experience by completing a business project. Prerequisite: LDSP 1301. Session Cycle Description: Fall Session.

LDSP 3345 - Leadership in Film (3)

leadership. Prerequisite: LDSP 1301

Students identify, examine, and critically evaluate how leadership theories, skills, and processes are portrayed in a series of classic and popular films. Prerequisite: LDSP 1301. Session Cycle Description: Fall Session.

LDSP 3350 - Organizational Behavior (3) Students examine the historical development of the organizational behavior field, contemporary theories and models of organization, and the implications of organization topics on management practice and

Prerequisite: LDSP 1301. Session Cycle Description:

LDSP 3355 - Decision Making and Quantitative Methods (3)

(3-3-0) Students learn about the complexities of decision making in organizations. Decision theory, game theory, probability, hypothesis testing, analysis of variance, regression analysis, linear programming, and other decision tools are studied. Special emphasis is also placed on creative problem solving, risk assessment, and strategy. Leadership and decision-making skills are developed through applied learning activities.

Prerequisite: LDSP 1301. Session Cycle Description: As needed.

LDSP 3360 - Organization Builders (3)

(3-3-0) In this May Term travel course, students gain an understanding and appreciation of what it takes to start and/or build healthy and vibrant organizations. Students travel to meet with professionals from a variety of profit and not-forprofit organizations. Students also learn about the history and development of the city that they visit in this course. A different city is selected each year. Prerequisite: LDSP 1301. Session Cycle Description: May Term only.

LDSP 3365 - Leading Virtual Teams (3) (3-3-0) Students identify, examine, and critically evaluate how leadership theories, skills, and processes apply in today's e-business and telecommuting work environment. Leadership and

teamwork skills are developed through applied learning projects

Prerequisite: LDSP 1301. Session Cycle Description: As needed.

LDSP 3370 - Model United Nations (3)

Model United Nations (3-3-0) (Also POLS 3370) An overview of the United Nations, including its origins, development, structure, charter, role in international relations, and the functions of the six principle organs. Emphasis is given to participation and competition in Model UN conferences. Consent of the instructor required. Note: Course does not satisfy Social Science requirement in foundational curriculum. Spring

Session Cycle Description: Spring Session.

LDSP 4099 - Special Topics (1-4)

Study of special interest topics not listed elsewhere in the catalog.

Session Cycle Description: As needed. LDSP 4306 - Leadership Seminar (3)

The organizational factors related to leadership will be studied. Topics such as organizational structure, technology, strategy, change, culture, and globalization will be examined. Through in-depth study of societal and organizational change, students will recognize emerging needs and trends in society and formulate ways to use their lives to meet those needs. Students will complete a substantive service project.

Prerequisite: LDSP 1301. Session Cycle Description: Spring Session.

LGLS-Legal Studies

LGLS 1301 - Introduction to Law (3) A course in which students are presented a panoramic view of the content of the field of law, with major areas being highlighted. The interaction of law with other disciplines is discussed, and controversial current issues in American constitutional theory and law are addressed. Session Cycle Description: Fall Session. LGLS 1303 - Courts and the Judicial Process (3) An introduction to the American court system with particular emphasis on the role of the federal and state courts in the justice system, the major components the American court system, and the actors in this system. In addition, the course will focus on criminal and civil court processes and the interaction of the course with other justice agencies. Session Cycle Description: Spring Session. LGLS 2099 - Special Topics (1-4)

Special Topics-Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses. Maybe repeated for credit up to three times with a required change of topic.

Session Cycle Description: Fall, Spring, Summer. LGLS 3099 - Special Topics (1-4)

Special Topics-Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses. Maybe repeated for credit up to three times with a required change of topic.

Session Cycle Description: Fall, Spring, Summer. LGLS 3307 - Criminal Law (3)

See also CRIJ 3307) An in-depth study of the major felonies and some misdemeanors by use of the common law and modern statutes and the effect of court decisions on specific statutes.

Session Cycle Description: Fall Session.

LGLS 3309 - Family Law (3)

A study of legal issues related to marriage, annulment, divorce, parental responsibility and custody, alimony and child support, adoption, and injuries to family relations.

Session Cycle Description: Spring Session. LGLS 3312 - Law and Politics in Film (3)

A study of how films have portrayed, exposed, and shaped American legal and political institutions and culture. This course includes an examination of how films capture beliefs as well as misconceptions about politics, politicians, lawyers, and the law. It will include a critical analysis of the way in which lawyers and politicians are portrayed in popular culture, and how that portrayal affects politics and the legal profession. Specific legal, ethical, and political issues raised in the films are discussed and analyzed.

Session Cycle Description: May Term only. LGLS 4099 - Special Topics (1-4)

Special Topics-Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses. Maybe repeated for credit up to three times with a required change of topic.

Session Cycle Description: Fall, Spring, Summer. LGLS 4300 - Legal Internship (3)

Students will be placed with a suitable government agency, private law-related firm, or non-profit organization. Internship students will be under the supervision of a designated mentor at their assigned agency, firm or organization, as well as an HSU professor.

Session Cycle Description: Fall, Spring, Summer. LGLS 4306 - Constitutional Law: Liberties and Rights (3)

A study of United States constitutional law with landmark cases concerning civil liberties and rights. Topic areas may include freedom of religion and speech; privacy, equal protection and due process issues; criminal procedures, and cruel and unusual punishment. This is a continuation of LGLS 4316; however, it may be taken independently of that offering.

Session Cycle Description: Spring Session. LGLS 4308 - Death Penalty (3)

The issue of capital punishment is a much-debated topic in both in and outside the disciplines of political science and criminal justice. This course involves an examination of historical, political, legal, social, religious, and economic implications related to the death penalty. The class will take a tour of the facilities utilized by the State of Texas to execute Death Row inmates.

Prerequisite: CRIJ 1301 or faculty consent. Session Cycle Description: Spring Session.

LGLS 4312 - Violence and Victimology (3) A study of violent behavior and the role of forensic victimology in the criminal justice system.

Sociological and psychological perspectives help to create a coherent approach relating to violent crime (domestic abuse, sexual assault, child maltreatment, elder abuse, robbery and homicide), patterns of violent offending, and the demographics of victimization as well as victim-offender relationships. This course focuses upon on the ways in which violence affects individuals and groups as well as an in-depth study of victims of violent crime. Session Cycle Description: Fall, Spring, Summer. LGLS 4313 - Forensic Evidence and Expert Witnesses (3)

An in-depth study of the ways in which the United States legal system deals with the multitude of issues concerning forensic evidence. Specifically, this course concentrates on the legal issues regarding scientific interpretations and analyses of physical evidence and courtroom admissibility. Students will study such issues as the historical development of expert witnesses, forensic science, admissibility standards, and common ethical issues related to forensic evidence.

 $Session\ Cycle\ Description:\ Fall\ Session.$

LGLS 4315 - International Law (3)

The study of traditional international law issues with an emphasis on basic concepts including sources and evolution of international law; international criminal law; peaceful settlement of disputes; rights, duties and responsibilities of sovereign states; international agreements and treaties; state responsibilities and treatment of aliens; the use of force; human rights, and the evolving role of international organizations. Session Cycle Description: Fall Session.

LGLS 4316 - Constitutional Law: Federal/State Powers (3)

A study of United States constitutional law with basic cases concerning presidential power, the power of executive agencies, congressional power, federalism, taxing and spending powers, and interstate and foreign commerce powers. This is a continuation of LGLS 4306, however it may be taken independently of that offering.

Session Cycle Description: Spring Session. LGLS 4318 - Case Law and Courtroom Testimony (3) A comprehensive study of United States Supreme Court decisions and various state court decisions regarding the evidentiary rules and procedures with govern courtroom testimony. It will also provide students with the knowledge and skill set necessary to offer effective courtroom testimony as law enforcement professionals and/or forensic specialists; as well as the knowledge and skill set necessary to elicit effective courtroom testimony from the perspective of an attorney.

Prerequisite: CRIJ 1301. Session Cycle Description: Fall Session.

LGLS 4340 - Justice Abroad (3)

This is a travel course designed to provide students with an opportunity to explore the justice system from different perspectives. This course will compare and contrast various aspect of the justice system and include opportunities for international travel.

Session Cycle Description: Summer or May. LGLS 4355 - Search and Seizure (3) This course provides an analysis of the Fourth Amendment to the U.S. Constitution. The legal aspects of search warrant preparation and execution will be covered with emphasis on statutory and case law. Also included are examinations of warrantless searches and the Exclusionary Rule. Session Cycle Description: May Term only. LGLS 4600 - Legal Internship (6) Legal Internship (3-3-0, 3-6-0) Students will be placed with a suitable government agency, private law-related firm, or non-profit organization. Internship students will be under the supervision of a designated mentor at their assigned agency, firm or organization, as well as an HSU professor. (3-3-0, 3-6-0) Students will be placed with a suitable government agency, private law-related firm, or nonprofit organization. Internship students will be under the supervision of a designated mentor at their assigned agency, firm or organization, as well as an HSU professor.

MATH-Mathematics

MATH 300 - Introductory Algebra (3)
Review of such topics in elementary algebra as operations with signed numbers, fractions, factoring special products, exponents and radicals, linear and quadratic equations. This course is designed for students who have a weak background in mathematics and for students planning to take Math 1310, College Algebra, but who do not have the required ACT mathematics score of 17 or above; or SAT mathematics score of 450 or above. Math 0300 does not fulfill the University core requirement in mathematics nor count toward a degree.

Session Cycle Description: Fall Session.

MATH 1020 - Calculus I Lab (0)

All students enrolled in math 1420 are required to take this course. Applications, techniques and projects from calculus i needed in more advanced mathematics and science classes will be discussed the material learned in calculus i will be applied reinforced and extended.

Session Cycle Description: Fall and Spring.
MATH 1021 - Calculus II Lab (0)
All students enrolled in math 1421, this lab is required. Applications, techniques and projects from calculus i needed in more advanced mathematic and science classes will be discussed. The material learned in calculus ii will be applied, reinforced and

extended.

Session Cycle Description: Fall and Spring.
MATH 1099 - Special Topics (1-4)
Special Topics Course
MATH 1301 - Aspects of Modern Math (3)
Course stressing the connections between contemporary mathematics and modern society. Skills in reasoning and problem solving will be developed in the context of mathematical applications in such areas as management science, data analysis, decision making, and the study of size and shape. Students must have a TI-30 (or equivalent) calculator.
Session Cycle Description: Fall, Spring, Summer.
MATH 1310 - College Algebra (3)

Equations and inequalities; polynomial, rational, exponential, and logarithmic functions; and systems of equations. Some use of graphing calculator is permitted.

Prerequisite: Minimum test score or MATH 0300. Session Cycle Description: Fall, Spring, Summer. MATH 1311 - Trigonometry (3)

Trigonometric functions, complex numbers, and selected topics in algebra. MATH 1310-1311 is the course sequence recommended for pre-calculus students planning to major or minor in a natural science or mathematics. Students must have a TI-82(or equivalent) graphing calculator.

Prerequisite: MATH 1310. Session Cycle Description: Fall and Spring.

MATH 1315 - Discrete Math Structures (3)
Set theory, logic, combinatorics, graphs, partial ordering, lattices, and Boolean algebra. Students must have a TI-30(or equivalent) calculator.
Session Cycle Description: As needed.
MATH 1316 - Finite Mathematics for Business (3)
Brief review of algebra, exponents and logarithms, mathematical models for finance, systems of linear equations inequalities, linear programming, matrices, simplex method, and probability.
Departmentally approved calculator requires.
Required for Business Majors
Session Cycle Description: Fall and Spring.
MATH 1420 - Calculus I (4)
An introduction to continuity, the derivative, and

integral. Applications are included. Enrollment in

one of the lab sections is required. This course may fulfill the foundational curriculum mathematics requirement.

Prerequisite: MATH 1311 with minimum grade C. Corequisite: MATH 1020. Session Cycle Description: Fall and Spring.

MATH 1421 - Calculus II (4)

Techniques of integration, indeterminate forms, numerical integration, and infinite sequences and series will be treated. Enrollment in one of the lab sections is required.

Prerequisite: MATH 1420. Corequisite: MATH 1021. Session Cycle Description: Fall and Spring. MATH 2099 - Special Topics (1-4) Special Topics Course

MATH 2302 - Topics for the Mathematics Teacher I (3)

Study of such topics as sequences and series, number theory, theory of equations, and applications. To be taken only by students preparing to teach. Students must have a TI-83+ (or equivalent) graphing calculator.

Prerequisite: MATH 1321. Session Cycle Description: Fall Session.

MATH 2305 - Mathematics Education (3) Elementary concepts of numeration systems, number theory, and properties of the natural numbers, integers, rational and real number systems and applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. To be taken only by students pursuing 4-8 Mathematics or EC-6 certification. Students must have a scientific or graphing calculator. Prerequisite: MATH 1310 or MATH 1420,

Sophomore Classification Required. Session Cycle Description: Spring Session.

MATH 2306 - Mathematics Education II (3) Elementary concepts of sets, functions, geometry, measurement, probability and statistics with an emphasis on problem solving and critical thinking. To be taken only by students pursuing 4-8 mathematics or EC-6 certification. Students must have a scientific or graphing calculator Prerequisite: MATH 2305. Session Cycle Description: Fall Session.

MATH 2320 - Calculus III (3)

Vector geometry, infinite sequences and series, and an introduction to partial derivatives and multiple integrals.

Prerequisite: MATH 1421. Session Cycle Description: Fall Session.

MATH 2321 - Differential Equations (3)

A study of methods of solving ordinary differential equations with applications.

Prerequisite: MATH 1320. Session Cycle Description: Spring Session.

MATH 3099 - Special Topics (1-4)

Special Topics Course

MATH 3302 - Topics/Math for Sec Teacher II (3) Review of specific mathematics subjects which are taught in the secondary school; emphasis will be placed on subject matter content, relationships among topics from various content areas, and goals and aims of the mathematics curriculum at the secondary level. Students must have a Ti-83+ (or equivalent) graphing calculator.

Prerequisite: MATH 1321 or MATH 1421. Session Cycle Description: Fall Session.

MATH 3305 - Linear Algebra (3)

The algebra and geometry of vector spaces, linear equations and matrices, linear mappings, inner products and norms.

Prerequisite: MATH 1421. Session Cycle Description: Fall Session.

MATH 3310 - Computer Applications/Math (3) Computer applications in such topics in applied mathematics as numerical calculus, approximation, optimization and linear programming, and combinatorial probability. Work in Computer Lab required.

Prerequisite: MATH 1421, CSCI 1320. Session Cycle Description: Fall Session.

MATH 3312 - Statistical Methods (3)

Descriptive and inferential statistics for students in education, social science, and natural science as well as in mathematics. Topics to be discussed will include measures of central tendencies, probability, estimations and predictions variance and correlation. May be counted toward a mathematics major or minor only by students seeking teacher certification in mathematics or by students who are minoring in mathematics on the BBS degree. Students must have a TI-30 (or equivalent) calculator.

Prerequisite: MATH 1420. Session Cycle Description: Spring and Summer.

MATH 3315 - Mathematical Structures (3)

Topics may include such areas as formal rules of logic, elementary set theory, number theory, and combinations and permutations.

Prerequisite: MATH 1321. Session Cycle Description: Spring Session.

MATH 3320 - Abstract Algebra (3)

A study of sets, groups, rings, Integral domains, and fields.

Prerequisite: MATH 3315. Session Cycle Description: Fall Session.

MATH 3350 - Special Topics in Math (3)

Topics offered such as multi-variable calculus and advanced topics in differential equations.

Session Cycle Description: As needed.

MATH 4099 - Special Topics (1-4)

Special Topics Course

MATH 4301 - College Geometry (3)

A course of special interest to prospective teachers of mathematics which will include the development and foundations of geometry.

Session Cycle Description: Spring Session.

MATH 4310 - Numerical Analysis (3)

Study of error propagation, interpolation, numerical integration and differentiation, and solutions of polynomial equations, systems of equations, and differential equations using available computer systems and appropriate programming languages. Work in Computer Lab required.

Prerequisite: MATH 2320, CSCI 1320. Session Cycle Description: Spring Session.

MATH 4320 - Introduction to Analysis (3) Real Numbers, sequences, continuity, and other topics of real analysis are treated.

MATH 4340 - Senior Project (3)

Project will be assigned for student completion in order to demonstrate the usage of mathematics in a meaningful way outside a structured, textbook-type setting.

Session Cycle Description: Fall and Spring. MATH 4350 - Seminar in Mathematics (3) Seminar includes students and faculty exploring areas of special interest in mathematics. Session Cycle Description: As needed.

MCAT-MCAT Prep Course

MCAT 1 - MCAT Prep Course (0)

Non-credit course designed to prepare for the MCAT exam (offered on the Abilene Christian University campus).

MGMT-Management

MGMT 1099 - Special Topics (1-4)

Special Topics Course

MGMT 2099 - Special Topics (1-4)

Special Topics Course

MGMT 3099 - Special Topics (1-4)

Designed to meet the special needs of upper-level students. May be repeated when topic varies.

Session Cycle Description: As needed.

MGMT 3301 - Introduction to Fine Arts Management (3)

MGMT 3351 - Introduction to Management (3) Introduction and analysis of successful management principles and techniques for all fields of business. Topics include objectives, policies, leadership, organization, structure, morale procedures, and control procedures.

Session Cycle Description: Fall and Spring.
MGMT 3354 - Organizational Behavior (3)
This course explores how individuals and groups respond to and act in organizations and how organizations manage their environments. Levels of analysis include the micro view of individual behavior, group-level behavior, and the macro view of collective organizational behaviors. Topics include leadership, perception, values, team dynamics, group

and organizational process, motivation, crosscultural communication, and comparative management techniques based on patterns of organizational behavior in different cultures. Session Cycle Description: Spring Session. MGMT 3371 - Nonprofit Management (3) Addresses key issues that distinguish management of nonprofit organizations from management of for profit and government organizations. Topics include working with volunteers, fundraising, measuring success, budgeting processes, marketing organizational services, rewarding employees, and board governance. Management in churches and other Christian-based organizations is emphasized. Practitioners from the community regularly appear as guest speakers. Course includes a service-learning project within a nonprofit organization.

Prerequisite: MGMT 3351. Session Cycle Description: As needed.

MGMT 3375 - Management Research (3) This course explores measurement theory and research methods useful to practicing managers and to students wishing to pursue graduate work in the field of management. Students examine how research techniques are used by professionals and the role of research design in the development in management theory. Specific topics include: measurement theory(psychometrics) and research design, qualitative research methods, attitudinal survey construction and analysis, analysis of variance techniques, correlation, regression analysis, factor analysis, and an introduction to multivariate statistical techniques.

Prerequisite: BSAD 2302, MGMT 3351. Session Cycle

Description: As needed.

MGMT 4099 - Special Topics (1-4)

Designed to meet the special needs of upper-level students. May be repeated when topic varies. Session Cycle Description: As needed.

MGMT 4351 - Entrepreneurial Management (3)
Course develops attitudes, concepts and skills that enable entrepreneurs and managers to pursue opportunities in spite of uncertainty. Course examines how entrepreneurs and business innovators acquire and manage resources for new ventures and change within organizations. Course explores current problems and issues in entrepreneurial ventures and change management. Prerequisite: MGMT 3351. Session Cycle Description: As needed.

MGMT 4352 - Human Resource Management (3) Human Resource Management examines the principles, theories and systems for attaining maximum contribution from each member of an organization toward the achievement of organizational objectives. Course explores how individual goals can be successfully merged with organizational goals through human resource

planning, recruitment selection,

training/development, employee relations, and compensation and reward systems.

Prerequisite: MGMT 3351. Session Cycle Description: Fall Session.

MGMT 4353 - Law of Human Resource Management (3)

The exploration and analysis of the broad range of laws affecting employment decisions from recruitment and selection of termination. The course looks at the impact on HRM decision making of the common law as well as all the major statutes: The Civil Rights Act of 1964 and 1991, the Family Leave Act, the Americans with Disabilities Acts, and more. Prerequisite: MGMT 3351. Session Cycle Description: Spring Session.

MGMT 4354 - Business Leadership (3)

Course involves the examination of leadership and the role of business leaders and entrepreneurs in the historical development of the U.S. economy. Students will critically examine the historical development of leadership thought, contemporary and Christian views of leadership, and the future of leadership study. Students will critically analyze the success of well-known business and societal leaders. Students will conduct a creative leadership project to reinforce class learning.

Prerequisite: MGMT 3351, MGMT 3354. Session Cycle Description: Summer.

MGMT 4357 - Operations Management (3) An introduction to the science and art of ensuring that goods and services are created and delivered successfully to consumers. Topics include understanding operations, designing operating systems, and managing operations. This course is math intensive.

Prerequisite: BSAD 2304. Session Cycle Description: As needed.

MGMT 4367 - Organizational Theory/Practice (3) This course studies organizations as working systems of human beings attempting to achieve certain goals and objectives. Various theoretical approaches to viewing organizations are used. Topics include the open systems model, community planning, consistency development, organizational change processes, and the concept of self-renewing organizations.

Prerequisite: MGMT 3351. Session Cycle Description: Fall Session.

MGMT 4375 - International Management (3) An analysis of domestic, international multinational business management practices. Exploration of the primary ways international management practices in the United States. Emphasis on interdependence issues, managerial ethics, and the impact of culture and nature of the country, this course draws upon concepts from the sub-disciplines in the field of

business, and the areas of anthropology, sociology, geography, political science and history.

Prerequisite: MGMT 3351. Session Cycle Description: As needed.

MISS-Missions

MISS 1099 - Special Topics (1-4)

Special Topics Course

MISS 2099 - Special Topics (1-4)

Special Topics Course

MISS 3099 - Special Topics (1-4)

Special Topics Course

MISS 3301 - Biblical Basis for Missions (3)

Study of the missionary purpose revealed in the Bible, the theological foundation of missions and the missionary implications of the doctrines of Christianity.

Prerequisite: Sophomore Classification Required.

Session Cycle Description: Fall Session.

MISS 3311 - Mission Strategy (3)

Study of the basic principles of missionary strategy involving theological, cultural, psychological and statistical factors. Supervised activity related to mission strategy will be required.

Session Cycle Description: Spring Session.

MISS 4099 - Special Topics (1-4)

Study of a selected topic in missions.

Session Cycle Description: As needed.

MKTG-Marketing

MKTG 1099 - Special Topics (1-4)

Special Topics Course

MKTG 2099 - Special Topics (1-4)

Special Topics Course

MKTG 3099 - Special Topics (1-4)

Designed to meet the special needs of upper-level students. May be repeated when topic varies.

Session Cycle Description: As needed.

MKTG 3361 - Principles of Marketing (3)

Essentials of consumer buying behavior, product planning; channels of distribution; promotion; evaluation of markets.

Session Cycle Description: Fall and Spring.

MKTG 3362 - Retailing (3)

Retail operations planning; analysis of store layout and location; consumer behavior; personnel management; merchandise planning and control. Prerequisite: MKTG 3361. Session Cycle Description: Spring Session.

MKTG 3363 - Consumer Behavior (3)

Buying behavior and the communication process; motivational aspects of consumer behavior; attitudinal, social and cognitive aspects of consumer behavior

Prerequisite: MKTG 3361. Session Cycle Description: Fall Session.

MKTG 3364 - Personal Selling (3)

Examination of personal selling as a major function within the marketing and promotional mix of the firm. Emphasis on learning about personal selling rather than focusing on "how to."

Prerequisite: MKTG 3361. Session Cycle Description: Spring Session.

MKTG 3366 - Distribution (3)

A study of inter-firm relationships which will encompass the elaborate behavioral systems that usually involve many decision makers and often extend over a wide geographical area. Distribution systems are in constant interaction; they lead; they follow; they control; they conflict; they cooperate. This course will take an interactive approach to the required sophisticated understanding of these processes, rather than separate analyses of retailing, wholesaling, and physical distribution.

Prerequisite: MKTG 3361. Session Cycle Description: As needed.

MKTG 3367 - E-Commerce (3)

E-commerce focuses on developing and implementing strategies for successfully marketing goods and services on the Internet.

Prerequisite: MKTG 3361. Session Cycle Description: Fall Session.

MKTG 3371 - Nonprofit Marketing (3)

(3-3-0) Applies marketing concepts to objectives of nonprofit organizations. Special attention is paid to fund raising, promotion, and strategic planning in the arts, education, religion, and social issues.

Prorequisite: MKTC 3361, Session Cycle Description

 $\label{eq:continuous} Prerequisite: MKTG~3361. Session Cycle Description: As needed.$

MKTG 3372 - Real Estate Marketing (3)

An introduction to the basic principles of real estate focusing on the marketing of real estate assets. Topics include developing marketing strategies, prospecting for new business, and the showing and selling processes for various types of real estate, including residential, farm and ranch, commercial, industrial, and retail.

Prerequisite: MKTG 3361. Session Cycle Description: Fall Session.

MKTG 3374 - Sports Marketing (3)

An intensive evaluation of marketing techniques and promotional strategy with an emphasis on the marketing mix, promotion, and event marketing. Assignments include case analyses and development of a sports marketing strategy.

Prerequisite: MKTG 3361. Session Cycle Description: Fall Session.

MKTG 4099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed.

MKTG 4361 - Promotion (3)

Essentials of advertising, pricing and sales orientations in marketing; promotional strategy for the business.

Prerequisite: MKTG 3361. Session Cycle Description: Spring Session.

MKTG 4362 - Marketing Research (3)

Survey making and questionnaire design; sampling; management decision-making; research design. Prerequisite: MKTG 3361, BSAD 2302. Session Cycle Description: Spring Session.

MKTG 4365 - International Marketing (3)

A study of all phases of marketing as applied in an international operation. International trade concepts, cultural dynamics, political considerations, the international legal environment, and business customs and practices as well as many other aspects of business critical to marketing in foreign countries. Prerequisite: MKTG 3361. Session Cycle Description: Spring Session.

MKTG 4366 - Marketing Management (3)

A detailed study of marketing strategy and policy for various types of organizations. Special attention given to the strategy of pricing, distribution, promotion, and product decisions in relation to select target markets. Market segmentation and product differentiation decisions are integrated into the course.

Prerequisite: MKTG 3361. Session Cycle Description: Fall Session.

MNST-Ministry

MNST 1099 - Special Topics (1-4)

Special Topics Course

MNST 1321 - Christianity in Cultural Context (3) Foundational course designed to broaden the student's theological perspective through engaging biblical narrative, personal incorporation of spiritual disciplines, and application in social context. Session Cycle Description: Fall and Spring.

MNST 2099 - Special Topics (1-4)

This course may be repeated for credit if the content of the course is changed.

Session Cycle Description: As needed.

MNST 2306 - Communication in Ministry (3)

This course explores various forms of communication within the local church and related contexts and applies a research centered approach to communication. The course seeks to outline necessary research methods with the goal of developing effective communication practices and aid the students in creating systematic

communication strategies.

Session Cycle Description: As needed.

MNST 3099 - Special Topics (1-4)

Study of selected topic in church ministry. This course may be repeated for credit if the content changes.

Session Cycle Description: As needed.
MNST 3300 - Principles of Preaching (3)
Study of the principles of sermon preparation and delivery.

Prerequisite: BIBL 2331, THEO 2101. Session Cycle Description: As needed.

MNST 3301 - Spirit Format & Discipleship (3) Study of factors impacting the formation of a minister's spiritual life and the development of a ministry of discipleship in the church.

Session Cycle Description: Fall and Spring. MNST 3311 - Ministry Formations (3)

Studies of life, calling and capacities of a minister, and various aspects of ministry service. Required for recipients of BGCT Ministerial Financial Aid.

Session Cycle Description: Fall and Spring. MNST 3322 - Ministry Internship (3)

Ministry experience in which students develop, practice and reflect upon ministry engagement under the supervision of a mentor. Students can choose the area of ministry (local church or otherwise) for their internship. Required for recipients of BGCT Ministerial Financial Aid.

Session Cycle Description: Fall, Spring, Summer. MNST 3343 - Introduction to Evangelism (3) Intensive study of evangelism and its message and methods particularly as related to the educational

organizations.

Session Cycle Description: Spring Session.
MNST 3361 - Foundations of Christian Educ (3)
Introduces historical background, theory, and scope; including institutions and movements in Jewish and Christian education. Primary attention will be given to planning and implementation of learning experiences with the various age groups within the total ministry of the local church.

Session Cycle Description: Spring Session. MNST 3380 - Foundations of Youth Ministry (3) Study of the various contextual issues related to youth, program development, and contextual presence. Particular emphasis will be given to understanding life-cycle development and spiritual formation. (As needed)

Session Cycle Description: As needed.

MNST 3390 - Introduction to Hospital Ministry (3) Study of the foundational concepts and basic skills in hospital ministry by engaging patients and families, reflecting with peers, and interacting with healthcare professionals.

Session Cycle Description: Fall and Spring. MNST 4099 - Special Topics (1-4) Study of a selected topic in church ministry

Study of a selected topic in church ministry. This course may be repeated for credit if the content is changed.

Session Cycle Description: Spring and Summer. MNST 4342 - Advanced Preaching (3) Advanced course in sermon preparation and delivery.

Prerequisite: MNST 3300. Session Cycle Description: Spring Session.

MNST 4364 - Church Administration (3)

Studies of the duties of church officers and committees, constitution and by-laws and general administration. Special attention will be given to principles of stewardship and finance.

Session Cycle Description: Spring Session.

MNST 4366 - Current Issues in Youth Min (3)

Study of current issues influencing youth. Emphasis will be given to a critical evaluation of current strategies, programs curricula and materials related to youth ministry.

Session Cycle Description: Spring Session.
MNST 4370 - Christian Worship (3)
Study of the public worship experience within the church. Attention will be given to the theological foundation of worship, its historical antecedents and practical expression.

Session Cycle Description: Fall Session.

MUCM-Church Music

MUCM 1099 - Special Topics (1-4) Special Topics Course MUCM 2099 - Special Topics (1-4) Special Topics Course MUCM 3099 - Special Topics (1-4) Special Topics Course

MUCM 4099 - Special Topics (1-4)

Specialized topics related to church music and careers in church ministry. May be repeated when topic varies.

Session Cycle Description: As needed. MUCM 4222 - Worship Music Literature and Methods (2)

This course focuses primarily on the larger choral ensembles of the church (children's choirs, youth choirs, adult choirs) as well as on some instrumental ensembles (handbell choirs and church orchestras). Students will learn administrative skills related to these ensembles and well as rehearsal techniques and proper uses for worship. The class will also focus heavily on literature and educational resources available for these ensembles.

Prerequisite: MUHL 3241. Session Cycle Description: Fall Session.

MUCM 4225 - Song Writing and Arranging (2)
Song Writing and Arranging (2-2-0) Students will
learn how to compose and arrange songs for a
variety of liturgical settings, including: songs for
congregational singing, various worship ensembles
(traditional and contemporary), and solos. Students
will have the opportunity to have their compositions
and arrangements performed. At least one year of
Ear Training, Harmony, and Keyboard or professor's
approval. Music Majors and Minors only (Spring)
MUCM 4246 - Hist/Church Music in America (2)
Survey of history of church music in the United
States from the sixteenth century to the present.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: Spring Session.

MUCM 4326 - Practice of Church Music (3)

Worship Technology (3-3-1) This course is designed to explore the various technological aspects of worship and music in today's church. Even the most traditional churches typically incorporate some aspect of technology in their worship and many churches employ a great deal of the most advanced digital and computer aided technology. This class will expose students to various aspects of sound, lighting, and multi-media as they are incorporated in the church - from the instruments of a typical praise band to the organ and piano. Worship planning technology and administrative technology will also be discussed. Fall (even years).

Session Cycle Description: Fall Session.

MUCM 4327 - Survey of Congregational Song (3) Survey of Worship Song (3-3-0) This course explores the history of corporate worship singing from its roots in Jewish psalmody to its present form. All aspects of Christian song will be explored, including psalmody, chorales, hymns, songs, and worship choruses. The literary, musical and theological aspect of congregational song will be explored, and special emphasis will be placed on the singing of hymns and songs in class on the composition of Christian Congregational song from all perspective and historical development. Spring (odd years). Prerequisite: MUHL 3241. Session Cycle Description: Spring Session.

MUCM 4328 - Philosophy of Music and Worship (3) Philosophy of Music and Worship is designed to help students develop a working philosophy of the role of music in the worship and general life of the church. Students will study Biblical precepts and historical thought to gain a scriptural perspective to music and worship and come to a better understanding of the philosophical issues that face church musicians. The precepts will be applied to current issues facing the church and students will be asked to develop a knowledgeable philosophy to apply to these situations.

Session Cycle Description: Spring Session.

MUEI-Music Ensemble Instruction

MUEI 1099 - Special Topics (1-4)

Special Topics Course

MUEI 1101 - University Concert Band (1)

To be taken for at least 2 semesters at each level. A large ensemble designed for the study and performance of a wide variety of wind band literature. Occasionally features a special guest artist. Often tours in the spring. Open to all university students by audition. Five one-hour rehearsals each week.

Session Cycle Description: Fall and Spring.

MUEI 1111 - Cowboy Band (1)

To be taken for at least two semesters at each level. A medium-sized ensemble designed for the performance of entertainment music for a variety of events including concerts, parades, football games, rodeos, basketball games, etc. A high-spirited highly visible ensemble rich in history and tradition. Session Cycle Description: Fall and Spring.

MUEI 1113 - Handbell Choir (1)

Handbell Choir meets two afternoons per week and gives students an opportunity to make music through the ringing of handbells. The choir will give a concert each semester and will be available to play at special events as needed.

Session Cycle Description: Fall and Spring. MUEI 1131 - HSU Orchestra (1)

To be taken for at least two semesters at each level. A large ensemble open to all university students by audition. The Hardin-Simmons University Orchestra performs four to six concerts per year at various locations, including the Paramount Theatre and the Abilene Civic Center. Study and performance of standard orchestra literature. Two 2-hour rehearsals each week.

Session Cycle Description: Fall and Spring. MUEI 1141 - String Ensemble (1)

String Ensemble is a flexible organization designed to study and perform standard chamber music repertoire. Open to all students by audition. Two rehearsals each week. To be taken for at least two semesters at each level.

Session Cycle Description: Fall and Spring. MUEI 1151 - Brass Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of ensemble music for various brass instrumental combinations. Open to all students by audition. Two rehearsals each week. Session Cycle Description: Fall and Spring. MUEI 1161 - Woodwind Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of chamber works for various woodwind instrumental combinations. Open to all students by audition. Two rehearsals each week.

Session Cycle Description: Fall and Spring. MUEI 1171 - Percussion Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of contemporary literature for percussion. Open to all students by audition. Two rehearsals each week.

Session Cycle Description: Fall and Spring.

MUEI 1191 - Piano Ensemble (1)

Piano Ensemble is designed to develop sight reading skills at the piano and to give instruction in chamber music performance and/or accompanying. Session Cycle Description: Fall and Spring.

MUEI 2099 - Special Topics (1-4)

Special Topics Course

MUEI 2101 - University Concert Band (1)

To be taken for at least 2 semesters at each level. A large ensemble designed for the study and performance of a wide variety of wind band literature. Occasionally features a special guest artist. Often tours in the spring. Open to all university students by audition. Five one-hour rehearsals each week.

Prerequisite: MUEI 1101. Session Cycle Description: Fall and Spring.

MUEI 2111 - Cowboy Band (1) To be taken for at least two semesters at each level. A medium-sized ensemble designed for the performance of entertainment music for a variety of events including concerts, parades, football games, etc. A high-spirited, highly visible ensemble rich in history and tradition.

Prerequisite: MUEI 1111. Session Cycle Description: Fall and Spring.

MUEI 2113 - Handbell Choir (1)

Handbell Choir meets two afternoons per week and gives students an opportunity to make music through the ringing of handbells. The choir will give a concert each semester and will be available to play at special events as needed.

Session Cycle Description: Fall and Spring.

MUEI 2131 - HSU Orchestra (1)

To be taken for at least two semesters at each level. A large ensemble open to all university students by audition. The Abilene Collegiate Orchestra exists through the cooperative efforts of Abilene Christian University and HSU. It performs four to six concerts per year at various locations, including the Paramount Theatre and the Abilene Civic Center. Study and performance of standard orchestra literature. Two 2-hour rehearsals each week. Prerequisite: MUEI 1131. Session Cycle Description: Fall and Spring.

MUEI 2141 - String Ensemble (1)

To be taken for at least two semesters at each level. String Ensemble is a flexible organization designed to study and perform standard chamber music repertoire. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 1141. Session Cycle Description: Fall and Spring.

MUEI 2151 - Brass Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of ensemble music for various brass instrumental combinations. Open to all students by audition. Two rehearsals each week. Prerequisite: MUEI 1151. Session Cycle Description: Fall and Spring.

MUEI 2161 - Woodwind Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of chamber work for various woodwind instrumental combinations. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 1161. Session Cycle Description: Fall and Spring.

MUEI 2171 - Percussion Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of contemporary literature for percussion. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 1171. Session Cycle Description: Fall and Spring.

MUEI 2191 - Piano Ensemble (1)

Piano Ensemble is designed to develop sight reading skills at the piano and to give instruction in chamber music performance and/or accompanying.

Prerequisite: MUEI 1191. Session Cycle Description: Fall and Spring.

MUEI 3099 - Special Topics (1-4)

Special Topics Course

MUEI 3101 - University Concert Band (1)

To be taken for at least 2 semesters at each level. A large ensemble designed for the study and performance of a wide variety of wind band literature. Occasionally features a special guest artist. Often tours in the spring. Open to all university students by audition. Five one-hour rehearsals each week.

Prerequisite: MUEI 2101. Session Cycle Description: Fall and Spring.

MUEI 3111 - Cowboy Band (1)

To be taken for at least two semesters at each level. A medium-sized ensemble designed for the performance of entertainment music for a variety of events including concerts, parades, football games, rodeos, basketball games, etc. A high-spirited highly visible ensemble rich in history and tradition.

Prerequisite: MIEE 2111 Session Cycle Description:

Prerequisite: MUEI 2111. Session Cycle Description: Fall and Spring.

MUEI 3113 - Handbell Choir (1)

Handbell Choir meets two afternoons per week and gives students an opportunity to make music through the ringing of handbells. The choir will give a concert each semester and will be available to play at special events as needed.

Session Cycle Description: Fall and Spring.

MUEI 3131 - HSU Orchestra (1)

To be taken for at least two semesters at each level. A large ensemble open to all university students by audition. The Abilene Collegiate Orchestra exists through the cooperative efforts of Abilene Christian University and HSU. It performs four to six concerts per year at various locations, including the Paramount Theatre and the Abilene Civic Center. Study and performance of standard orchestra literature.

Prerequisite: MUEI 2131. Session Cycle Description: Fall and Spring.

MUEI 3141 - String Ensemble (1)

To be taken for at least two semesters at each level. String ensemble is a flexible organization designed to

study and perform standard chamber music repertoire. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 2141. Session Cycle Description: Fall and Spring.

MUEI 3151 - Brass Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of ensemble music for various brass instrumental combinations. Open to all students by audition. Two rehearsals each week. Prerequisite: MUEI 2151. Session Cycle Description: Fall and Spring.

MUEI 3161 - Woodwind Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of chamber works for various woodwind instrumental combinations. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 2161. Session Cycle Description: Fall and Spring.

MUEI 3171 - Percussion Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of contemporary literature for percussion. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 2171. Session Cycle Description: Fall and Spring.

MUEI 3191 - Piano Ensemble (1)

Piano Ensemble is designed to develop sight reading skills at the piano and to give instruction in chamber music performance and/or accompanying.

Prerequisite: MUEI 2191. Session Cycle Description: Fall and Spring.

MUEI 4099 - Special Topics (1-4)

Special Topics Course

MUEI 4101 - University Concert Band (1)

To be taken for at least two semesters at each level. A large ensemble designed for the study and performance of a wide variety of wind band literature. Occasionally features a special guest artist. Often tours in the spring. Open to all university students by audition. Five one-hour rehearsals each week.

Prerequisite: MUEI 3101. Session Cycle Description: Fall and Spring.

MUEI 4111 - Cowboy Band (1)

To be taken for at least two semesters at each level. A medium-sized ensemble designed for the performance of entertainment music for a variety of events including concerts, parades, football games, rodeos, basketball games, etc. A high-spirited highly visible ensemble rich in history and tradition.

Prerequisite: MUEI 3111. Session Cycle Description: Fall and Spring.

MUEI 4113 - Handbell Choir (1)

Handbell Choir meets two afternoons per week and gives students an opportunity to make music through the ringing of handbells. The choir will give

a concert each semester and will be available to play at special events as needed.

Prerequisite: MUEI 4112. Session Cycle Description: Fall and Spring.

MUEI 4131 - HSU Orchestra (1)

To be taken for at least two semesters at each level. A large ensemble open to all university students by audition. The Abilene Collegiate Orchestra exists through the cooperative efforts of Abilene Christian University and HSU. It performs four to six concerts per year at various locations, including

Prerequisite: MUEI 3131. Session Cycle Description: Fall and Spring.

MUEI 4141 - String Ensemble (1)

To be taken for at least two semesters at each level. String Ensemble is a flexible organization designed to study and perform standard chamber music repertoire. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 3141. Session Cycle Description: Fall and Spring.

MUEI 4151 - Brass Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of ensemble music for various brass instrumental combinations. Open to all student by audition. Two rehearsals each week. Prerequisite: MUEI 3151. Session Cycle Description: Fall and Spring.

MUEI 4161 - Woodwind Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of chamber work for various woodwind instrumental combinations. Open to all students by audition. Two rehearsals each week. Prerequisite: MUEI 3161. Session Cycle Description: Fall and Spring.

MUEI 4171 - Percussion Ensemble (1)

To be taken for at least two semesters at each level. Study and performance of contemporary literature for percussion. Open to all students by audition. Two rehearsals each week.

Prerequisite: MUEI 3171. Session Cycle Description: Fall and Spring.

MUEI 4191 - Piano Ensemble (1)

Piano Ensemble is designed to develop sight reading skills at the piano and to give instruction in chamber music performance and/or accompanying.

Prerequisite: MUEI 3191. Session Cycle Description: Fall and Spring.

MUEV-Music Ensemble vocal

MUEV 1099 - Special Topics (1-4)

Special Topics Course

MUEV 1101 - HSU Chorale (1)

To be taken for at least two semesters at each level. A large ensemble designed for study and performance of major choral works. Open to all university students.

Session Cycle Description: Fall and Spring.

MUEV 1111 - Concert Choir (1)

To be taken for at least two semesters at each level. Large ensemble designed for study and performance of representative works from choral schools since the sixteenth century. Tours are scheduled for this group each year. Open to all university students by audition.

Session Cycle Description: Fall and Spring. MUEV 1121 - Simmons Classic (1)

To be taken for two semesters at each level. Study and performance of vocal chamber music from sixteenth century to present, contemporary Christian music, and vocal jazz. School concerts, civic appearances, television. Open only to Concert Choir members above Freshman level by audition. Three rehearsals each week.

Session Cycle Description: Fall and Spring. MUEV 1131 - Opera Workshop (1)

To be taken for at least two semesters at each level. Practical application of technical and performing aspects of the production of opera and opera excerpts. Basic principles of rehearsal, stagecraft, and performance.

Session Cycle Description: Fall and Spring. MUEV 1141 - Gospel Choir (1)

Gospel Choir is an open enrollment choir specializing in music of the gospel and spiritual traditions. The ensemble will also perform related genres, such and hymn and gospel hymn arrangements and jazz and popular choral arrangements. Meeting only one day per week for two-hour rehearsal, this choir is for students with busy schedules, but who would like the opportunity to sing with a choral ensemble. Session Cycle Description: Fall and Spring.

MUEV 2099 - Special Topics (1-4)

Special Topics Course

MUEV 2101 - HSU Chorale (1)

To be taken for at least two semesters at each level. A large ensemble designed for study and performance of major choral work. Open to all university students.

Prerequisite: MUEV 1101. Session Cycle Description: Fall and Spring.

MUEV 2111 - Concert Choir (1)

To be taken for at least two semesters at each level. Large ensemble designed for study and performance of representative works from choral school since the sixteenth century. Tours are scheduled for this group each year. Open to all university students by audition.

Prerequisite: MUEV 1111. Session Cycle Description: Fall and Spring.

MUEV 2131 - Opera Workshop (1)

To be taken for at least two semesters at each level. Practical application of technical and performing aspects of the production of opera and opera excerpts. Basic principles of rehearsal, stagecraft, and performance.

Prerequisite: MUEV 1131. Session Cycle Description: Fall and Spring.

MUEV 2141 - Gospel Choir (1)

Gospel Choir is an open enrollment choir specializing in music of the gospel and spiritual traditions. The ensemble will also perform related genres, such and hymn and gospel hymn arrangements and jazz and popular choral arrangements. Meeting only one day per week for two-hour rehearsal, this choir is for students with busy schedules, but who would like the opportunity to sing with a choral ensemble. Session Cycle Description: Fall and Spring.

MUEV 3099 - Special Topics (1-4)

Special Topics Course

MUEV 3101 - HSU Chorale (1)

To be taken for at least two semesters at each level. A large ensemble designed for study and performance of major choral works. Open to all university students.

Prerequisite: MUEV 2101. Session Cycle Description: Fall and Spring.

MUEV 3111 - Concert Choir (1)

To be taken for at least two semesters at each level. Large ensemble designed for study and performance of representative works from choral schools since the sixteenth century. Tours are scheduled for this group each year. Open to all university students by audition.

Prerequisite: MUEV 2111. Session Cycle Description: Fall and Spring.

MUEV 3131 - Opera Workshop (1)

To be taken for at least two semesters at each level. Practical application of technical and performing aspects of the production of opera and opera excerpts. Basic principles of rehearsal, stagecraft, and performance.

Prerequisite: MUEV 2131. Session Cycle Description: Fall and Spring.

MUEV 3141 - Gospel Choir (1)

Gospel Choir is an open enrollment choir specializing in music of the gospel and spiritual traditions. The ensemble will also perform related genres, such and hymn and gospel hymn arrangements and jazz and popular choral arrangements. Meeting only one day per week for two-hour rehearsal, this choir is for students with busy schedules, but who would like the opportunity to sing with a choral ensemble. Session Cycle Description: Fall and Spring.

MUEV 4099 - Special Topics (1-4)

Special Topics Course

MUEV 4101 - HSU Chorale (1)

To be taken for at least two semesters at each level. A large ensemble designed for study and performance of major choral works. Open to all university students.

Prerequisite: MUEV 3101. Session Cycle Description: Fall and Spring.

MUEV 4111 - Concert Choir (1)

To be taken for two semesters at each level. Large ensemble designed for study and performance of representative works from choral schools since the sixteenth century. Tours are scheduled for this group each year. Open to all university students by audition.

Prerequisite: MUEV 3111. Session Cycle Description: Fall and Spring.

MUEV 4131 - Opera Workshop (1)

Practical application of technical and performing aspects of the production of opera and opera excerpts. Basic principles of rehearsal, stagecraft, and performance.

Prerequisite: MUEV 3131. Session Cycle Description: Fall and Spring.

MUEV 4141 - Gospel Choir (1)

Gospel Choir is an open enrollment choir specializing in music of the gospel and spiritual traditions. The ensemble will also perform related genres, such and hymn and gospel hymn arrangements and jazz and popular choral arrangements. Meeting only one day per week for two-hour rehearsal, this choir is for students with busy schedules, but who would like the opportunity to sing with a choral ensemble. Session Cycle Description: Fall and Spring.

MUHL-Music History Literature

MUHL 1041 - Laboratory in Concert Music (0) A remedial listening laboratory assigned to music majors and minors who are deficient in recital and concert experiences.

Session Cycle Description: Fall, Spring, Summer. MUHL 1042 - Laboratory in Concert Music (0) A remedial listening laboratory assigned to music majors and minors who are deficient in recital and concert experiences.

Session Cycle Description: Fall, Spring, Summer. MUHL 1043 - Laboratory in Concert Music (0) A remedial listening laboratory assigned to music majors and minors who are deficient in recital and concert experiences.

Session Cycle Description: Fall, Spring, Summer. MUHL 1044 - Laboratory in Concert Music (0) A remedial listening laboratory assigned to music majors and minors who are deficient in recital and concert experiences.

 $Session\ Cycle\ Description:\ Fall,\ Spring,\ Summer.$

MUHL 1099 - Special Topics (1-4)

Special Topics Course

MUHL 1301 - Music Appreciation (3)

From Bach to Rock: an online course designed to demonstrate the influence of art music leading to Bach and progressing through musical time periods. Content will include the study of commercial music and related genres. Knowledge of musical elements as well as emphases on historical significance of music from the past to the present will provide a

breadth of knowledge leading to an appreciation of the role of music in culture.

Session Cycle Description: Fall and Spring.

MUHL 2099 - Special Topics (1-4)

Specialized topics in music history and literature.

May be repeated when topic varies.

Session Cycle Description: As needed.

MUHL 3099 - Special Topics (1-4)

Special Topics Course

MUHL 3241 - History of Music I (2)

The study of the History of Music from the ancient world to the modern era, including the influence literature, Christian liturgy, visual art, and ethnic backgrounds have had on musical styles.

Session Cycle Description: Fall Session.

MUHL 3242 - History of Music II (2)

The study of the History of Music from the ancient world to the modern era, including the influence literature, Christian liturgy, visual art, and ethnic backgrounds have had on musical styles.

Prerequisite: MUHL 3241. Session Cycle Description: Spring Session.

MUHL 3243 - History of Music III (2)

The study of the History of Music from the ancient world to the modern era, including the influence literature, Christian liturgy, visual art, and ethnic backgrounds have had on musical styles.

Prerequisite: MUHL 3241. Session Cycle Description: Fall Session.

MUHL 3343 - Understanding Music: Classical, Popular, World (3)

This course is designed to introduce the liberal arts student to music as a communicative art. It endeavors to develop in the student an understanding of the place of music of all kinds in the life of a man, as well as the value of music to the individual.

Session Cycle Description: Fall Session.

MUHL 3344 - The History of Jazz (3) This is a survey course designed to help familiarize the student with the many styles of jazz by examining the logical musical development and the important elements which comprise the individual styles of jazz. The important musicians and literature of each era will be the focus of the class. Social aspects of the times as they directly relate to the development of jazz will be discussed.

Session Cycle Description: Spring Session.

MUHL 4099 - Special Topics (1-4)

Specialized topics in music history and literature.

May be repeated as topic varies.

Session Cycle Description: As needed.

MUHL 4241 - Music Renaiss/Early Baroq Eras (2) A survey of music from Dunstable to Schuetz, with particular consideration of the influence of the Reformation upon church music.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4242 - Mus/Late Baroque/Class Eras (2) A survey of music from the pre-Bach period through the time of Haydn and Mozart, with emphasis upon the transition from baroque idioms to the sonata idea.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle

Description: As needed.

MUHL 4243 - Music of the Romantic Era (2)
A survey of music from 1800-1900, the music
Beethoven to the impressionists. Consideration will
be given to the importance of literary associations
with music in the work of the Romanticists and to
the trend in the art leading to the character piece,
programmatic music, the music drama, and the
symphonic poem.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4244 - Music in the Twentieth Century (2) A survey of the various trends in music of the twentieth century from Debussy and the impressionists to the present.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4247 - Music in America (2)

A survey of the history of music in the United States, both cultivated and vernacular. Topics will range from the music of native Americans to the most recent techniques of the American avant-garde Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4315 - Piano Performance Literature (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4325 - Voice Performance Literature (3) A survey and study of the song literature from 1600 to present.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: Fall Session.

MUHL 4335 - Organ Performance Literature (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

MUHL 4345 - Strings Performance Literature (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4355 - Brass Performance Literature (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy core requirement.)

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUHL 4365 - Woodwinds Performance Lit (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy core requirement.)

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle

Description: As needed.

MUHL 4375 - Percussion Performance Lit (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

Session Cycle Description: As needed. MUHL 4385 - Conducting Performance Lit (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

MUHL 4395 - Guitar Performance Literature (3) A survey and study of the music literature appropriate to the student's performance concentration. (Will not satisfy the core requirement.)

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle Description: As needed.

MUPC-Music Class Instruction

MUPC 1099 - Special Topics (1-4)

Special Topics Course

MUPC 1111 - Class Piano I (1)

Functional piano for students with little or no previous keyboard experience will be taught in class, meeting two hours per week.

Session Cycle Description: Fall and Spring. MUPC 1112 - Class Piano II (1) Functional piano for students with little or no previous keyboard experience will be taught in class, meeting two hours per week.

Prerequisite: MUPC 1111. Session Cycle Description: Fall and Spring.

MUPC 1113 - Class Piano III (1)

Functional piano for students with little or no previous keyboard experience will be taught in class, meeting two hours per week.

Prerequisite: MUPC 1112. Session Cycle Description: Fall and Spring.

MUPC 1114 - Class Piano IV (1)

Functional piano for students with little or no previous keyboard experience will be taught in class, meeting two hours per week.

Prerequisite: MUPC 1113. Session Cycle Description: Spring Session.

MUPC 1121 - Class Voice I (1)

Functional class voice open to all university students is also designed for voice secondaries or principals so placed by the auditioning jury. Its aim is to develop fundamental concepts which will be needed

in the teaching of vocal music in the public schools and to relieve deficiencies of those students not prepared to do work in applied voice at the college level.

Session Cycle Description: Fall and Spring. MUPC 1125 - Diction I (1)

A study of the correct sounds belonging to the English, Italian, and Latin languages respectively with emphasis placed on their application to singing. Students will be required to prepare simple songs in each language.

Session Cycle Description: Fall Session.

MUPC 1126 - Diction II (1)

A study of the correct sounds belonging to the French and German languages respectively with emphasis placed on their application to singing. Students will be required to prepare simple songs in each language.

Prerequisite: MUPC 1125. Session Cycle Description: Spring Session.

MUPC 2099 - Special Topics (1-4)

Private studies in workshops, clinics, and special vocal or instrumental projects. May be repeated when topic varies.

Session Cycle Description: As needed. MUPC 2141 - Jazz Improvisation I (1)

This elective course teaches instrumentalists the rudiments of improvisation in different styles of the jazz idiom. Students will learn jazz nomenclature, chord/scale relationships, and how to improve idiomatic melodies over song's harmonic progression. Students will perform in an ensemble setting. Students must audition for the instructor. Session Cycle Description: Fall and Spring. MUPC 3099 - Special Topics (1-4)Special Topics

MUPC 4099 - Special Topics (1-4)

Special Topics Course

MUPC 4311 - Piano Pedagogy (3)

Course includes detailed analysis of private and class lesson teaching procedures, lesson planning, study of teaching materials from intermediate to early advanced level, and observation of teaching at these levels. Each student will be assigned a private student to teach under supervision of the instructor. Session Cycle Description: Spring Session.

MUPC 4321 - Voice Pedagogy (3)

A technical study of the vocal mechanism related to practical use in correct vocal procedure. Diagnosis of common vocal faults; exercises for correction and development; analysis of literature suitable for study.

Session Cycle Description: Fall Session.

MUPC 4331 - Organ Pedagogy (3)

Current organ pedagogical methods covering pedal and manual technique, registration, and the development of flexible service playing. Students will also visit and perform on a variety of organs in order to know the fundamentals of organ construction and installation and how these affect teaching and performance.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle

Description: Fall Session.

MUPC 4341 - String Pedagogy (3)

A study of teaching techniques and materials as applied to the instrument group selected.

Session Cycle Description: As needed.

MUPC 4351 - Brass Pedagogy (3)

A study of teaching techniques and materials as applied to the instrument group selected.

Session Cycle Description: As needed.

MUPC 4361 - Woodwind Pedagogy (3)

A study of teaching techniques and materials as applied to the instrument group selected.

Session Cycle Description: As needed.

MUPC 4371 - Percussion Pedagogy (3)

A study of teaching techniques and materials as applied to the instrument group selected.

Prerequisite: MUHL 3241, MUHL 3242. Session Cycle

Description: As needed.

MUPS-Music Private Instruction

MUPS 1099 - Special Topics (1-4)

Special Topics Course

MUPS 1111 - Piano - Private Instruction (1-4) Literature of the level of difficulty of Etudes from Cramer, Czemy, OP 740; Clementi; Bach, Two and Three-part Inventions. Sonatas and pieces from the Romantic and Contemporary periods. Technical routine as appropriate (major and harmonic minor scales; arpeggios on major and minor triads, dominant and diminished sevenths; broken chords on major and minor triads, both hands played four octaves).

Session Cycle Description: Fall and Spring.
MUPS 1121 - Voice - Private Instruction (1-4)
To be taken for at least two semesters. Developing breath control, tone production, diction. Repertoire to include English and early seventeenth and eighteenth-century Italian classics.
Session Cycle Description: Fall and Spring.
MUPS 1131 - Organ - Private Instruction (1-4)

MUPS 1131 - Organ - Private Instruction (1-4)
To be taken for at least 2 semesters. Development of manual and pedal technique, coordination; easier pieces from pre-Baroque; Eight Little Preludes and

Fugues; Rheinberger Trios.

Session Cycle Description: Fall and Spring. MUPS 1141 - Strings-Private Instruction (1-4)

Session Cycle Description: Fall and Spring.

MUPS 1151 - Brass - Private Instruction (1-4)

Session Cycle Description: Fall and Spring.

MUPS 1161 - Woodwinds - Private Instruction (1-4)

Session Cycle Description: Fall and Spring.

MUPS 1171 - Percussion - Private Instruction (1-4)

Session Cycle Description: Fall and Spring.

MUPS 1191 - Guitar - Private Instruction (1-4)

Session Cycle Description: Fall and Spring. MUPS 2099 - Special Topics (1-4)

Special Topics Course

MUPS 2111 - Piano-Private Instruction (1-4)

To be taken for at least 2 semesters. Literature of the difficulty of Etudes by Chopin; Bach, Well- tempered Clavier & French Suites; Beethoven, OP 2, No.3, and Op 7. Romantic and contemporary pieces. Technical routine as needed (in tenths and sixths)

Session Cycle Description: Fall and Spring.

MUPS 2121 - Voice-Private Instruction (1-4)

To be taken for at least two semesters. Continued emphasis on techniques: breath control, tone production, phrasing, through the study of songs in English, Italian, German, French, and the easier operatic and oratorio arias.

Session Cycle Description: Fall and Spring. MUPS 2131 - Organ-Private Instruction (1-4) To be taken for at least two semesters. Bach Trio Sonatas; Frescobaldi toccatas; easier compositions from Romantic and Contemporary literature; hymn playing.

Session Cycle Description: Fall and Spring.
MUPS 2141 - Strings-Private Instruction (1-4)
Prerequisite: MUPS 1141. Session Cycle Description:

Fall and Spring.

MUPS 2151 - Brass-Private Instruction (1-4)

Prerequisite: MUPS 1151. Session Cycle Description: Fall and Spring.

MUPS 2161 - Woodwinds-Private Instruction (1-4) Prerequisite: MUPS 1161. Session Cycle Description: Fall and Spring.

MUPS 2171 - Percussion-Private Instruction (1-4) Prerequisite: MUPS 1171. Session Cycle Description: Fall and Spring.

MUPS 2191 - Guitar - Private Instruction (1-4)

Prerequisite: MUPS 1191. Session Cycle Description: Fall and Spring.

ran and spring.

MUPS 3099 - Special Topics (1-4)

Special Topics Course

MUPS 3111 - Piano-Private Instruction (1-4)

To be taken for at least two semesters. Literature of the difficulty of Bach, Well-tempered Clavier, English Suites or Partitas; Beethoven, Op31, No 3; Technical routine as needed (in octaves, tenths, sixths, and thirds). Presentation of half-junior recital. Session Cycle Description: Fall and Spring.

MUPS 3121 - Voice-Private Instruction (1-4)

To be taken for at least two semesters. Continued emphasis in all phases of vocal techniques; songs of increased technical and interpretive difficulty representing various schools and styles of vocal literature and introducing the student to contemporary vocal literature in English, French, German, and Italian. Presentation of half-junior recital.

Session Cycle Description: Fall and Spring. MUPS 3131 - Organ-Private Instruction (1-4)

To be taken for at least two semesters. Bach prelude and fugue of the difficulty of the A minor(S.543) or G major (S.541); free compositions by other Baroque composers; Franck Cantabile, Pastoraleor Fantasy in C; pieces from French Classic period; pieces of moderate difficulty from contemporary literature. Presentation of half junior recital.

Session Cycle Description: Fall and Spring.

MUPS 3141 - Strings-Private Instruction (1-4)

Prerequisite: MUPS 2141. Session Cycle Description: Fall and Spring.

MUPS 3151 - Brass-Private Instruction (1-4)

Prerequisite: MUPS 2151. Session Cycle Description: Fall and Spring.

MUPS 3161 - Woodwinds-Private Instruction (1-4) Prerequisite: MUPS 2161. Session Cycle Description: Fall and Spring.

MUPS 3171 - Percussion-Private Instruction (1-4) Prerequisite: MUPS 2171. Session Cycle Description: Fall and Spring.

MUPS 3191 - Guitar - Private Instruction (1-4) Prerequisite: MUPS 2191. Session Cycle Description: Fall and Spring.

MUPS 4099 - Special Topics (1-4)

Special Topics Course

MUPS 4111 - Piano-Private Instruction (1-4) To be taken for at least two semesters. Study of advanced literature from all style periods. Continuation of technical routine (contrary motion) Presentation of a senior recital consisting of representative works of the standard concert repertory.

Session Cycle Description: Fall and Spring. MUPS 4121 - Voice-Private Instruction (1-4) To be taken for at least two semesters. Particular emphasis placed on artistic interpretation through intensive study of various schools and styles, including opera and oratorio arias. Presentation of senior recital.

Session Cycle Description: Fall and Spring. MUPS 4131 - Organ-Private Instruction (1-4) To be taken for at least two semesters. Advanced literature from all style periods. Presentation of senior recital.

Session Cycle Description: Fall and Spring. MUPS 4141 - Strings-Private Instruction (1-4) Prerequisite: MUPS 3141. Session Cycle Description: Fall and Spring.

MUPS 4151 - Brass-Private Instruction (1-4) Session Cycle Description: Fall and Spring.

MUPS 4161 - Woodwinds-Private Instruction (1-4) Prerequisite: MUPS 3161. Session Cycle Description: Fall and Spring.

MUPS 4171 - Percussion-Private Instruction (1-4) Prerequisite: MUPS 3171. Session Cycle Description: Fall and Spring.

MUPS 4181 - Conducting-Private Instruction (1-4)

Prerequisite: MUSI 3122, MUSI 3223 or MUSI 3224. Session Cycle Description: Fall and Spring. MUPS 4191 - Guitar - Private Instruction (1-4) Prerequisite: MUPS 3191. Session Cycle Description: Fall and Spring.

MUSB-Music Business

MUSB 1099 - Special Topics (1-4) Special Topics Course

MUSB 2099 - Special Topics (1-4)

Special Topics Course

MUSB 3099 - Special Topics (1-4)

Special Topics Course

MUSB 3301 - Introduction to Fine Arts Management (3) Introduction and analysis of successful management principles and techniques for the business of Fine Arts. Topics include objectives, policies, leadership, organization, structure, morale, operative procedures, fundraising and control procedures for profit and non-profit entities. Session Cycle Description: Fall Session. MUSB 3302 - Introduction to the Recording Studio (3)

An overview of the technology and techniques involved in modern multi-track recording and mixing through hands-on studio instruction. Students will be given a basic course in the use of Pro-Tools and learn how to set up microphones in the modern studio.

Session Cycle Description: Spring Session. MUSB 3321 - Music/Entertain. Industry Media Analysis (3)

The course examines the music and entertainment industry. Introductory economic analysis is introduced prior to examining industry specific data for music and entertainment organizations. This course focuses on media-dependent components of the industry: digital music, broadcast, cable and new cable alternatives, and publishing.

Session Cycle Description: Fall, Spring, Summer. MUSB 3322 - Music/Entertainment Industry Performance (3)

The course examines the music and entertainment industry. Introductory economic analysis is introduced prior to examining industry specific data for music and entertainment organizations. This course focuses on live-performance components of the industry: live music by individual artists and bands, opera, ballet, orchestras, amusement and theme parks.

Session Cycle Description: Fall, Spring, Summer. MUSB 3351 - Survey of Music Business I (3) An exploration of the world of work in music-related careers. This course gives synthesis to the music career fields the competencies basic to the music business specialties. Emphasis is also given to particular vocational requirements trends affecting the realms of music business industry.

Session Cycle Description: Fall Session. MUSB 3352 - Survey of Music Bus II (3)

An exploration of the world of work in music-related careers. This course gives synthesis to the music career fields and the competencies basic to the music business specialties. Emphasis is also given to particular vocational requirements trends affecting the realms of music business industry.

Prerequisite: MUSB 3351. Session Cycle Description: Spring Session.

MUSB 4099 - Special Topics (1-4)

Specialized topics related to music business and careers in business. May be repeated when topic varies

Session Cycle Description: As needed.
MUSB 4351 - Music Business Internship (3)
The student will serve at least on month full-time as an intern in a music-related business or businesses.
The student will have opportunity with the approval of faculty to choose his place of internship. Students must be prepared to provide for their personal expenses during time of study related to this internship program which may take them away from the HSU campus in Abilene, Texas.

Prerequisite: MUSB 3351, MUSB 3352. Session Cycle Description: Fall, Spring, Summer.

MUSI-Music

MUSI 1099 - Special Topics (1-4)

Special Topics Course

MUSI 2099 - Special Topics (1-4)

Special topics in music. May be repeated when topics vary

Session Cycle Description: As needed.

MUSI 2121 - Essent of Woodwind Instrument (1) This course is designed to develop a working knowledge of the instruments, their ranges, difficulties, and transpositions through performance on the instruments. May be repeated for credit. Session Cycle Description: Fall Session.

MUSI 2122 - Essent of Brass Instruments (1)
A study of the brass instruments with emphasis on problems of embouchure, range, technical difficulties, transpostions and materials. Students must pass a proficiency examination on a minimum of three instruments. May be repeated for credit. Session Cycle Description: Spring Session.

MUSI 2123 - Essent of Percuss Instruments (1)
A study of the percussion instruments with emphasis on performance techniques and materials. Actual performance is required on the percussion instruments.

Session Cycle Description: Fall Session.
MUSI 2124 - Essent of String Instruments (1)
A study of string instruments: violin, viola, violincello, and contrabass. Emphasis on performance techniques and materials.
Session Cycle Description: Spring Session.

MUSI 2125 - Instrumental Perspectives (1) A study of teaching, playing and pedagogical aspects of orchestral instruments. Some emphasis given to technical maintenance. Instrument groups included in the study will be woodwind, strings, brass, and percussion.

Session Cycle Description: Fall Session. MUSI 2126 - Vocal Perspectives (1)

A team-taught one credit hour, one semester vocal course for instrumental music education majors designed specifically to suit the needs of instrumental majors who need a foundation in vocal music education. The course will be divided into two parts: Principles of Solo Singing and Principles of Choral Singing.

Session Cycle Description: Fall Session.

MUSI 3099 - Special Topics (1-4)

Special Topics Course

Spring Session.

MUSI 3122 - Intro to Conducting Skills (1)

A study of the principles of baton techniques in conjunction with the development of a fluent beat style. Students will study basic rhythmic, aural, and skill dexterity necessary to the successful direction of vocal and instrumental ensembles.

Session Cycle Description: Fall Session.

MUSI 3201 - Secondary Marching Band Techniques (2)

A course planned to meet the need of the high school or junior high music educator who will have marching band as part of the teaching load. Presentation of marching band fundamentals, hands on work with a computer drill design program, and philosophies of the public-school marching band. Session Cycle Description: Fall Session. MUSI 3223 - Choral Conducting Tech & Mat (2) A study of the choral conductor's role regarding interpretations, rehearsal techniques, and the performance ensemble. Attention is given to conducting choral works suitable for school, church and community organizations. Laboratory experience and videotapes are used for evaluation. Prerequisite: MUSI 3222. Session Cycle Description:

MUSI 3224 - Instrument Conduct Tech & Mat (2) A study of the instrumental conductor's role regarding interpretations, rehearsal techniques, and instrumental ensembles. Attention is given to conducting instrumental works suitable for school, church, and community organizations. Laboratory experience and videotapes are used for evaluation. Prerequisite: MUSI 3122. Session Cycle Description: Spring Session.

MUSI 3321 - Music, Learning, and Children (3) A study of musical activities and the role of music in childhood. Application of learning theories to a survey of materials used in the intellectual. emotional, aesthetic, and social growth of children. Session Cycle Description: Fall Session.

MUSI 3322 - Older Children and Music Learn (3) This course is designed to study the relationship of basic concepts and activities involved in the presentation of music under any circumstances. Separate sections for band, orchestra, and choral/general music. Peer teaching will be emphasized.

Prerequisite: MUSI 3321. Session Cycle Description: Spring Session.

MUSI 3323 - Older Children and Music Learn (3) This course is designed to study the relationship of basic concepts and activities involved in the presentation of music under any circumstances. Separate sections for band, orchestra, and choral/general music. Peer teaching will be emphasized.

Prerequisite: MUSI 3321. Session Cycle Description: Spring Session.

MUSI 3324 - Older Children and Music Learn (3) This course is designed to study the relationship of basic concepts and activities involved in the presentation of music under any circumstances. Separate sections for band, orchestra, and choral/general music. Peer teaching will be emphasized.

Prerequisite: MUSI 3321. Session Cycle Description: Spring Session.

MUSI 3325 - Essent Elements of Music (3) A course designed to develop musical skills for the non-music major, and to give practical experience with the concepts of essential elements of music as they apply to the growth of children. Session Cycle Description: Fall Session.

MUSI 4099 - Special Topics (1-4)

Specialized topics in music education. May be repeated when topic varies.

Session Cycle Description: As needed.

MUSI 4229 - Workshop in Music (2)

A workshop designed to acquaint the musician with the most recent materials and methods in music education. Credit depends on length of workshop. May be repeated for credit.

Session Cycle Description: As needed. MUSI 4321 - Music for Adolescent (3)

A survey of the content, organization, and administration of large and small instrumental and choral ensembles, general music, music appreciation, and applied music.

Prerequisite: MUSI 3321, MUSI 3322. Session Cycle

Description: Fall and Spring.

MUSI 4329 - Workshop in Music (3)

A workshop designed to acquaint the musician with the most recent materials and methods in music education. Credit depends on length of workshop. May be repeated for credit.

Session Cycle Description: As needed.

MUSI 4622 - Student Teaching

Elementary/Secondary Sc (6)

Prerequisite: Senior recital must be completed before beginning student teaching.
Prerequisite: RECI 4000. Session Cycle Description: As needed.

MUTC-Music Theory Comp

MUTC 1099 - Special Topics (1-4)

Special Topics Course

MUTC 1131 - Ear-Training I (1)

Includes the development of musical hearing through exercises and organized drill in melodic and harmonic singing (using solfege), and melodic, harmonic, and rhythmic dictation.

Session Cycle Description: Fall Session.

MUTC 1132 - Ear-Training II (1)

Includes the development of musical hearing through exercises and organized drill in melodic and harmonic singing (using solfege), and melodic, harmonic, and rhythmic dictation.

Session Cycle Description: Spring Session.

MUTC 1133 - Keyboard I (1)

The practical application of harmonic materials studied in MUTC 1131,1132,1235 and 1236 on the keyboard.

Session Cycle Description: Fall Session.

MUTC 1134 - Keyboard II (1)

The practical application of harmonic materials studied in MUTC 1131,1132,1235 and 1236 on the keyboard.

Session Cycle Description: Spring Session.

MUTC 1235 - Harmony I (2)

A study of the basic materials of music. Also includes principles of voice leading and composition in fourpart chorale style. Must be taken concurrently with MUTC 1131,1132, and 1134.

Session Cycle Description: Fall Session.

MUTC 1236 - Harmony II (2)

A study of the basic material of music. Also include principles of voice leading and composition in four-part chorale style. Must be taken concurrently with MUTC 1131,1132,1133 and 1134.

Session Cycle Description: Spring Session.

MUTC 1331 - Fundamentals of Music (3)

A practical approach to the fundamentals of music designed to familiarize students with the meaning of music notation and with the harmonic, melodic, and rhythmic structure of music through writing, singing, and playing piano. Students must maintain a regular practice schedule. Some emphasis is placed on "pop" and folk music. The course may be counted as a core course in the humanities block or as an elective.

Session Cycle Description: Fall and Spring.

MUTC 2099 - Special Topics (1-4)

Specialized topics in music theory and composition, May be repeated when topic varies.

Session Cycle Description: Fall and Spring.

MUTC 2131 - Ear-Training III (1)

A continuation of 1131 and 1132. Correlated with the materials studied in 2235 and 2236. Includes the study of chromaticism and an introduction to contemporary art music. Must be taken concurrently with MUTC 2133,2134,2235, and 2236.

Session Cycle Description: Fall Session.

MUTC 2132 - Ear-Training IV (1)

A continuation of 1131 and 1132. Correlated with the materials studied in 2235 and 2236. Includes the study of chromaticism and introduction to contemporary art music. Must be taken concurrently with MUTC 2133,2134,2235 and 2236.

Session Cycle Description: Spring Session.

MUTC 2133 - Keyboard III (1)

Practical application of harmonic materials studied in MUTC 2131,2132,2235, and 2236. Includes some transposition. Must be taken concurrently with MUTC 2131,2132,2235 and 2236.

Session Cycle Description: Fall Session.

MUTC 2134 - Keyboard IV (1)

Practical application of harmonic materials studied in MUTC 2131,2132,2235, and 2236. Includes some transposition. Must be taken concurrently with MUTC 2131,2132,2235 and 2236.

Session Cycle Description: Spring Session.

MUTC 2235 - Harmony III (2)

A continuation of 1235 and 1236. The study of chromatic harmony from secondary chords to 12-tone music. Also includes basic composition, and an introduction to post-tonal analysis. Must be taken concurrently with MUTC 2131, 2132, 2133, and 2134

Session Cycle Description: Fall Session.

MUTC 2236 - Harmony IV (2)

A continuation of 1235 and 1236. The study of chromatic harmony from secondary chords to 12-tone music. Also includes basic composition, and an introduction to post-tonal analysis. Must be taken concurrently with MUTC 2131, 2132, 2133, and 2134

Session Cycle Description: Spring Session.

MUTC 2237 - Composition (2)

Composition exercises that focus on the acquisition of technique. Also includes composition using small-scale forms and composing for piano, strings, brass, woodwinds, percussion, and voice. Notational issues will be discussed in detail. Must be taken

concurrently with MUTC

2131,2132,2133,2134,2235, and 2236.

Prerequisite: MUTC 1131, MUTC 1132, MUTC 1133, MUTC 1134, MUTC 1235, MUTC 1236. Corequisite: MUTC 2131, MUTC 2133, MUTC 2235. Session Cycle Description: Fall Session.

MUTC 2238 - Composition (2)

Composition exercises that focus on the acquisition of technique. Also includes composition using small-scale forms and composing for piano, strings, brass, woodwinds, percussion, and voice, Notational issues

will be discussed in detail. Must be taken concurrently with MUTC

2131,2132,2133,2134,2235, and 2236.

Prerequisite: MUTC 2237. Corequisite: MUTC 2132, MUTC 2134, MUTC 2236. Session Cycle Description: Spring Session.

MUTC 2338 - Computers and Music (3) This course is an introduction to the use of computers for declared music majors who are preparing for professional music careers. Session Cycle Description: Fall and Spring.

MUTC 3099 - Special Topics (1-4)

Special Topics Course

MUTC 3231 - Form and Analysis (2)

A study of form in music from motives and phrases to large-scale musical organization. Also includes writing a musical analysis paper.

Session Cycle Description: Fall and Summer.

MUTC 3233 - Counterpoint (2)

Writing two-and three-voice counterpoint primarily in the style of J.S. Bach, including canon and fugue. Also includes the analysis of contrapuntal procedures and forms including imitation, invertible counterpoint, stretto, canon, invention and fugue. Prerequisite: MUTC 2236. Session Cycle Description: Fall and Spring.

MUTC 3234 - Ind Stu in 16 Cen Counterpoint (2) A course in the study of contrapuntal techniques used by Palestrina, including the use of species counterpoint to develop student skill. Session Cycle Description: Spring Session.

MUTC 3237 - Composition (2)

Continuation of Composition 2237, 2238.

Composition for chamber ensembles and voices and the study of contemporary notational devices. Class, studio, and/or recital performances of original works

Prerequisite: MUTC 2237, MUTC 2338. Session Cycle

Description: Spring Session. MUTC 3238 - Composition (2)

Continuation of Composition 2237, 2238.

Composition for chamber ensembles and voices and the study of contemporary notational devices. Class, studio, and/or recital performances of original works.

Session Cycle Description: Spring Session.
MUTC 4099 - Special Studies in Comp & Theory (1-4)
Specialized topics in music theory and/or
composition. Students will be required to write a
substantial research project or composition. Maybe
repeated when topic varies.

Session Cycle Description: As needed.

MUTC 4231 - Orchestration I (2)

An exploration of the characteristics of band and orchestral instruments through score study. Emphasis is placed on idiomatic writing and knowledge of the timber of each instrument and combinations of instruments, and how these sounds

are applied in symphonic scoring. Also includes scoring for various orchestral and band groups, with some emphasis on instruments with voices. There will be some performance in class or studio. Session Cycle Description: Fall Session.

MUTC 4232 - Orchestration II (2)

This course is a continuation of MUTC 4231 with an emphasis on detailed analysis of symphonic scores and practical experimentation through orchestral arranging and scoring. Some original compositions to be scored for small combinations. Also includes some study of Asian and African instruments, and class, studio, or recital performance of compositional materials.

Prerequisite: MUTC 4231. Session Cycle Description: Spring Session.

MUTC 4233 - History of Music Theory (2)

Survey of the history of music theory. Students will explore theoretical issues from antiquity to the modern period.

Session Cycle Description: Spring Session. MUTC 4234 - Schenkerian Analysis (2)

 $Introduction\ to\ Schenkerian\ analysis\ of\ tonal\ music.$

 $Includes\ large\text{-}scale\ tonal\ relationships,\ the$

connection between harmony and counterpoint, and how these topics relate to musical form.

Session Cycle Description: Fall Session.

MUTC 4235 - Post-Tonal Theory (2)

Advanced study of set and 12-tone theory. Students will apply these concepts in the analysis of post-tonal music.

 $Session\ Cycle\ Description:\ Spring\ Session.$

MUTC 4236 - Music Theory Review (2)

Overview of tonal theory and form and analysis. Introduction to acoustics, jazz, non-tonal music, and non-western music.

Session Cycle Description: Spring Session.

MUTC 4237 - Composition (2)

Continuation of Composition 3237, 3238.

Composition for large ensembles and the study of contemporary rotational devices. Class, studio and/or recital performances of original works.

Prerequisite: MUTC 3237. Session Cycle Description:

Fall Session.

MUTC 4238 - Composition (2)

Continuation of Composition 3237, 3238.

Composition for large ensembles and the study of contemporary rotational devices. Class, studio and/or recital performances of original works. Prerequisite: MUTC 3238. Session Cycle Description: Spring Session.

MUTC 4333 - Pedagogy of Theory (3)

The study and organization of methods and materials for teaching music theory. Includes the evaluation of textbooks and computer software, the creation of syllabi and tests, and practical teaching experience.

Session Cycle Description: Fall Session.

NURS-Nursing

NURS 1099 - Special Topics (1-4) Special Topics Course NURS 2099 - Special Topics (1-4) Special Topics Course

NURS 2301 - Introduction to Nursing Skills (3) This course introduces areas of learning that are vital to the practice of professional nursing. These fundamental nursing concepts and practices related to the holistic delivery of nursing care. Included are effective communication, client teaching, basic assessment skills, nutritional support, safety principles, and beginning proficiency in selected nursing skills. Skills include, but are not limited to: vital sign measurement, hygienic care, standard precaution applications, basic sterile procedure, insertion of indwelling urinary catheter, medical terminology usage, introduction to basic medication calculation skills, and administration of medications. Session Cycle Description: Fall, Spring, Summer. NURS 3001 - Nursing Mobility Exam II (43) Nursing Mobility Exam for RN to BSN nursing skills validation.

NURS 3099 - Special Topics (1-4)

Special Topics Course

NURS 3310 - Fundamentals of Epidemiology (3) Fundamentals of Epidemiology The course will examine principles of epidemiology and basic biostatistics in the context of real-world public health issues. The major focus is on the use of sound epidemiological judgment with an emphasis on understanding, rather than the mechanics of calculation. A series of case studies are used to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. A variety of interactive modules are used to facilitate learning and provide opportunities to explore specific topics in greater detail. This course will be offered in an online delivery format. Prerequisite: NURS 4380. This course is offered in an online delivery format to RN-BSN students only. Prerequisite: NURS 2301. Session Cycle Description: Spring Session.

NURS 3323 - Pharmacology (3)

Discussion of the fundamental principles of pharmacology and investigation of the major classifications of drugs with emphasis on pharmacotherapeutic actions and nursing implications will be presented. Previously learned skills and concepts as well as prerequisite science courses are integrated into the discussions. Principles of safe medication administration will be integrated throughout the course

Session Cycle Description: Fall and Spring. NURS 3334 - Dimensions of Nursing (3)

This course will explore the nurse's professional roles and values, and the interaction of the nurse with the health care delivery system. The historical development of the nursing profession will be analyzed. Important concepts integrated throughout the course are critical thinking, problem solving, legal/ethical principles, decision-making models and the contribution of nursing theory to practice. Medical terminology and medication calculation principles/formulas will be introduced. Session Cycle Description: Fall, Spring, Summer. NURS 3335 - Mental Health Nursing (3) Physiological and psychological aspects of mental health related to acute and chronic health problems across the lifespan will be examined. The role of the professional nurse in health promotion and illness prevention are key components. Emphasis is placed on the mental health milieu that exists within a community setting.

Session Cycle Description: Fall and Spring. NURS 3410 - Pathophysiology (4) Scientific concepts related to pathophysiological process: genetic, cellular, biochemical, and disease processes in specific body systems will be discussed. Session Cycle Description: Fall, Spring, Summer. NURS 3421 - Health Assessment (4) Assessment of the holistic person as an individual and a member of groups, families, aggregates, communities, and society (IFACS) is emphasized. The role of the nurse in health promotion throughout the life cycle is demonstrated by identifying normal findings. Emphasis will be placed on acquiring skills to record client histories, to perform physical assessment, and to communicate specific findings. Session Cycle Description: Fall and Spring. NURS 3622 - Nursing Process I-Fundamentals of, Nursing (6) Students are provided with basic knowledge of concepts inherent to the practice of professional nursing and in the care of all clients. The course lays the foundation for nursing practice based on current nursing theories, theoretical knowledge, concepts, and clinical skills. Theory is applied to practice in a variety of settings. Session Cycle Description: Fall and Spring. NURS 3836 - Nursing Process II (Nursing Care of the, Childbearing and Childrearing Family (8) Students are introduced to obstetrical and pediatric nursing concepts and care. The course focuses on normal and abnormal adaptations in the childbearing process and on growth and development of the child and conditions and illness that affect child health. Session Cycle Description: Fall and Spring. NURS 4099 - Special Topics (1-4)

NURS 4335 - Community and Public Health Nursing (3)

Special Topics Course

The focus of this introductory course is the presentation of key concepts, theories, and issues relevant to practice as a public health/community health nurse. The courses will explore the major concepts and conceptual issues underlying the specialty of community-oriented nursing, including the dimensions of public health and community health nursing. The course is intended to assist students in clarifying conceptual issues in the specialty and beginning to develop position on critical health care issues including access to care. disparities, vulnerable populations, health promotion across the lifespan, and the implementation and progress of Healthy People 2020National Health Objectives. This course is offered in an online delivery format to RN-BSN students only.

Session Cycle Description: Fall and Spring. NURS 4343 - Nursing Theories& Research (3) Nursing Theories and Research provides a forum for the study of professional nursing related needs, through broadening the student's ability to read, interpret and integrate research information and theoretical models into practice. It is intended to introduce students, as beginning practitioners, to research and theory in nursing. This course is offered in an online delivery format to RN-BSN students only.

Session Cycle Description: Fall and Spring. NURS 4352 - Leadership and Management (3) This course involves principles of professional nursing that provide the student opportunities to synthesize and grate learning experiences with contemporary practice. Health care as it is delivered in the United States today will be examined by considering the organizational socio-political, economic, legal, and cultural context on which health care delivery is based for the practicing profession. This course is delivered in an online format for RN-BSN students only.

Session Cycle Description: Fall and Spring. NURS 4360 - Professional Nursing Transitions (3) This course is designed for the RN student who is seeking a baccalaureate degree. The course is designed to promote transition to roles that enhance professional practice and growth built on prior nursing education and experience. The primary audience is RNs returning to school to obtain a bachelor's degree. The purpose is to intellectually engage RNs in an ongoing professional dialog with peers, colleagues, and faculty, to broaden RNs professional development and build on RNs preexisting knowledge and experience. This course is offered in an online delivery format to RN-BSN students only. Fall

Session Cycle Description: Fall, Spring, Summer. NURS 4362 - Joining Forces: Understanding Wounds of War (3) Joining Forces: Understanding the Visible and Invisible Wounds of War Interdisciplinary online course exploring therapeutic treatment methods in the acute care and community settings for service-members, veterans, and family members in order to reduce the visible and invisible wounds of war. This course is offered in an online delivery format to RN-BSN students only.

Session Cycle Description: Spring Session. NURS 4364 - Health Behaviors (3)

Health Behaviors: Promotion and Prevention (3-3-0) This course will review theory, research methods for health promotion, protection, and prevention of disease and injury. This course will outline behaviors that will equip the professional nurse to increase and ingrain healthy lifestyles into her/his practice in order to better educate individuals, health care providers, and populations. In addition, this course will help the professional nurse develop policies that utilize Healthy People 2020 National Health Objectives for their communities and its constituents. This course is offered in an online delivery format to RN-BSN students only. Fall Prerequisite: NURS 4360. Session Cycle Description: Fall, Spring, Summer.

NURS 4366 - Intro. to Faith Community Nursing (3) Introduction to Faith Community Nursing The course introduces students to the role of the Faith Community Nurse within pastoral, social service, and community health venues. Focus is placed on the core concepts of spiritual formation; professionalism; shalom as health and wholeness; community; and incorporating culture and diversity. Emphasis is placed on providing a better understanding of the theoretical relationship between religious practices and the health of the community as a basis for developing and leading practical initiatives. Exploration into the characteristics of healthy congregations that are critical to the formation of coherent, healthy, and whole neighborhoods and communities is provided. The nurse's leadership qualities and practices that assist faith communities to build their capacities for collaboration with their public sector partners are also explored. This course is offered in an online delivery format to RN-BSN students only. Prerequisite: NURS 4335. Session Cycle Description: Spring Session.

NURS 4368 - Care of Vulnerable Populations (3) Care of Vulnerable Populations This course will teach nurses how to conceptualize the care of highrisk individuals and groups into their professional practice. Nurses will encounter a tremendous shift in their roles and responsibilities through the application of concepts, theories, ethics, policy, program planning and development, advocacy, and nursing practice. This course is offered in an online delivery format to RN-BSN students only.

Prerequisite: NURS 4360, NURS 4364, NURS 4335. Session Cycle Description: Fall, Spring, Summer. NURS 4370 - Lab and Diagnostics (3) Lab and diagnostics studies; rationale for studies, expected and abnormal findings, clinical implications, procedures involved in pretest/posttest care of the client undergoing studies.

Session Cycle Description: Fall and Spring. NURS 4371 - Health Care Missions (3)

This course will provide the student a foundation for health care strategies that will be used to serve and evangelize in cross cultural environments. The student will be introduced to strategies for learning culture and language as well as communicating and educating cross culturally.

Session Cycle Description: Spring Session. NURS 4372 - Perioperative Nursing (3) The focus of the course is care of the client during the perioperative period and the nursing responsibilities inherent in caring for this unique client. Clinical experience includes activities in the preoperative, intraoperative, and postoperative stages. Legal and ethical concerns during the perioperative period will also be explored. Session Cycle Description: Fall, Spring, Summer. NURS 4373 - Care of the Terminally Ill (3) This course examines the components of providing holistic care for the dying client. Emphasis is placed on providing a comfortable environment for the client, including pain management and management of other symptoms. Facilitating communication among client, family, and members of the interdisciplinary health care team is an essential part

Session Cycle Description: Spring Session. NURS 4374 - Clinical Nutrition (3)

are discussed.

of providing quality care at the end of life.

A review of normal nutrition followed by an in-depth presentation of clinical nutrition and diet strategies to manage disease.

Psychosocial and spiritual needs of the dying client

Session Cycle Description: Fall and Spring. NURS 4435 - Community and Public Health Nursing (4)

The focus of this course is the presentation of key concepts, theories, and issues relevant to practice as a public health/community health nurse. The course will explore the major concepts and conceptual issues underlying the specialty of community-oriented nursing, including the dimensions of public health and community health nursing. The course is intended to assist students in clarifying conceptual issues in the specialty and beginning to develop position on critical health care issues including access to care, disparities, vulnerable populations, health promotion across the lifespan, and the

implementation and progress of Healthy People 2020 National Health Objectives.

Prerequisite: NURS 4360, NURS 4343, NURS 4352, NURS 4364. Session Cycle Description: Fall, Spring, Summer.

NURS 4453 - Professional Nursing Practicum (4) This course provides comprehensive didactic and clinical experience for the nursing student. It is designed to facilitate the transition from student to professional nurse. Students will have multiple opportunities to synthesize and integrate previous learning through didactic and clinical activities. Credit/No Credit. Spring

Session Cycle Description: Fall and Spring. NURS 4651 - Nursing Process IV-Critical Care, Nursing (6)

Examination of physiological and psychological adaptation to responses dealing with stressors/ stimuli related to acute and critical health problems. Emphasis is on clients experiencing critical physiological deviations.

Session Cycle Description: Fall and Spring. NURS 4846 - Nursing Process III (acute Care Nursing) (8) Examination of physiological and psychological adaptation to responses dealing with stressors/stimuli related to acute and serious health problems. Emphasis is on clients who experience physiological deviation.

Session Cycle Description: Fall and Spring.

PBHL-Public Health

PBHL 2301 - Introduction to Public Health (3) The interdisciplinary course will provide a history and broad overview of the public health system including definition, origins, evolution, and contemporary structure and administration at the federal, state, and local levels in the United States. In addition, it will provide a broad framework for understanding the mission, key concepts, principles, and practices of population-based public health practice through an introduction to five core disciplines: epidemiology, biostatistics, environmental health, and health policy and management. Through the use of case studies and interactive modalities, students will have an opportunity to see how basic concepts may be applied in real-world settings. This course is offered in an online delivery format to RN-BSN students only. Summer

Session Cycle Description: Fall Session.
PBHL 3310 - Fundamentals of Epidemiology (3)
The course will examine principles of epidemiology and basic biostatistics in the context of real-world public health issues. The major focus is on the use of sound epidemiological judgment with an emphasis on understanding, rather than the mechanics of calculation. A series of case studies are used to teach the principles and practice of epidemiology, ranging

from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. A variety of interactive modules are used to facilitate learning and provide opportunities to explore specific topics in greater detail.

Prerequisite: PBHL 2301. Session Cycle Description: Spring Session.

PBHL 4382 - Health Care Issues and Policy (3) This interdisciplinary course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed. Selected topics are examined to help students analyze issues, compare and contrast multiple views on issues, and formulate appropriate responses to health care policy.

Session Cycle Description: Fall Session. PBHL 4484 - Health Care Disparities (4)

This course will explore the health disparities at the national and global level, and the impact of health disparities on public health. The course focuses on theoretical and methodological strategies for studying health disparities as well as empirical evidence supporting the existence of different health disparities and explanations for understanding and ameliorating them. Significant attention will be given to the idea that health and access to health care is a basic human right in a just society.

Session Cycle Description: Spring Session. PBHL 4485 - Critical Issues in Global Health (4) The course introduces students to global public health issues of two kinds including, fundamental cross-cutting issues such as the relationship between global health and economic development, and selected thematic areas such as child survival, HIV/AIDS, and global tobacco control. The course will contextualize current efforts in global health from historical and likely future trends. Readings will be drawn from a range of disciplinary perspectives, including nursing, history, political science, economics, sociology, and anthropology. A major goal of this course is to equip students with selected critical perspectives and the resources needed as public health professionals and global citizens within an increasingly smaller, complex, and interdependent world.

Session Cycle Description: Spring Session.

PHIL-Philosophy

PHIL 1099 - Special Topics (1-4)
Special Topics Course
PHIL 1310 - Critical Thinking (3)
An introduction to critical thinking concentrating on development of skills and clarity in analysis and expression. Considers common forms of valid and fallacious reasoning and of persuasive and rhetorical

techniques. Includes exercises and drills in practical reasoning drawn from a variety of disciplines and media. Develops methods of reasoning applicable across disciplines.

Session Cycle Description: Fall, Spring, Summer. PHIL 2099 - Special Topics (1-4)

An introduction to selected topics in philosophy. Variable credit may be given. May be repeated when topic changes.

Session Cycle Description: As needed. PHIL 2335 - Introduction to Ethics (3) An introduction to selected moral issues. The relevance of practical logic and ethical theories is considered. Possible moral issues include euthanasia; abortion; sexual morality; pornography; equality & discrimination; economic justice; legal punishment; environmental ethics; animal rights; cloning and genetic engineering; violence, terrorism, and war; global issues and globalization. Session Cycle Description: Fall and Spring. PHIL 2350 - Introduction to Philosophy (3) A study of the major problems of philosophical thought in both Eastern and Western traditions. Although it can serve as preparation for further study of philosophy, this course is intended to provide students with a very "hands-on" experience in the nature and method of philosophical and critical thinking by carefully raising basic questions such as: how can I wisely decide what is right or wrong, how best to live my life? Session Cycle Description: Fall and Spring. PHIL 3099 - Special Topics (1-4) Advanced study of selected topics in philosophy. Variable credit may be given. May be repeated when

Session Cycle Description: As needed. PHIL 3300 - History of Ancient Philosophy: (3) An inquiry into the development of the basic philosophical problems and perspectives from the ancient pre-Socratic Greeks to the responses to 12th Century philosophy that led to the Renaissance and Reformation. Major thinkers include Socrates, Plato, Aristotle, Aquinas, and Duns Scotus.

topic changes.

Session Cycle Description: Fall Session.
PHIL 3310 - History of Modern Philosophy: (3)
History of Modern Philosophy: From Renaissance
and Reformation to Romanticism and Naturalism (3-3-0) - An inquiry into the main developments in
modern western philosophy, beginning with the
medieval view of nature, Renaissance and
Reformation, culminating in the revolutionary
thinking of Kant that led to the dominance of
scientific naturalism and romanticism in the 19th
century. Major thinkers include Bacon, Descartes,
Hobbes, Spinoza, Leibniz, Pascal, Locke, Berkeley,
Hume, Kant, Fichte.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: Fall Session.

PHIL 3315 - Nineteenth Century/Contemp.
Philosophy, Nineteenth Century/Contemporary
Philosophy, Nineteenth Century Philosophy (3)
Nineteenth Century and Contemporary Philosophy:
From Romanticism and Naturalism to Postmodernism (3-3-0) - An inquiry into the main philosophical movements and key thinkers in nineteenth-century philosophy and contemporary western philosophy. Major thinkers include
Schelling, Schiller, Coleridge, Hedge, Schopenhauer,
Mill, Kierkegaard, Marx, Nietzsche, James,
Wittgenstein, Russell, Derrida, Foucault, Rorty.
Session Cycle Description: Spring Session.
PHIL 3320 - Logic (3)

An analysis of the principles of sound reasoning with regard to the development of clear thought and accurate expressions. The course provides a basic introduction to informal and formal logic; traditional and symbolic deductive logic; the logic of the sciences and the philosophy of language. Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: Spring Session.

PHIL 3326 - Existentialism (3)

An exploration of basic themes in existentialism and the conditions in modernity to which existentialism responds: includes a comparison with contemporary movements such as post-modernism. The course focuses on the thinking of Sartre, Camus, Nietzsche, and Kierkegaard, but also covers many other fascinating thinkers. Existentialism will be treated not merely as a philosophical phenomenon but as literary, aesthetic, religious, historical and cultural movement.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: Spring Session.

PHIL 3330 - Ethical Theory (3)

An attempt to develop the ability to reason carefully about virtue, value, and obligation, what is good and bad, and what is right and wrong. Classical and modern positions are considered.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: As needed. PHIL 3340 - Devotional Works of Kierkegaard (3) This course explores the devotional writings of Soren Kierkegaard, renowned Danish philosopher, theologian, psychologist, existentialist, literary figure, and social critic. The careful study of these works will not only introduce many of Kierkegaard's important and widely influential philosophical and theological themes, but also pose a deep spiritual challenge, providing an opportunity for encouragement and edification in the quest for authentic Christian existence.

Session Cycle Description: As needed. PHIL 3345 - Philosophy/Theology of C.S. Lewis, Nineteenth Century/Contemporary Philosophy, Nineteenth Century Philosophy (3) This course explores the philosophy and theology of C.S. Lewis primarily through the careful study of selected writings. It includes a look at a few of the writings of other thinkers that significantly influenced his main ideas.

Session Cycle Description: Spring Session.
PHIL 3390 - Directed Studies (3)
Advanced study in a special topic or problem of philosophy. Outside reading, written and/or oral reports, research paper. May be repeated when topic

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: Spring Session.

PHIL 4099 - Special Topics (1-4)

changes.

Advanced study of selected topics. Designed to meet the special needs of upper-level students in philosophy. Variable credit may be given. May be repeated when topic changes.

Session Cycle Description: As needed.

PHIL 4315 - Contemporary Continental Philosophy, Critical Theory, and Postmodernism (3)

A survey of important intellectual movements and key individuals in contemporary European thought. Possible movements include phenomenology, existentialism, philosophical hermeneutics. Marxism and the critical theory of the Frankfort School, psychoanalytic structuralism, French feminism, deconstruction, post-structuralism, postmodernism, as well as key individual thinkers associated with each of these movements.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: As needed. PHIL 4320 - Philosophy of Religion (3) Inquiries into the conceptual basis and logic of religious commitment. Emphasis on the varieties of theism together with appraisals of competing views, rational grounds for belief in God, the problem of evil, and human destiny. Issues will be related to contemporary theology.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: As needed. PHIL 4350 - Problems and Topics (3) Intensive investigation of particular periods, fields, problems, movements or individual thinkers. Course content determined in consultation with enrollees. May be repeated when topic changes.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: As needed. PHIL 4360 - Evil and Suffering (3)

Study of the problem of evil and its philosophical challenge to religious thought with a focus on classical theodicies and on contemporary debates concerning the implications of evil for the question of the existence of God and of the logical coherence of theism.

Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350, Session Cycle Description: As needed. PHIL 4361 - Faith and Reason (3)

Historical study of Christian epistemology and a contemporary reconstruction directed toward establishing a foundation for faith and an apologetic posture in the postmodern world with special attention to the theory of knowledge, the historic approaches to faith and reason, natural and revealed theology, and the problem of religious authority. Prerequisite: PHIL 1310 PHIL 2099 PHIL 2335 or PHIL 2350. Session Cycle Description: As needed.

PHSC-Physical Science

PHSC 1099 - Special Topics (1-4) **Special Topics Course**

PHSC 1301 - Physical Science (3)

This course presents the application of the scientific method in chemistry, physics and astronomy at the introductory level. Major topics include: a survey of chemical reactions and their applications; the basic laws of physics and their applications; and an introduction to our solar system and the universe. May only be used to satisfy the General Education science requirement for EC-6 majors.

Prerequisite: MATH 1310. Session Cycle Description: Spring Session.

PHSC 2099 - Special Topics (1-4)

Topics will be chosen to meet special student needs. One, two, or three hours lecture weekly. Laboratory may be included for some topics. The course may be repeated for credit with different subject matter.

Session Cycle Description: As needed.

PHSC 3099 - Special Topics (1-4)

Individual or group study of specific topics in physical science, which may include meteorology, or other topics required in teacher certification programs. The course may be repeated for credit with different subject matter and may include laboratory work.

Session Cycle Description: As needed. PHSC 3101 - Astronomy Lab (1)

An introductory astronomy laboratory covering varied projects in general, stellar, and galactic astronomy as well as planetary science. Projects will include basic astronomical principles with some calculations, data analysis and the use of the HSU Observatory. Computers will be used for computations and data collection. Day and overnight

field trips may be included. Math 1310 is recommended.

Session Cycle Description: Fall, Spring, Summer. PHSC 3301 - Astronomy (3)

A general course in descriptive astronomy, including the nature of astronomical observations, the solar system, the stars, the galaxies, and cosmology. Session Cycle Description: Fall and Spring. PHSC 3320 - The Age of Dinosaurs (3)

This course is a survey of the anatomy, physiology, life-styles, population, and adaptation of dinosaurs. Mesozoic climates and basic Earth history of this time will be studied. The latest research about dinosaur extinction and dinosaur fossil taphonomy will be covered.

Session Cycle Description: May Term only. PHSC 4099 - Special Topics (1-4) **Special Topics Course**

PHYS-Physics

PHYS 1099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed.

PHYS 1105 - Applied Physics of Sports Lab (1)

Applied Physics of Sports Lab

Session Cycle Description: Spring Session.

PHYS 1110 - General Physics I Lab (1)

Laboratory course provides an introduction to fundamental concepts of mechanics, heat, and sound. Prerequisite: Concurrent enrollment in PHYS 1310 is required unless waived by the student's advisor.

Session Cycle Description: Fall and Summer.

PHYS 1111 - General Physics II Lab (1)

Laboratory course providing an introduction to fundamental concepts of magnetism, electricity, light and atomic physics. Prerequisite: Concurrent enrollment in PHYS 1311 is required unless waived by the student's advisor.

Session Cycle Description: Spring and Summer. PHYS 1120 - Physics for Scientist and Engineers I, Lab (1)

A calculus-level laboratory course providing an introduction to mechanics and heat. Concurrent enrollment in PHYS 1320 is required unless waived by the student's advisor. (odd years) Session Cycle Description: Fall Session.

PHYS 1121 - Physics for Scientist and Engineers II,

A calculus-level laboratory course providing an introduction to electricity, magnetism, and optics. Prerequisite: Concurrent enrollment in PHYS 1321 is required unless waived by the student's advisor. (even years)

Prerequisite: PHYS 1320, PHYS 1120. Session Cycle Description: Spring Session.

PHYS 1310 - General Physics I (3)

A general course in physics, mechanics, heat, and sound.

Prerequisite: MATH 1311. Session Cycle Description: Fall and Spring.

PHYS 1311 - General Physics II (3)

A general course in physics, fundamental concepts of magnetism, electricity, light and atomic physics. Prerequisite: PHYS 1310, PHYS 1110. Session Cycle Description: Spring Session.

PHYS 1320 - Physics for Scientists and Engineers I

A calculus-level introduction of the principles of mechanics and heat.

Session Cycle Description: Fall Session.

PHYS 1321 - Physics for Scientists and Engineers II

A calculus-level introduction of the principles of electricity, magnetism, and optics.

Session Cycle Description: Spring Session.

PHYS 2099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed.

PHYS 2405 - Introduction to Speech Acoustics (4) A laboratory course that introduces the nature of sound produced by the spoken human voice and the aural perceptions of sound and speech. The course will cover vibrations, wave phenomena, sound generation and propagation, the nature of hearing, room acoustics, and the analysis of sound. This analysis and sound production of the spoken voice will be of particular emphasis. The course may not be used to satisfy the degree requirements of science majors or minors. Prerequisite: MATH 1320. Fall (even)

Prerequisite: MATH 1310 or MATH 1301. Session Cycle Description: Spring Session.

PHYS 2406 - Introduction to Music Acoustics (4) (4-3-2) A laboratory course that introduces the nature of sound produced by the human voice and musical instruments. The course will cover vibrations, wave phenomena, sound generation, and propagation, the nature of hearing, room acoustics and the analysis of sound. The analysis of the sound production of musical instruments will be of particular emphasis. This course may not be used to satisfy the degree requirements of science majors or minors.

Prerequisite: MATH 1310 or MATH 1301. Session Cycle Description: Fall Session.

PHYS 2410 - Modern Physics (4)

(4-3-3) Introduction to aspects of modern physics: relatively, quantum mechanics, atomic structure, nuclear physics and modern physics. Prerequisite: PHYS 1321 and 1121 and MATH 1321. Fall (even

Prerequisite: PHYS 1321, MATH 1321, MATH 1321. Session Cycle Description: Fall Session.

PHYS 3099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed. PHYS 3301 - Waves and Oscillations (3) Covers physics of oscillations and wave phenomena, including driven oscillations and resonance, mechanical waves, sound waves, electromagnetic waves, reflection and transmission of waves, standing waves, beats, Doppler effect, polarization, interference, diffraction, transport of momentum and energy, wave properties of particles, and introduction to quantum physics.

Prerequisite: PHYS 1321, PHYS 1121. Session Cycle Description: Fall Session.

PHYS 3310 - Introduction to Electronics (3) Basic electrical measurements and measuring devices. Introduction to electronics. Lecture component covers the theoretical properties of electronic components. The laboratory components investigates the use and application of electronics components.

Prerequisite: PHYS 1321, PHYS 1121. Session Cycle

Description: Fall Session.

PHYS 3320 - Classical Dynamics (3)

(3-3-0) Introduction to advanced classical dynamics: particle motion in one and three dimensions including oscillatory motion and motion under a central force, dynamics of many particle systems, and Lagrange's and Hamilton's equations.

Prerequisite: PHYS 2410 and MATH 2321 or concurrent enrollment. Fall (odd years)

Prerequisite: PHYS 2410, MATH 2321. Session Cycle

Description: Spring Session.

PHYS 3330 - Electromagnetism (3)

This is an intermediate class in electricity and magnetism, presenting the foundations of electromagnetic theory.

Session Cycle Description: As needed.

PHYS 3340 - Statistical Physics and Thermodynamics

Introduction to thermodynamics and the statistical description of the thermal processes.

Prerequisite: PHYS 2410, MATH 1321. Session Cycle Description: Fall Session.

PHYS 4090 - Special Problems Capstone Course (1-4) Advanced work in physics, the nature of which is determined by the previous preparation and interest of the student. Credit hours will depend on the nature of the problem and the amount of completed coursework. May be repeated when different subject material is taught. Prerequisite:

Prerequisite: PHYS 2410. Session Cycle Description: As needed.

PHYS 4099 - Special Topics (1-4)

Special Topics Course

problems.

Session Cycle Description: As needed.

PHYS 4305 - Mathematical Methods (3) This course provides an overview of complex variables, matrix theory, perturbation theory, integral transformations, ordinary and partial differential equations with applications to various physics

Session Cycle Description: As needed. PHYS 4310 - Quantum Mechanics (3)

This course offers an introduction to quantum mechanics, including such topics as wave mechanics. Schrodinger's equation and its applications, barrier problems, harmonic oscillators, angular momentum, and applications to atomic and molecular processes. Prerequisite: PHYS 3320 and MATH 2321 and 3305.

Prerequisite: PHYS 3320, MATH 2321, MATH 3305. Session Cycle Description: Spring Session.

POLS-Political Science

POLS 1099 - Special Topics (1-4)

Special Topics Course

POLS 1302 - American Government (3)

A course in American national government with emphasis on its constitutional development, historical background, organization, and functions. Session Cycle Description: Summer.

POLS 1303 - Courts and the Judicial Process (3) An introduction to the American court system with particular emphasis on the role of the federal and state courts in the justice system, the major components the American court system, and the actors in this system. In addition, the course will focus on criminal and civil court processes and the interaction of the course with other justice agencies. Session Cycle Description: Spring Session.

POLS 2099 - Special Topics (1-4)

Topics offered on demand reflecting general interest areas within the field not covered by existing catalog courses.

Session Cycle Description: As needed. POLS 2301 - Texas State & Local Government (3) A course in American state and local government. Emphasis is given to the government and constitution of Texas. This course is required of all political science majors and minors and all pre-law students.

Session Cycle Description: Fall and Spring. POLS 2302 - Major World Governments (3) A comparative examination of political institutions and dynamics in both democratic and non-democratic countries.

Session Cycle Description: Spring Session. POLS 3099 - Special Topics (1-4)

Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses. May be repeated for credit with change of topic.

Session Cycle Description: As needed. POLS 3302 - International Relations (3)

A fundamental international relations course. Takes into consideration historic institutions and current practices in international relations.

Prerequisite: POLS 2302. Session Cycle Description: Spring Session.

POLS 3303 - Principles of Public Admin (3) Principles of administrative organization and procedure, and the investigation of special problems in administration.

Session Cycle Description: Fall Session.
POLS 3312 - Law and Politics in Film (3)
A study of how films have portrayed, exposed, and shaped American legal and political institutions and

culture. This course includes an examination of how films capture beliefs as well as misconceptions about politics, politicians, lawyers, and the law. It will include a critical analysis of the way in which lawyers and politicians are portrayed in popular culture, and how that portrayal affects politics and the legal profession. Specific legal, ethical, and political issues raised in the films are discussed and analyzed.

Session Cycle Description: May Term only. POLS 3320 - Introduction to Christian Political, Theology (3)

(3-3-0) A survey of Christian political thought. The course will trace key developments in the history of Christian political theory in order to understand better the dynamics of contemporary Christian political thought and activity.

Prerequisite: THEO 1331. Session Cycle Description: Fall Session.

POLS 3322 - Us Foreign Policy (3)

Course explores how US foreign policy is made and surveys current US foreign policies by topic and area of the world. Note: Course does not satisfy Social Science requirement in foundational curriculum. Prerequisite: POLS 1302. Session Cycle Description: Fall Session.

POLS 3324 - Political Theory (3)

(3-3-0) The political philosophies and writings of the Greeks and other classical thinkers from Plato to the writers of the eighteenth century provide the content of this course. A basic history course in western legal and political thought. (Does not count for Foundational Curriculum credit.)
Session Cycle Description: Fall Session.
POLS 3330 - Statistics for the Social Sciences (3)
Statistics for the Social Sciences (Also SOCI3330, SCWK 3330, PSYC 3330) An introduction to descriptive and inferential statistics for social science and social work majors. Development of skills in research analysis.

Prerequisite: POLS 1302. Session Cycle Description: Fall Session.

POLS 3370 - Model United Nations (3)

Model United Nations (3-3-0) (Also LDSP 3370) An overview of the United Nations, including its origins, development, structure, charter, role in international relations, and the functions of the six principle organs. Emphasis is given to participation and competition in Model UN conferences. Consent of the instructor required. Note: Course does not satisfy Social Science requirement in foundational curriculum. Fall

Session Cycle Description: As needed.
POLS 4099 - Special Topics (1-4)
Subject to the approval by the Head of the
Department advanced students in political science
may enroll for one to three hours of directed study

according to need and nature of work. May be repeated for credit with change of topic.
Session Cycle Description: As needed.
POLS 4300 - Political/Legal Internship (3)
Internships in local, state, and national affairs and policies under supervision of an instructor. The student will be placed with an appropriate public or private agency.

Prerequisite: POLS 1302, POLS 2301. Session Cycle Description: Fall, Spring, Summer.

POLS 4306 - Constitutional Law: Liberties and Rights, Law II (3)

A study of United States constitutional law with landmark cases concerning civil liberties and rights. Topic areas may include freedom of religion and speech; privacy, equal protection and due process issues; criminal procedures, and cruel and unusual punishment. This is a continuation of POLS 4316; however, it may be taken independently of that offering.

Session Cycle Description: Spring Session. POLS 4307 - Legislating Justice, Issues (3) An in-depth study of current issues impacting the operation and delivery of services within the justice system through the lens of the legislative process. This course will explore major issues facing criminal justice today by analyzing trends, existing policies, and proposed legislation. Statistical data informing proposed bills during a legislative session will broaden the scope of the course.

Session Cycle Description: Fall Session.
POLS 4308 - Death Penalty (3) The issue of capital punishment is a much-debated topic in both in and outside the disciplines of political science and criminal justice. This course involves an examination of historical, political, legal, social, religious, and economic implications related to the death penalty. The class will take a tour of the facilities utilized by the State of Texas to execute Death Row inmates. Session Cycle Description: Spring Session.

POLS 4309 - International and Domestic Terrorism (3)

This course introduces students to subject material within the field of terrorism. This course will focus specifically on the various definitional qualities and usages of the phrase "terrorism" as well as the history of selected terrorists' groups and activities along with current trends

Prerequisite: CRIJ 1301. Session Cycle Description: Fall, Spring, Summer.

POLS 4313 - Forensic Evidence and Expert Testimony (3)

(3-3-0) An introduction into how the United States legal system deals with the multitude of issues concerning scientific evidence. Specifically, this course concentrates on the legal issues regarding scientific interpretations and analyses of physical evidence. Students will study such issues as the

development of expert testimony, forensic science, admissibility standards, and common ethical issues related to forensic evidence.

Session Cycle Description: As needed.

POLS 4315 - International Law (3)

The study of traditional international law issues with an emphasis on basic concepts including sources and evolution of international law; international criminal law; peaceful settlement of disputes; rights, duties and responsibilities of sovereign states; international agreements and treaties; state responsibilities and treatment of aliens; the use of force; human rights, and the evolving role of international organizations. Session Cycle Description: Fall Session.

POLS 4316 - Constitutional Law: Federal/State Powers (3)

A study of United States constitutional law with basic cases concerning presidential power, the power of executive agencies, congressional power, federalism, taxing and spending powers, and interstate and foreign commerce powers. This is a continuation of LGLS 4306, however it may be taken independently of that offering.

Session Cycle Description: Spring Session.
POLS 4317 - Homeland Security (3) This is a course of study of the United States Intelligence community and how they intersect with the security goals of various local, state, and federal government agencies. Constitutional restrictions as they relate to contemporary security practices, risk assessment within the framework or critical infrastructure protection and resilience will be examined.
Session Cycle Description: Spring Session.
POLS 4380 - Capstone (3)

Research seminar requiring students to apply the approaches and methods from the discipline to a significant issue in government, law, or politics. Students also complete a comprehensive exam needed to assess the major. Note: Course does not satisfy Social Science requirement in foundational curriculum.

Prerequisite: POLS 3302, POLS 3324. Session Cycle Description: Spring Session.

POLS 4600 - Political/ Legal Internship (6) Internships in local, state, and national affairs and policies under supervision of an instructor. The student will be placed with an appropriate public or private agency.

Prerequisite: POLS 1302, POLS 3399. Session Cycle Description: Fall, Spring, Summer.

POLS 4900 - Political/Legal Internship (9) Internships in local, state, and national affairs and policies under supervision of an instructor. The student will be placed with an appropriate public or private agency.

Prerequisite: POLS 1302, POLS 2301, POLS 3399. Session Cycle Description: Fall, Spring, Summer. PROF-Proficiency

PROF 1000 - Piano Proficiency (0)

Piano Proficiency

Session Cycle Description: Fall, Spring, Summer.

PROF 3000 - Writing Proficiency Exam (0)

Writing Proficiency Exam

Prerequisite: ENGL 1301 or ENGL 1302. Session

Cycle Description: Fall and Spring.

PSYC-Psychology

PSYC 1099 - Special Topics (1-4)

Special Topics Course

PSYC 1301 - Intro to Psychology (3)

An overview of scientific aspects of psychology with emphasis on learning, perception, motivation, physiology, human development and the philosophy of science.

Session Cycle Description: Fall, Spring, Summer. PSYC 2099 - Special Topics (1-4)

Topics offered on demand reflecting general interest areas within the field not covered by existing catalog courses

Session Cycle Description: As needed.

PSYC 2101 - Undergraduate Seminar in Psychology (1)

This course will offer students an introduction to basic skills and knowledge that will be essential for their success in upper-level psychology courses. The course will be divided into three learning modules. In module 1, students will be introduced to the profession of psychology subcategories of the profession, academic and training requirements for licensure and employment and decision-making regarding their own professional development. In module 2, the focus will be on the science of psychology, with an emphasis on developing a basic understanding of quantitative and qualitative research, use of statistical analysis and APA-style research writing. Module 3 will allow the student to demonstrate basic computer skills to produce a brief APA-style paper and presentation. This module will include basic word processing skills, spreadsheet and/or database, internet resources for research and visual presentation using PowerPoint. Students who do not demonstrate a competence in these areas will be required to take CSCI 1301. The course will be required of all psychology majors prior to their enrollment in any upper-level psychology courses. Transfer students may take the course concurrently with 1301 or with their first upper-level course. The course will be limited to psychology majors. Minors may be admitted with permission of instructor. PSYC 2300 - Life Span Development (3) An introduction to developmental psychology. The course will present a view of the entire life span with special emphasis on child and adolescent foundations of the entire life sequence. Prerequisite: PSYC 1301. Session Cycle Description:

Fall and Spring.

PSYC 3099 - Special Topics (1-4)

Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses.

Prerequisite: PSYC 1301. Session Cycle Description: As needed.

PSYC 3301 - Directed Studies (3)

An opportunity for a major or minor in psychology to investigate an area of special interest. May include field observation, field training, papers, readings, etc. Prerequisite: PSYC 1301, PSYC 2101. Session Cycle Description: As needed.

PSYC 3302 - Cognition, Learning, & Motivation (3) A broad view of the three areas of mental processes governing behavior including topics such as conditioning, verbal learning, perception, and drives. Applications of principles to applied areas in clinical and research psychology are covered. This course is for psychology majors and minors and other students interested in the topic. This course will not count toward teacher certification: for certification see PSYC 3333.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 3303 - Abnormal Psychology (3)

An examination of the field of abnormal psychology including disorders utilizing the DSM IV nomenclature. Historical background, philosophical and ethical issues, psychological and social viewpoints, causes and treatments of abnormal behavior are examined.

Prerequisite: PSYC 1301. Session Cycle Description: Fall and Spring.

PSYC 3306 - Child & Adolescent Psychology (3) An in-depth coverage of the basic developmental processes and principles of psychological functioning in physiological, cognitive, social and personality spheres occurring from conception through adolescence.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 3307 - Human Sexuality (3)

An introduction and overview of the many aspects of human sexuality including the psychology, physiology of sexuality.

Session Cycle Description: Summer.

PSYC 3308 - Introduction to Research Methods in, Psychology (3)

An examination of the foundations of research methodology. This course will provide students with a concise knowledge base for experimental and non-experimental techniques as well as training in appropriate statistical analysis for various research designs. SPSS data analysis training will include descriptive, inferential, and correlational statistics. Prerequisite: PSYC 1301. Session Cycle Description: Spring and Summer.

PSYC 3309 - Advanced Research and Statistics in Psychology (3)

(3-3-0-) This course will provide students with an advanced psychological research experience. Students will conduct, analyze, and interpret the results of psychological research project while learning and utilizing statistical analyses. Prerequisite: PSYC 3308 or consent of instructor.

Prerequisite: PSYC 3308 or consent of instructor Spring.

Prerequisite: PSYC 3308.

PSYC 3311 - MythBusters (3) This course will examine some of the most prevalent misconceptions (Myths) about psychology that permeate the general public. These myths will be debunked by critically thinking about psychological research.

Session Cycle Description: As needed.

PSYC 3312 - Psychological Statistics (3)
Descriptive and inferential statistics for students in

education, social science, and natural science as well as in mathematics. Topics to be discussed will include measures of central tendencies, probability, estimations and predictions, variance and correlation. May be counted toward a mathematics major or minor only by students seeking teacher certification in mathematics or by students who are minoring in mathematics on the BBS degree. Students must have a TI-30 (or equivalent) calculator. This course does not satisfy requirements for Social and Behavioral Sciences in the Foundational Curriculum.

Prerequisite: PSYC 1301, MATH 1301 or MATH 1310. Session Cycle Description: Spring and Summer. PSYC 3313 - Psychological Disorders in Film (3) This course will explore symptoms of some of the most common and more fascinating psychological disorders as they have been portrayed in film. Psychological symptoms, treatment, social stigma, and rights of persons with mental illness will be discussed. This course cannot be substituted for PSYC 3303.

Session Cycle Description: As needed. PSYC 3314 - Childhood and Family Resilience (3) An examination of the life events and cultural contexts that influence the physical and psychological wellbeing of the children and adolescents. This course will explore the risk factors and protective mechanisms associated with family disruption, bereavement, chronic disorders, trauma, and other childhood stress factors.

Session Cycle Description: Summer.

PSYC 3316 - Sport and Exercise Psychology (3) This course teaches students about the mental and emotional factors Influencing performance in sport and exercise settings. Theories, variables and techniques that influences the effectiveness of coaching/training individuals are examined. Students will participate in activities that demonstrate psychological skills training (PST) and

explore methods of implementing these skills in practical sport and exercise settings.

Prerequisite: PSYC 1301. Session Cycle Description: Spring Session.

PSYC 3318 - Health Psychology (3)

This course introduces students to the field of health psychology, which examines the associations between psychological and physical health, including considerations regarding how psychological variables are associated with how people stay healthy, why people become ill, and how they respond when they are sick.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 3330 - Statistics for the Social Sciences (3) Statistics for the Social Sciences (Also SOCI 3330, SCWK 3330, POLS 3330) An introduction to descriptive and inferential statistics for social science and social work majors. Development of skills in research analysis.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 3333 - Educational Psychology (3)
For teacher education majors only. This course will

give students the opportunity to critically examine theory and research related to the process of learning. Students will utilize various strategies of exploration, observation, discussion, and problem solving to enhance their understanding of learners, the learning process, and the learning environment. Students will complete a twelve-hour field experience activity as part of the course requirements.

Session Cycle Description: Fall and Spring. PSYC 3337 - Adult Development and Gerontology (3) A study in adult personality development through the completion of the life cycle, this course includes psychological, physiological, and emotional phenomena associated with aging.

Prerequisite: PSYC 1301. Session Cycle Description: Spring Session.

PSYC 3340 - Social Psychology (3) Study of objective factors, which integrate personality and response in a social environment Prerequisite: PSYC 1301 or SOCI 1301. Session Cycle Description: Fall Session.

PSYC 3342 - Multicultural Studies (3)

The focus of this course will be on cultural diversity and psychological processes at individual, interpersonal, and international levels. Issues of race, gender, nationality, religion, justice, and ethnic identity will be addressed.

Prerequisite: Take PSYC 1301 or SOCI 1301. Session Cycle Description: Spring Session.

PSYC 3345 - Positive Psychology (3)

This course focuses on a strengths-based approach to psychology, acquainting students with current research evidence and experiential activities in positive psychology. Topics covered will include happiness and well-being, character strengths, gratitude, hope and optimism, compassion, resilience, and awe.

Session Cycle Description: Summer or May.

PSYC 4099 - Special Topics (1-4)

Topics offered on demand reflecting subject areas, trends, and developments within the field not covered by existing catalog courses.

Prerequisite: PSYC 1301. Session Cycle Description: As needed.

PSYC 4101 - Directed Research I (1)

This course offers qualified students an opportunity to develop, conduct, and write an individual or small group research project and paper in psychology. Students will have the opportunity to submit papers for publication and presentation. Qualified students will be admitted based on academic record, career and graduate school goals and potential for completion of research. In PSYC 1401, students will identify a research question and make significant progress toward completion of the necessary literature review for the project. 4102 will involve research design, methodology and collection of data. 4103 will require completion of the project including statistical analysis, final paper production and presentation of findings.

Session Cycle Description: As needed. PSYC 4102 - Directed Research II (1)

This course offers qualified students an opportunity to develop, conduct, and write an individual or small group research project and paper in psychology. Students will have the opportunity to submit papers for publication and presentation. Qualified students will be admitted based on academic record, career, and graduate school goals and potential for completion of research. In PSYC 1401, students will identify a research question and make significant progress toward completion of the necessary Prerequisite: PSYC 4101. Session Cycle Description: As needed.

PSYC 4103 - Directed Research III (1)

This course offers qualified students an opportunity to develop, conduct, and write an individual or small group research project and paper in psychology. Student will have the opportunity to submit papers for publication and presentation. Qualified students will be admitted based on academic record, career and graduate school goals and potential for completion of research. In PSYC 4101, students will identify a research question and make significant progress toward completion of the necessary literature review for the project. 4102 will involve research design, methodology and collection of data. 4103 will require completion of the project including statistical analysis, final paper production and presentation of findings.

Prerequisite: PSYC 4101, PSYC 4102. Session Cycle Description: As needed.

PSYC 4310 - Personality Theories (3) This course considers the major theoretical, application and research issues in the studies of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are empirically supported. Critical evaluation of these perspectives will be encouraged. Research finding that bear on each of these theories will be also be discussed, and that shape the continuing development of Personality Psychology. The course will also explore cultural influences on personality theory.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4312 - Psychology of Addiction (3)

An overview of biological, psychological, and social factors that influence addictions, including substance abuse and process addictions. This survey course includes topics including major drug categories including prescription and over the counter medications, and behavioral/process addictions such as gambling and sexual addiction. Treatment options are also discussed, as well as the impact on the individual and their family.

Prerequisite: PSYC 1301. Session Cycle Description: Spring and Summer.

PSYC 4315 - Personality and Psychological Assessment (3)

An intensive course providing the student with exposure to psychological tests of personality. Intelligence, aptitude, interest, careers, adjustment, clinical functioning, and behavior. Validity, reliability and ethical use of tests will be considered. Discussions will address the impact of individual differences as ethnicity, race, gender, age, and cultural variations. Provides students with background in testing necessary for advanced degrees in psychology and other fields. Prerequisite: PSYC 1301. Session Cycle Description: Spring Session.

PSYC 4321 - Psychological Counseling (3) A survey of major approaches to counseling. Attention is given to theory, application, and basic research findings. Recommended for persons working in areas involving human relations and helping skills.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4322 - Brain and Behavior (3)

This course examines the processes by which biological factors influence human behavior. Special emphasis is placed on the effects of the brain, neurotransmitters, hormones, and genetics on learning, memory, motivation, sensation, and abnormal behavior.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4325 - Psychology of Technology (3) An overview of the interaction of humans with technology from a biological, psychological, and historical perspective. Topics covered in this course include systems of logic, memory, learning, function of human senses, cultural / social implications, and research

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4335 - History/Systems/Phil of Psychology (3) The capstone course required for all majors. It is to be taken the last spring semester before graduation and includes a comprehensive exam, research paper with oral presentation, and senior exit survey. Content focuses on: emergence of modern psychology from the other sciences and philosophy; development of contemporary systems of psychology in American and Europe, with emphasis on historical and systematic development and the conceptual and methodological bases for the major systems of psychology. This course is accepted by the Department for meeting the technological competency requirement.

Prerequisite: PSYC 1301. Session Cycle Description: Spring Session.

PSYC 4336 - Forensic Psychology (3)

A study of the practical aspects of integrating criminological and psychological scientific knowledge toward the understanding of criminal behavior. The focus will be the application of psychology to the investigation of crime and its effects upon the individual and society. Diverse biological, psychological, and sociocultural theories, the role of the forensic practitioner in examination and court processes, and the legal concepts of criminal competency and insanity will also be examined.

Prerequisite: CRIJ 1301 or PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4340 - Psychology of the Family (3) An overview of the field of marital and family relations: includes basic systems concepts, family life cycle, aspects of healthy marriages and family life, and major theoretical approaches and interventions in marital and family therapy.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

PSYC 4350 - Integration of Psychology and Christian, Theology (3)

An examination of the process, content and models for integrating psychology and theology by reappraising such issues as human nature, personal development, social relationships, psychopathology and therapy in the light of both psychological theory and Christian doctrine.

Prerequisite: PSYC 1301. Session Cycle Description: May Term only.

PSYC 4357 - Recreational Therapy (3)

This course provides an in-depth examination of individual and group recreational therapy (RT) facilitation techniques. Course topics include definitions, intervention descriptions, historical perspectives, current research and theoretical foundations related to a variety of RT facilitation techniques and interventions. Some techniques explored are humor, sports, reminiscence, animals, leisure, exercise, adventure, expressive arts, and more.

Prerequisite: PSYC 1301 or SOCI 1301. Session Cycle Description: As needed.

PSYC 4370 - Internship in Psychology (3)

This course is an upper level elective for psychology majors. This course is a pre-approved and supervised work experience designed to supplement academic training. Students work 150 hours at a local agency and attend supervisory meetings. (Fall, Spring)

Prerequisite: Take PSYC 1301, 6 credits upper level PSYC. Session Cycle Description: Fall and Spring.

READ-Reading

READ 1099 - Special Topics (1-4)

Special Topics Course

READ 1301 - Reading Improvement (3)

This is a course designed to enable adult readers to maximize their ability to read college-level materials. The primary focuses are comprehension, integration, and transfer of information, learning strategies, and techniques to increase reading speed.

Session Cycle Description: Fall Session.

READ 2099 - Special Topics (1-4)

A special interest course focusing upon selected topics not otherwise treated at this level of study. May be repeated for credit when topic varies. These courses will not apply for professional education credit.

Session Cycle Description: As needed. READ 3099 - Special Topics (1-4) Special Topics Course

READ 3360 - Beginning Literacy Development (3) An introductory reading course informing students of research-based approaches focusing on emergent literacy with a strong emphasis on phonological and oral language development. Authentic experiences include collaborative and individual assignments, along with developing literacy-based lessons, which reflect elements of word analysis, decoding, and the alphabetic principle.

Session Cycle Description: Fall, Spring, Summer. READ 3362 - Reading Instruction for Adolescent Students (3) A survey-reading course intended to introduce students to the reading process with an

emphasis on comprehension. Reading strategies designed to increase adolescent comprehension of text within the context of a typical classroom will be covered. Young adult literature with applications to multiple content areas will also be included. Students will complete 8 hours of field experience. Session Cycle Description: Fall and Spring. READ 3364 - Developing Comprehensive and Inquiry, Skills (3)

This course focuses on the continuum of reading comprehension skills and instructional practices that enhance the development of reading fluency for grades EC-8. Instructional strategies designed to promote students' acquisition and use of study and inquiry skills across the curriculum will be included. Prerequisite: READ 3360. Session Cycle Description: Fall and Spring.

READ 3388 - Child and Adolescent Literature (3) In this introductory children's literature course, current and traditional representations of various genre appropriate for grades EC-8 will be read and studied with a focus on evaluation of literature with opportunities to become familiar with a wide variety of books. Rationale, methods and activities to teach curriculum with children's literature will be included. Authentic experiences will include analyzing, evaluating, and producing visual images, messages, and meaning.

Session Cycle Description: Fall Session.
READ 3393 - Read Assessment & Intervention (3)
This course develops a comprehensive understanding of a variety of formal and informal assessments for the pre-service teacher.
Intervention strategies that focus on comprehension, fluency, vocabulary, writing and spelling will be taught. Theory and well-researched effective teaching practices are interwoven throughout the semester to provide the student with a strong theoretical basis for assessing, designing, and implementing instruction to meet instructional literacy needs of students grades 2-8.
Prerequisite: READ 3360. Session Cycle Description:

READ 3395 - Reading for Diverse Cultures (3) Knowledge of the major cultures in Texas and cultural diversity in the United States is used to strengthen multiculturalism and global perspective. Emphasis will be placed on understanding cultural and socioeconomic differences for instructional planning.

Prerequisite: READ 3360. Session Cycle Description: Spring Session.

READ 4099 - Special Topics (1-4)

Fall Session.

A course designed to meet the needs of school personnel in any given area who wish further preparation in their field. The seminar may be setup for either one, two or three semester hours credit. The area of subject covered in the seminar shall be

included parenthetically following the title. The course may be repeated for credit if areas of study are different.

Session Cycle Description: As needed. READ 4392 - Organ & Materials for Reading (3) Students will use knowledge of current research-based reading strategies to design reading curriculum to teach the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS). Curriculum plans will be implemented in a local school setting. Study of compensatory programs for struggling reader. Student will complete 14 clock hours of field experience Prerequisite: READ 3360, READ 3364, READ 4393, EDUC 3338. Session Cycle Description: Fall and Spring.

READ 4394 - Reading Practicum (3)

Directed learning experiences that allow students to apply, plan, and implement literacy strategies will be taught. Student will develop reading plans for a child based on the child's individual strengths and needs. Use of media, formal/informal assessments, language/literature activities, and effective communication with the child and the parents will provide the student opportunities for creating a rich literary context for a child.

Prerequisite: READ 4393, READ 3364. Session Cycle Description: Summer.

READ 4397 - Intro to the Adv/Gifted Learn (3) A comprehensive study of the purposes, objectives and practices of gifted education. Both theoretical and practical issues will be considered with particular emphasis on the nature and needs of advanced or gifted learners, the identification and assessment of gifted learners, and procedures designed to meet reading needs across the curriculum for advanced or gifted students.

Prerequisite: EDUC 3334, READ 3364, READ 3364.

Session Cycle Description: Summer.

READ 4398 - The Reading Professional (3)

A comprehensive review of approved TEA standards in Reading, Bilingual Education and English as a Second Language will be included in the course. Topics of study will include language, culture, and research in Bilingual and English as a Second Language. Strategies for Reading instruction and the development of oral and written language for students from diverse cultures will be included. Prerequisite: READ 3360, READ 3364. Session Cycle Description: Fall Session.

RECI-Recital

RECI 3000 - Recital for Minors (0) Recital for Minors RECI 4000 - Performance Recital (0) Performance Recital

RELI-Religion

RELI 2345 - The Religious and Philosophical Life (3) Who am I? Who are You (God)? And what about my neighbor? These three big questions will be explored in order to equip students to develop a maturing theology, philosophy, hermeneutics, and ethic that utilizes critical thinking to makegood decisions.

Prerequisite: take 12 credits. Session Cycle

Description: Fall, Spring, Summer.

RELI 4346 - Senior Seminar (3)

This is a capstone course for all Logsdon major designed to help students synthesize what they have learned and to help prepare them the next stage of their careers.

Session Cycle Description: As needed.

SCIE-Science

SCIE 1099 - Special Topics (1-4)

Special Topics Course

SCIE 2099 - Special Topics (1-4)

Special Topics Course

SCIE 2410 - Integrated Science I (4) (4-3-2) The course presents the application of the scientific method in the biological geological sciences at the introductory level. Includes a survey of the animal plant kingdoms, as well as basic introduction to stratigraphy earth sciences, meteorology. Designed for early childhood-grade four education majors. Emphasis is placed on learning the basic science necessary to teach children. This course will not satisfy university core science credit except for elementary education majors.

Session Cycle Description: Fall Session.

SCIE 2411 - Integrated Science II (4)

(4-3-2) This course presents the application of the scientific method in chemistry, physics and astronomy at the introductory level. Includes a survey of basic chemical reactions and their application to everyday living; basic laws of physics and application to simple machines and tools, and an introduction to our solar system. Designed for early childhood-grade four education majors. Emphasis is placed on learning the basic science necessary to teach children. This course will not satisfy university core science credit.

Session Cycle Description: Spring Session.

SCIE 3099 - Special Topics (1-4)

Special Topics Course

SCIE 4099 - Special Topics (1-4)

Special Topics Course

SCWK-Social Work

SCWK 1099 - Special Topics (1-4)

Special Topics Course

SCWK 1350 - Introduction to Social Work (3) An introduction to the profession of social work and

its relationship to the institution of social welfare. Emphasis is placed on common human needs and problems as the nature and range of current social work practice is examined. The historical development and professionalization of social work is studied as well as an overview of current social welfare programs. Students are required to do 30 hours of Community Volunteer Work during the semester.

Session Cycle Description: Fall and Spring.

SCWK 2099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SCWK 2302 - Social Problems (3)

(3-3-0) Survey of selected social problems in modern society from the point of view of their causes and constructive methods of treatment and prevention. Prerequisite: SOCI 1301. Session Cycle Description: Fall Session.

SCWK 2303 - Social Work Practice I (3)

Clarification of the interview process and development of specific skills, competencies, and concepts for interviewing. Focus is on developing basic skills of the interview, including listening, influencing and structuring an effective session. A lab experience is provided for skill building in conducting an interview. Content includes integration of ethical and multicultural issues in practice. Students are required to do 30 hours of Community Volunteer Work during the semester. Prerequisite: SCWK 1350. Session Cycle Description: Spring Session.

SCWK 2360 - Human Behavior/Social Environment I

An examination of the social systems approach to understanding human behavior within families, groups, organizations, and communities. Particular focus will be on the relationship among biological, social, psychological, and cultural systems as they affect and are affected by human behavior.

Prerequisite: SCWK 1350, SOCI 1301. Session Cycle Description: Spring Session.

SCWK 2365 - Human Behavior/Social Environment II (3)

An examination of the development of the individual throughout the life span. Focus will be on the biological, psychological, and cognitive, development of the individual interacting with societal and cultural groups.

Prerequisite: PSYC 1301. Session Cycle Description: Fall Session.

SCWK 3099 - Special Topics (1-4)

Study of special interest topics not found else- where in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SCWK 3310 - Social Justice (3)

An examination of the systemic implications of social justice issues facing professionals working within the justice system. This course is designed to enhance understanding of and appreciation for diversity and justice, expanding critical reflection and ethical decision-making toward more positive outcomes.

Prerequisite: SCWK 1350. Session Cycle Description: As needed.

SCWK 3320 - Child Welfare Services (3)

A general study of social work services designed to enhance the welfare of children. Emphasis is on societal problems which cause problems for children and on the activities and programs which provide services to deal with those problems.

Prerequisite: SCWK 2360, SCWK 2365. Session Cycle Description: Fall Session.

SCWK 3330 - Statistics for the Social Sciences (3) Statistics for the Social Sciences (Also SOCI 3330, PSYC 3330, POLS 3330) An introduction to descriptive and inferential statistics for social science and social work majors. Development of skills in research analysis.

Prerequisite: SCWK 1350. Session Cycle Description: Fall Session.

SCWK 3360 - Social Welfare Policy I (3)

Fall Session.

An examination of the institutions of social welfare and of how it meets social goals. The principle focus is on the history and development of social welfare services, as well as the central figures that have played a crucial part in its development. A thorough analysis of current programs will be included as well as the economics and political influences upon them. Students will conduct extensive research of an approved social, environmental, or economic justice issue and present their research to the class. Prerequisite: SCWK 1350. Session Cycle Description:

SCWK 3365 - Social Welfare Policy II (3) A continuation of Social Welfare Policy I, this course continues examination of how the institutions of social welfare meets social goals. Analyses f of economic, social, environmental, and political processes that impact on the social welfare system are explored. Conceptual schemes are developed for analyzing the structure of social welfare systems with attention given to overcoming patterns and consequences of discrimination and oppression. Students will conduct a policy analysis related to an approved social, environment, or economic injustice to identify and advocate for social change.

 $\label{eq:continuous} Prerequisite: SCWK\,3360. Session \ Cycle \ Description: \\ Spring \ Session.$

SCWK 3370 - Social Work Practice II (3) An examination of the knowledge, values, and skills basic to the generalist practice of social work. Students utilize an understanding of the social work process to develop skills in problem solving with individuals, families, and groups. A lab experience is provided for skill building an evaluation opportunities.

Prerequisite: COMM 1301. Session Cycle Description: Fall Session.

SCWK 3375 - Social Work Practice III (3)

A continuation of SCWK 3370, including further application of the generalist method of problem solving with micro and macro systems. Students utilize an understanding of policy, human behavior and the social environment, and research to develop a framework for practice. A lab is provided to refine practice and evaluation skills.

Prerequisite: SCWK 3370. Session Cycle Description: Spring Session.

SCWK 3380 - Social Research Methods (3)

Introduction to the methods of scientific inquiry and their relevance to the social sciences. Topics include research design, problem formulation, measurement, data analysis, and ethics in research Fundamentals of analyzing research reports will be emphasized. Prerequisite: SCWK 1350. Session Cycle Description: Spring Session.

SCWK 4099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SCWK 4190 - Senior Research Seminar I (1)A course for seniors to demonstrate mastery of the professional social work foundation and prepare them to evaluate their own practice through a major integrative assignment. This course requires the student to select a suitable research topic and complete a literature review. Taken concurrently with SCWK 4450.

Prerequisite: SCWK 3375, SCWK 3380. Session Cycle Description: Fall Session.

SCWK 4290 - Senior Research Seminar II (2) A course for seniors to demonstrate mastery of the professional social work foundation and prepare them to evaluate their own practice through a major integrative assignment. This course requires the student to follow up on the literature review from SCWK 4190 by designing and executing the research

project.
Prerequisite: SCWK 4190. Corequisite: SCWK 4552.
Session Cycle Description: Spring Session.
SCWK 4310 - Senior Research Seminar I (3)
A course for seniors to demonstrate mastery of the professional social work foundation and prepare them to evaluate their own practice through a major integrative assignment. This course requires the student to select a suitable research topic relevant to their field placement agency and complete a literature review. The student will submit a research proposal to the University Internal Review Board for

approval as appropriate, and continue the research design and implementation in the Spring semester Prerequisite: SCWK 3375, SCWK 3380. Session Cycle Description: Fall Session.

SCWK 4320 - Senior Research Seminar II (3) A course for seniors to demonstrate mastery of the professional social work foundation and prepare them to evaluate their own practice through a major integrative assignment. This course requires the student to select a suitable research topic relevant to their field placement agency and complete a literature review. The student will submit a research proposal to the University Internal Review Board for approval as appropriate, and continue the research design and implementation in the Spring semester Prerequisite: SCWK 4310. Session Cycle Description: Spring Session.

SCWK 4360 - Health Care Issues in Society (3) General study of issues related to health care. Attention is given to analyzing major health policy issues, adaptation of social work theory to health care settings, with emphasis on principles and skills used in the helping process. Particular focus will be on understanding psychosocial and cultural dimensions of the patient role emphasizing the impact of illness on individual/family system. Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SCWK 4370 - Aging in Society (3)

A survey of the various social issues facing aging people. Special attention will be given to how social work and social welfare provide services to the population group. Specific issues covered will include health, abuse, income security, and day care, as well as current sociological research on aging. Prerequisite: SCWK 2360, SCWK 2365, SOCI 1301. Session Cycle Description: Fall and Spring. SCWK 4450 - Field Instruction I (4) Fourteen hours per week for fifteen weeks of field instruction supervised by a professional social

instruction supervised by a professional social worker in a local agency, providing the student an opportunity to implement knowledge learned in previous courses. Emphasis is on developing skills in human service, as well as learning structure, function, and policies of social work agencies. Students will also spend 1 1/2hours each week in an on-campus seminar to further integrate class and field learning.

Prerequisite: SCWK 3375. Session Cycle Description: Fall Session.

SCWK 4552 - Field Instruction II (5)

Second field instruction course consisting of sixteen hours per week for fifteen weeks under the supervision of a professional social worker in a local agency. Course helps to strengthen the development of specific practice skill areas, and the use of self. A deeper consideration of values and social issues is emphasized. A 1 1/2 hour weekly on-campus

seminar designed to further integrate class and field learning is provided.

Prerequisite: SCWK 4450. Session Cycle Description: Spring Session.

SOCI-Sociology

SOCI 1099 - Special Topics (1-4)

Special Topics Course

SOCI 1300 - Introduction to Marriage and Family (3) A practical course designed to provide guidance for marriage and family life. Consideration is given to the cultural, biological, psychological, religious, and economic foundations for marriage and family. Some of the topics that will be explored include mate selection, sexuality, marriage, child-rearing, family finances, family conflict, and divorce. This course does not meet the social science requirement in the foundational curriculum

Session Cycle Description: Fall and Spring. SOCI 1301 - Intro to Sociology (3)

An introduction to the field; a survey of society, in which social institutions, social processes, and patterns of social interaction are studied and related to contemporary life.

Session Cycle Description: Fall and Spring. SOCI 2099 - Special Topics (1-4)

Study of special interest topics not found elsewhere in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SOCI 2301 - Introduction to Marriage and Family (3) A practical course designed to provide guidance for marriage and family life. Consideration is given to the cultural, biological, psychological, religious, and economic foundations for marriage and family. Some of the topics that will be explored include mate selection, sexuality, marriage, child-rearing, family finances, family conflict, and divorce. This course does not meet the social science requirement in the foundational curriculum

Session Cycle Description: Fall and Spring.

SOCI 2302 - Social Problems (3)

Survey of selected social problems in modern society from the point of view of their causes and constructive methods of treatment and prevention. Prerequisite: SOCI 1301. Session Cycle Description: Fall Session.

SOCI 3099 - Special Topics (1-4)

Study of special interest topics not found else-where in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SOCI 3301 - Directed Studies (3)

An opportunity for a student to investigate an area of special interest on a basis outside the normal setting of a classroom.

Prerequisite: SOCI 1301. Session Cycle Description: As needed.

SOCI 3303 - Cultural Diversity (3)

Session Cycle Description: Fall Session.

A practical course designed primarily for non-majors and minors who are interested in learning more about various social groups in American society; examples are: racial, ethnic, gender, religious, physically challenged, and other groups that are represented on campus and in the workplace.

SOCI 3310 - Families Around the World (3) This course provides sociological perspective on families around the world. Major, social, cultural, and institutional influences on families are explored. Information about the diversity of family forms and functions, demographics, rituals and traditions, major events of the family life cycle, and family laws and policies are considered in the context of diverse cultural belief systems. Fall, Spring Session Cycle Description: Spring Session. SOCI 3312 - Statistical Methods (3) (See also MATH 3312) Descriptive and inferential statistics for students in education, social science, and natural science as well as in mathematics. Topics to be discussed will include measures of central tendencies, probability, estimations and predictions, variance and correlation. May be counted toward a mathematics major or minor only by students seeking teacher certification in mathematics or by students who are minoring in mathematics on the BBS degree. This course does not fulfill the foundational curriculum mathematics requirement. Students must have a TI-30 (or equivalent) calculator.

Prerequisite: MATH 1310 OR MATH 1301. Session Cycle Description: Spring and Summer. SOCI 3320 - Sociology of Sport (3) Study of the structural and cultural relationship of sport to society. Consideration will be given to the historical development of sports in the U.S., with special emphasis on the importance of gender, race/ethnicity, and social class as they relate to sports. Current issues and problems will be addressed.

Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SOCI 3330 - Statistics for the Social Sciences (3) Statistics for the Social Sciences (Also SCWK 3330, PSYC 3330, POLS 3330) An introduction to descriptive and inferential statistics for social science and social work majors. Development of skills in research analysis.

Prerequisite: SOCI 1301. Session Cycle Description: Fall Session.

SOCI 3331 - Urban Sociology (3)

This course is an introduction to the sociological study of the urban landscape, with a particular focus

on the United States. The focus will be on conceptual and theoretical issues associated with the sociological study of the city, an historical understanding of the processes of urbanization and suburbanization, and issues relevant to the challenge of building livable and sustainable cities. Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SOCI 3340 - Social Psychology (3)

Study of objective factors, which integrate personality and response in a social environment. Prerequisite: SOCI 1301 or PSYC 1301. Session Cycle Description: Fall Session.

SOCI 3360 - Sociology of Religion (3)(3-3-0) This course examines religion from the sociological perspective. Religious institutions, dimensions of religious behavior, the measurement of religious behavior, and the relationship of religion to other institutions in society are examined. Prerequisite: SOCI 1301 or consent of instructor. Fall. Prerequisite: SOCI 1301. Session Cycle Description:

Prerequisite: SOCI 1301. Session Cycle Description Fall Session.

SOCI 3380 - Social Research Methods (3) Introduction to the methods of scientific inquiry and their relevance to the social sciences. Topics include research design, problem formulation, measurement, data analysis, and ethics in research. Fundamentals of analyzing research reports will be emphasized. Prerequisite: SOCI 1301. Session Cycle Description:

SOCI 4099 - Special Topics (1-4)

Spring Session.

Study of special interest topics not found elsewhere in the department listing. May be repeated for additional credit when the topic varies.

Prerequisite: SOCI 1301. Session Cycle Description:

As needed.

SOCI 4312 - Violence and Victimology (3)
A study of violent behavior and the role of forensic victimology in the criminal justice system.

Sociological and psychological perspectives help to create a coherent approach relating to violent crime (domestic abuse, sexual assault, child maltreatment, elder abuse, robbery and homicide), patterns of violent offending, and the demographics of victimization as well as victim-offender relationships. This course focuses upon on the ways in which violence affects individuals and groups as well as an in-depth study of victims of violent crime. Prerequisite: CRIJ 1301 or SOCI 1301. Session Cycle Description: Fall Session.

SOCI 4320 - The Family and Postmodern Film (3) This class examines how the American family has been portrayed in American films during the transition from a modern to a postmodern society. Family theories will be the basis of analysis as we observe family structure, gender roles, sexual behavior, issues of race/ethnicity, social class, family

values, family crisis, and family violence as portrayed in these films.

Prerequisite: SOCI 1301. Session Cycle Description: May Term only.

SOCI 4334 - Christian Ethics/Contemporary Issue (3) Study of the nature and scope of morality and moral responsibility from the perspective of the Christian faith with an emphasis upon the applicability of Christian ethics to the issues and problems of modern society and to the determination of morally responsible approaches to those issues and problems.

Session Cycle Description: Fall Session. SOCI 4340 - Sociology of Marriage and Family (3)

The family as a social institution and a cultural universal is studied in depth in the light of changing family patterns. Special consideration will be given to the structural and cultural underpinnings of both contemporary American families and families around the world.

Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SOCI 4351 - Crime and Delinquency (3)

Study of the nature of crime and crime causation. Effects of crime on social order and institutions. Focus is on criminal behavior: its causes, treatment, and prevention. Prerequisite: 6 credits of sociology or criminal justice or consent of instructor. Session Cycle Description: Spring and Summer.

SOCI 4353 - Race, Class, and Gender (3)
The primary purpose of this course is to study how the intersections of race, class, and gender shape American society. The course begins with an examination of race, class, and gender as sociological concepts, with the purpose of using this framework to analyze and interpret contemporary issues and social problems. At the same time, the course introduces students to the experiences of diverse groups in the United States and shows how race, class, and gender together shape these experiences. Prerequisite: SOCI 1301. Session Cycle Description: Fall Session.

SOCI 4360 - Health Care Issues in Society (3) General study of issues related to health care. Attention is given to analyzing major health policy issues, adaptation of social work theory to health care settings, with emphasis on principles and skills used in the helping process. Particular focus will be on understanding psychosocial and cultural dimensions of the patient role emphasizing the impact of illness on individual/ family system. Prerequisite: SOCI 1301 or SCWK 3375. Session Cycle Description: Spring Session.

SOCI 4370 - Aging in Society (3)

A survey of the various social issues facing aging people. Special attention will be given to how social work and social welfare provide services to this population group. Specific issues covered will include health, abuse, income security, and day care, as well as current sociological research on aging. Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SOCI 4380 - Sociological Theory (3)

(3-3-0) A survey of classical and contemporary sociological theories, with special emphasis on important intellectual movements and key individuals in bot European and American sociology. This course is designed to enhance student's theoretical and critical thinking skills, as well as to expose them to some of the main structural, philosophical, and thematic issues important to the field of sociology. Prerequisite: SOCI 1301 or consent of instructor. Spring. (odd years)

Prerequisite: SOCI 1301. Session Cycle Description: Spring Session.

SOCI 4381 - Internship (3)

(3-0-X) Internships are open to sociology majors with junior standing and a GPA of 2.5 or above. They are intended to give students practical and sociologically relevant work experience, allowing them to try out a field in which they might wish to work upon graduation. Internships require a minimum of 100 hours of unpaid work with an organization or business approved by the student's advisor.

Session Cycle Description: As needed.
SOCI 4390 - Senior Seminar in Sociology (3)
This capstone course ties together the various components in the Sociology Major and prepares graduates for work or graduate school. Students will develop a project that demonstrates their grasp of sociological concepts, theories and methods. This seminar should be taken after students have completed 24 hours of sociology.

Prerequisite: SOCI 1301, SOCI 2302, SOCI 3312, SOCI 2300, SOCI 4300, Sociology Services Sociology.

3380, SOCI 4380. Session Cycle Description: Spring Session.

SPAN-Spanish

SPAN 1099 - Special Topics (1-4)

Special Topics Course

SPAN 1301 - Elementary Spanish I (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Session Cycle Description: Fall, Spring, Summer.

SPAN 1302 - Elementary Spanish II (3)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Prerequisite: SPAN 1301. Session Cycle Description: Fall, Spring, Summer.

SPAN 1402 - Elementary Spanish II (4)

Pronunciation, grammar, conversation, and the reading of simple prose. One-hour language laboratory per week.

Prerequisite: SPAN 1401. Session Cycle Description: Fall, Spring, Summer.

SPAN 2099 - Special Topics (1-4)

A special interest course offered at the junior level for one, two, or three credit. Study of special interest not listed elsewhere in the catalog. Topics may include Conversational Spanish, Mexican Culture and Civilization, Chicano Literature, or a selected major epoch or selected genre from the Hispanic World. May be repeated if topics vary. Offered as needed. SPAN 2301 - Intermediate Spanish I (3) Grammar review, composition, oral practice, and selected readings.

Prerequisite: SPAN 1302. Session Cycle Description: Fall and Summer.

SPAN 2302 - Intermediate Spanish II (3)

Grammar review, composition, oral practice, and selected readings.

Prerequisite: SPAN 2301. Session Cycle Description: Fall, Spring, Summer.

SPAN 2303 - Introduction to Professional Spanish

(3-3-0) A second-year language course with varying professional interests emphasized such as Missions, Business, Medical Personnel, etc. It may be substituted for SPAN 2302.

Prerequisite: SPAN 1301, SPAN 1402, SPAN 2301. Session Cycle Description: As needed.

SPAN 3099 - Special Topics (1-4)

A special interest course offered at the junior level for one, two, or three hours credit. Study of special interest not listed elsewhere in the catalog. May be repeated if topics vary.

Session Cycle Description: As needed. SPAN 3311 - Spanish Communication (3) The development and practice of oral and aural communication in Spanish. Emphasis is placed on current usage and pronunciation in spoken Spanish. This course is not open to native Spanish-speaking students without permission of the Head of the Foreign Language Department. 12 hours lab

Prerequisite: SPAN 1401, SPAN 1402, SPAN 2301, SPAN 2302. Session Cycle Description: Fall Session. SPAN 3320 - Intro to Hispanic Lit (3)

A study of less difficult selections in the fields of Spanish and Spanish American literature. Included will be examples from various genres.

Session Cycle Description: As needed.

SPAN 4099 - Special Topics (1-4)

required for semester.

A special interest course offered for one, two, or three hours credit. Study at the advanced level of special-interest topics not listed elsewhere in the catalog. Topics may include Advanced Conversational Spanish, Professional Specialized Spanish, Literary Criticism, Chicano Literature, Cervantes, Hispanic Civilization, or a selected major

epoch or selected genre from the Hispanic World. May be repeated if topics vary. Offered as needed. Session Cycle Description: As needed. SPAN 4140 - Advanced Skills (1)

(1-0-1) A lab-based class in which students practice and advance at their own pace to strengthen oral/aural, reading and written Spanish skills. May be repeated twice for credit. Required for all EC-12 Spanish Education majors; other Spanish majors may also take the class.

Prerequisite: SPAN 1301, SPAN 1302, SPAN 2301, SPAN 2302, SPAN 3311. Session Cycle Description: Fall and Spring.

SPAN 4240 - Seminar in Pedagogy and Contextualized, Readings (2)

Addresses issues unique to teaching LOTE (Language other than English-Spanish) and/or analysis of Contextualized Readings in Spanish. Required for all EC-12 Spanish Education majors; other Spanish majors may also take the class.

Session Cycle Description: Fall Session. SPAN 4302 - Advanced Spanish Communication (3) (3-3-0) Advanced practice in oral, aural, and written communication. Prerequisites: SPAN-3311 or permission of the instructor.

Prerequisite: SPAN 3311. Session Cycle Description: Spring Session.

SPAN 4311 - Advanced Spanish Grammar (3) The writing of themes, practice in grammar and idioms, and everyday conversations. Prerequisite: SPAN 1301, SPAN 1402, SPAN 2301, SPAN 2302. Session Cycle Description: Spring

SPAN 4312 - Spanish Linguistics (3)

Session.

A study of phonology, phonetics, and morphology of Spanish contrasted with English.

Prerequisite: SPAN 1301, SPAN 1302, SPAN 2301, SPAN 2302. Session Cycle Description: Fall Session.

SPAN 4320 - Hispanic Literature (3)

A survey of instructor's choice of Spanish or Latin American literature with emphasis on literary periods and examples from various genres. May be repeated as topics change.

Prerequisite: SPAN 2302. Session Cycle Description: Spring Session.

SPAN 4330 - Hispanic Civilization (3) Development of Iberian, Ibero-American, and Mexican-American civilization, as seen through language changes, literatures, arts, and more. Offered during study Abroad courses only.

Prerequisite: SPAN 1301, SPAN 1302, SPAN 2301, SPAN 2302. Session Cycle Description: As needed.

SPAN 4337 - Capstone Course (3)

Encapsulation of major components of the Spanish major, including but not limited to literature, language, culture, oral proficiency, writing proficiency, writing proficiency and/or methodology. Emphasis of the course may vary.

Prerequisite: 12 Credits from SPAN. Session Cycle Description: As needed.

STAT-Statistics

STAT 3312 - Statistical Methods (3) (also see BIOL 3312, MATH 3312, PSYC 3312, and SOCI 3312) Descriptive and inferential statistics for students in education, social science, and natural science. Topics to be discussed will include measures of central tendencies, probability, estimations and predictions, variance and correlation. This course does not fulfill the foundational curriculum mathematics requirement. Students must have a TI-30 (or equivalent) calculator.

Prerequisite: MATH 1310, MATH 1311, OR MATH 1420. Session Cycle Description: Spring and Summer.

THEA-Theatre

THEA 1099 - Special Topics (1-4)

Special Topics Course

THEA 1131 - Theatre Workshop (1)

A production laboratory. A minimum of 30 lab hours is required. Workshop hours are to be taken in conjunction with Theatre, Lighting, Costume Design, Scene Design, and Theatre Management courses. It is recommended that the Workshop relating to each course be taken the semester following that course offering. Workshops may be repeated in different areas for elective credit.

Session Cycle Description: Fall and Spring. THEA 1132 - Theatre Workshop (1)

A production laboratory. A minimum of 30 lab hours is required. Workshop hours are to be taken in conjunction with Theatre Lighting, Costume Design, Scene Design, and Theatre Management courses. It is recommended that the Workshop relating to each course be taken the semester following that course offering. Workshops may be repeated in different areas for elective credit.

Session Cycle Description: Fall and Spring. THEA 1133 - Theatre Workshop (1)

A production laboratory. A minimum of 30 lab hours is required. Workshop hours are to be taken in conjunction with Theatre Lighting, Costume Design, Scene Design, and Theatre Management courses. It is recommended that the Workshop relating to each course be taken the semester following that course offering. Workshops may be repeated indifferent areas for elective credit.

Session Cycle Description: Fall and Spring. THEA 1134 - Theatre Workshop (1)

A production laboratory. A minimum of 30 lab hours is required. Workshop hours are to be taken in conjunction with Theatre Lighting, Costume Design, Scene Design, and Theatre Management courses. It is recommended that the Workshop relating to each course be taken the semester following that course

offering. Workshops may be repeated indifferent areas for elective credits.

Session Cycle Description: Fall and Spring. THEA 1301 - Theatre Appreciation (3)

A beginning course in theatre for the general student population. The objective of the course is to create an appreciation for the art of live Théâtre. Lectures will include demonstrations and performances by local professionals. Students will also attend local performances of plays, musicals, operas and ballets. Students will write critiques, keep a journal of these performances participate in class discussions. An elective for theatre majors and minors.

Session Cycle Description: Fall and Spring.
THEA 1333 - Introduction to Theatre (3)
Survey of the arts of theatre including history,
production, design, literature, aesthetics, criticism,
and theatre practice. The course does include actual
performance experiences and is designed for theatre
majors and minors.

 $Session\ Cycle\ Description:\ Fall\ Session.$

THEA 2099 - Special Topics (1-4)

A special interest course focusing on selected topics not otherwise offered at this level. May be repeated for credit as topic varies.

Session Cycle Description: As needed.
THEA 2111 - Voice, Diction and Dialects (1)
A course designed to develop and strengthen the actors natural voice into a creative, expressive vocal instrument. Each course may be repeated for credit.
Session Cycle Description: Fall and Spring.
THEA 2112 - Theatrical Choreography/Dance (1)
Preparation and execution of basic movement exercises, ballet, jazz, tap and modern dance and their application to movement and choreography for musical theatre and other theatre productions. Each

Session Cycle Description: Fall and Spring. THEA 2303 - Voice and Diction for Stage and Screen (3)

This course is designed to develop and strengthen the actor's natural voice into a creative expressive vocal instrument. The focus is toward complete vocal awareness, freeing the natural voice, improving diction, and gaining a basic understanding and application of the International Phonetic Alphabet (IPA), including the use of dialects.

Session Cycle Description: Spring Session.

THEA 2312 - Movement for the Actor (3)
A course enabling the student actor, through exercises, improvisation, merging text with movement, and other techniques, to develop the awareness of the body as an expressive medium by which he/she will be able to effectively communicate truthfully to an audience

Session Cycle Description: Spring Session.

THEA 2334 - Acting I (3)

course may be taken twice.

Basic theory and technique of acting, including improvisation, movement, approach to character development, and scene preparation in a performance-oriented class.

Session Cycle Description: Fall Session.

THEA 2335 - Stagecraft (3)

An analysis of the organizational and technical aspects of producing the play. Design and construction techniques of scenery, costumes, makeup, and props are examined, relating to style in play production. Students are required to participate in production crews throughout the semester, which are separate from the lecture class time

Session Cycle Description: Spring Session. THEA 2337 - Stage Management (3)

Examination of the artistic principles and techniques of theatrical stage management.

Session Cycle Description: Spring Session.

THEA 3099 - Special Topics (1-4)

A study of significant topics in theatre. Course content may vary. May be repeated as topic varies. Session Cycle Description: As needed.

THEA 3111 - Voice, Diction and Dialects (1)

A course designed to develop and strengthen the actors natural voice into a creative, expressive vocal instrument. Each course may be repeated for credit. Session Cycle Description: Fall and Spring.

THEA 3112 - Theatrical Choreography/Dance (1) Preparation and execution of basic movement exercises, ballet, jazz, tap and modern dance and their application to movement and choreography for musical theatre and other theatre productions. Each course may be taken twice.

Session Cycle Description: Fall and Spring. THEA 3336 - Theatre Mask and Make-Up (3) (3-3-X) Examination of the artistic principles and techniques of theatrical make-up and mask making, incorporating research into the historical uses of masks and make-up in global cultures. Lab hours required outside of the regular class period.

Session Cycle Description: Spring Session.

THEA 3337 - Theatre Lighting (3)

Examination of the artistic and practical considerations in the design and execution of stage lighting. Minimum of 42 laboratory hours required. Prerequisite: THEA 1333 or THEA 2335. Session

Cycle Description: Fall Session.

THEA 3338 - Costume Design (3)

Examination of the history, design, and execution of costumes for the stage. Minimum of 42 laboratory hours required.

Prerequisite: THEA 1333 or THEA 2335. Session Cycle Description: Spring Session.

THEA 3339 - Scene Design (3)

Examination of the principles and techniques of scene design as well as drafting and rendering for the theatre. Minimum of 42 lab hours required.

Prerequisite: THEA 3337. Session Cycle Description: Spring Session.

THEA 3341 - Acting: Shakespeare (3)

(3-3-X) An advanced course providing students with an approach to playing Shakespeare. Particular emphasis is placed on the explication and scoring of text through the investigation of poetic speech and use of heightened language. A minimum of 30 laboratory hours required.

Prerequisite: THEA 3340. Session Cycle Description: Fall Session.

THEA 3342 - Acting: Period Styles (3)

An application of acting styles to various historic works. Greek, Medieval, Elizabethan, Restoration, and Romantic plays will be examined.

Prerequisite: THEA 2334, THEA 3343. Session Cycle Description: Fall Session.

THEA 3343 - Acting: Realism (3)

(3-3-X) The study of advance acting techniques and performance requirements used in presenting important realistic playwrights. Students will analyze, discuss, rehearse and perform scenes from playwrights of the early independent theatre movement and contemporary playwrights. Prerequisite: THEA 2334. Session Cycle Description: Fall Session.

THEA 3344 - Acting: Auditioning (3)

(3-3-X) An introduction to the business of theatre and the various types of theatre auditions including cold readings, prepared monologues, improvisation, music and dance auditions.

Prerequisite: THEA 2334, THEA 3343, THEA 2112, THEA 2112. Session Cycle Description: Fall Session. THEA 3345 - Acting: TV and Camera (3) (3-3-X) A course designed to prepare the actor for performance in television and film.

Prerequisite: THEA 2334, THEA 3343. Session Cycle Description: Spring Session.

THEA 3360 - History of American Musical Theatre (3)

A cultural study of the American Musical as an artform beginning with its origins in vaudeville, burlesque, English music halls, European operetta and minstrel shows through its development, and ultimately its effect on popular culture today. This class will include in-depth analysis of varied musicals to further the understanding of how plot, musical structure and interpretation combine to define the genre.

Session Cycle Description: Fall and Spring. THEA 4099 - Special Topics (1-4)

A study of significant topics in theatre. Course content may vary. Examples of topics include theatre sound, touring, stage combat, and children's theatre. May be repeated as topic varies.

Session Cycle Description: As needed.

THEA 4111 - Voice, Diction and Dialects (1)

A course designed to develop and strengthen the actors natural voice into a creative, expressive vocal instrument. Each course may be repeated for credit. Session Cycle Description: Fall and Spring.

THEA 4112 - Theatrical Choreography/Dance (1) Preparation and execution of basic movement exercises, ballet, jazz, tap and modern dance and their application to movement and choreography for musical theatre and other theatre productions. Each course may be taken twice.

Session Cycle Description: Fall and Spring.

THEA 4301 - Independent Study (3)

Independent, practical, creative work pursued. May be repeated as content and topics vary.

Session Cycle Description: As needed.

THEA 4303 - Modern Drama (3)

Study of the development of modern drama from 1850 to the present. Emphasis on play analysis, criticism, background, styles, and themes.
Session Cycle Description: Fall Session.

THEA 4337 - Directing (3)

Study of all aspects of play production including script preparation, production elements and performance. A capstone course for all theatre majors and minors. Direction of a one act play required.

Prerequisite: THEA 1333, THEA 2334, THEA 2335, THEA 3337. Session Cycle Description: Spring Session.

THEA 4338 - Directing II (3)

A continuation of THEA 4337. Study of all aspects of play production, including script preparation, production elements, and performance. This course will especially focus on developing students' directorial, theatrical and aesthetic philosophies, as well as touching on practical special topics. A capstone course for all BFA Acting majors. Each student will direct one scene at the end-of-semester showcase or direct a play to be included in the theatre season.

Prerequisite: THEA 4337. Session Cycle Description: Fall Session.

THEA 4341 - Theatre Management (3)

Management of the theatre from producer to audience in educational, community, regional, and New York theatre. Lab time will involve organizing and implementing front-of-house activities for the University theatre. There is a minimum of 42 lab hours.

Prerequisite: THEA 1333 or THEA 2335. Session Cycle Description: Fall Session.

THEA 4345 - Theatre History: Greeks to 18th Century (3)

Survey of the evolution of theatre from the Greeks to the 18th century, with an emphasis on the major periods, influences and philosophy on theatre and literature. Prerequisite: THEA 1333. Session Cycle Description: Fall Session.

THEA 4346 - Theatre History: 18th Century to Present (3)

Survey of the evolution of theatre from the beginning of the 18th century to the present with an emphasis on the major periods, influences and contemporary philosophy on theatre and literature.

Prerequisite: THEA 1333, THEA 4345. Session Cycle Description: Spring Session.

THEA 4347 - Advanced Design: CAD for Lighting, Design (3)

Computer aided drafting for stage lighting using Vectorworks and similar CAD programs. A course to compliment THEA 3337 - introductory lighting/mechanical drawing.

Prerequisite: THEA 3337. Session Cycle Description: Spring Session.

THEA 4348 - Advanced Design: CAD for Costume, Design (3)

(3-3-X) Computer-aided drafting for costume design. A course to compliment THEA 3338 -- introductory costuming/drawing/rendering.

Prerequisite: THEA 3338. Session Cycle Description: Fall Session.

THEA 4349 - Advanced Design: CAD for Set Design (3)

Computer aided drafting for set design using Vectorworks, Sketch Up and similar CAD programs. A course to compliment THEA 3339 - Introductory set design/mechanical drawing.

Prerequisite: THEA 3339. Session Cycle Description: Fall Session.

THEA 4365 - Stage Management Practicum (3) Stage Management Practicum (3-2-1) Advanced study in the practice of professional stage management. Requires the student to stage manage at least one production during the university theatre season. BFA Stage Management Majors will be repeat the course once for credit. Prerequisite: THEA 1333, 2337

Prerequisite: THEA 1333, THEA 2337. THEA 4372 - Educational Theatre (3)

An all-inclusive exploration of the basic essentials for teaching theatre in the education setting: activities, exercises, lesson plans, and programs for theatre practitioners on all age levels and in all areas of production but investigating in particular those elements essential to successful theatre performance at the 6-12 school level. Junior standing and 9 hours of Theatre coursework required.

 $Session \ Cycle \ Description: As \ needed.$

THEA 4375 - Senior Showcase (3)

(3-0-3) An advanced independent study for all BFA candidates. Students will present a public performance or display of an acting, design, or musical theatre project exhibiting the skills and

knowledge acquired through their course of study. Prerequisite: senior standing in the BFA program. Session Cycle Description: Fall, Spring, Summer.

THEO-Theology

THEO 1099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed.

THEO 2099 - Special Topics (1-4)

A special interest course focusing on selected topics not otherwise offered at this level. Examples topics include Shakespearean Acting and Stage Movement. May be repeated for credit as topic varies

Session Cycle Description: As needed.

THEO 2307 - Introduction to Theology (3)

A topical and historical survey of key teachings of the Christian traditions such as Trinity, the nature of

Christ and salvation.

Session Cycle Description: As needed.

THEO 3099 - Special Topics (1-4)

Special Topics Course

Session Cycle Description: As needed.

THEO 3320 - Intro to Christian Political Theology (3) (3-3-0) (Also see POLS 3320) A survey of Christian political thought. The course will trace key developments in the history of Christian political theology in order to understand better the dynamics of contemporary Christian political thought and activity. Prerequisites: THEO-1331 or consent of the instructor.

Prerequisite: THEP 1331.

THEO 4099 - Special Topics (3-4)

Variable credit may be given. This course may be repeated for credit if course content is changed.

Session Cycle Description: As needed.

THEO 4351 - New Religious Movements and the,

Christian Mainstream (3)

Study of the origins, development, and present status of the major Christian denominations and of new religious movements in North America with special attention to the essential nature of these groups and traditions as reflected in their distinctive beliefs and practices.

Session Cycle Description: Fall Session.

THEO 4355 - World Religions (3)

Study of the concept of religion, and of origins, development and present status of the major living religions of the world with special attention to principle ideas, values and practices characteristic of those religions.

Session Cycle Description: Spring Session.

THEO 4356 - Christian Ethics/Contemporary Issues (3)

Study of the nature and scope of morality and moral responsibility from the perspective of the Christian faith with an emphasis upon the applicability of Christian ethics to the issues and problems of modern society and to the determination of morally

responsible approaches to those issues and problems.

Session Cycle Description: As needed. THEO 4357 - Christians and War (3) Study of the moral dimensions of Christian involvement in war, peace, and the exercise of military power from the perspective of the Christian faith

Session Cycle Description: Fall, Spring, Summer.

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Stephen Cook, Ph.D., Professor of Psychology and Counseling; Dean of the Cynthia Ann Parker College of Liberal Arts; B.S., 1986, Texas A&M University;

M.A., 1989, Ph.D., 1992, University of Missouri-Columbia; (Since 2016.)

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Jeff Cottrell, D.M.A., Associate Professor of Low Brass and Theory; Associate Dean of the College of Fine Arts; B.M., 1985, M.M., 1996, D.M.A., 2004, University of North Texas. (Since 2006.)

John N. Davis, Ph.D., Professor of Management; Coordinator for the Programs in Management, Nonprofit Management, and Public Administration; B.S., 1975, United States Military Academy; M.B.A., 1982, University of Pennsylvania; Ph.D., 2005, Texas Tech University. (Since 2008.)

Emily Dean, Ph.D., Associate Professor of Educational Studies; Director of the Houston-Lantrip Center for Literacy and Learning; Director for the Reading Specialist Program; B.S., 1997, Southwest Texas State University; M.Ed., 2002, Ph.D., 2007, Texas A&M University. (Since 2011.)

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Index

Biology, B.S. (BIOL), 82

Board of Development, 288 2019 Board of Trustees, 288 Academic Advising, 36 Board of Young Associates Officers 2019-2020, 290 Academic Calendar, 2 BSAD-Business Admin, 200 Academic Forgiveness Opportunity for Returning Business Administration Minor (BSAD), 104 Students, 41 Business Administration, B.A. (BSAD), 94 Academic Grievance Policy, 39 Business Administration, B.B.S. (BSAD), 94 Academic Integrity Policy, 40 Cambridge International Credit, 32 Academic Officers, 289 Career Services, 43 Academic Organization, 8 CHEM-Chemistry, 202 Academic Organization and Degrees, 47 Chemistry Minor (CHEM), 89 Academic Probation, 42 Chemistry, B.A. (CHEM), 86 Academic Programs and Policies, 29 Chemistry, B.S. (CHEM), 86 Academic Services, 43 CHST-Church History, 204 Academic Standards, 37 Coaching Minor (COAC), 142 COHD-CounselingHuman Dev, 204 Academic Standing, 41 Academic Supervision, 41 College Level Examination Program (CLEP), 33 Academic Suspension, 42 College of Fine Arts, 143 Accounting Minor (ACCT), 104 College of Health Professions, 106 Accounting, B.B.A. (ACCT), 92 College of Human Sciences and Educational Studies, Accreditations, 8 111 ACCT-Accounting, 189 COMM-Communication, 204 Adjunct Faculty, 297 Communication Minor (COMM), 58 Administrative Staff, 290 Communication Sciences and Disorders, B.A. (CSD), Advanced Placement Examination (AP), 32 108 Alumni Association, 185 Communication Sciences and Disorders, B.B.S. (CSD), Application for Graduation, 44 Applied Management Minor (AMGT), 104 Communication Sciences and Disorders, B.S. (CSD), Art 3D Concentration, B.F.A.(3D), 147 110 Art General Studio, B.A. (ART), 146 COMP-Comprehensive, 207 Art Graphic Design Concentration, B.F.A.(GRAPHIC-Computer Science Minor (CSCI), 104 ARTS), 148 Computer Science, B.A. (CSCI), 95 Computer Science, B.B.S. (CSCI), 96 Art Graphic Design, B.A.(GART), 146 Computer Science, B.S. (CSCI), 95 Art Minor (ART), 151 Art Painting and Drawing, B.F.A.(PAINT/DRAWING), CONC-ConcertRecital Att. 207 Concurrent Enrollment, 37 Art Photography Concentration, Correspondence, 9 B.F.A.(PHOTOGRAPHY), 150 Course Load, 35 Art Printmaking, B.F.A.(PRINTMAKING), 151 Courses, 189 Art, B.A. Grades EC-12 (A.ART), 119, 145 Credit By Examination, 31 ART-Art, 190 Credit Hour Policy and Procedure, 34 Athletic Training (BSHS.EXSC.P.ATTR), 140 CRIJ-Criminal Justice, 207 ATTR-Athletic Training, 194 Criminal Justice Minor (CRIJ), 61 Awards and Honors, 45 Criminal Justice, B.A. (CRIJ), 60 Banking and Financial Services, B.B.A. (BAFS), 93 Criminal Justice, B.B.S. (CRIJ), 60 BIBL-Bible, 195 Criminal Justice, B.S. (CRIJ), 61 Biblical Languages Minor (BLAN), 183 CSCI-Computer Science, 211 Biblical Studies, B.A.(BSTU), 181 CSD-Comm Sciences and Disorders, 213 Biochemistry and Molecular Biology, B.A. (BIMB), 84 Department of Art, 143 Biochemistry and Molecular Biology, B.S. (BIMB), 85 Department of Biology, 80 Biochemistry Minor (BIOC), 89 Department of Chemistry, Physics, and Earth BIOL-Biology, 196 Sciences, 83 Biology Minor (BIOL), 89 Department of Communication Sciences and Biology, B.A. (BIOL), 82 Disorders, 107

Department of Criminal Justice, 59

Department of English, 62 Hardin-Simmons University, 8 Department of Foreign Languages, 64 Hardin-Simmons Writing Center, 43 Department of History, 65 Health Psychology, B.S. (HPSY), 75 Department of Philosophy, 71 HEBR-Hebrew, 231 Department of Political Science, 71 HIST-History, 231 Department of Psychology and Counseling, 72 History Minor (HIST), 67 Department of Social Work, 77 History, B.A. (HIST), 66 Department of Sociology, 79 History, B.A. Grades 7-12 (H.HIST), 125 Department of Theatre, 163 History, B.B.S. (HIST), 67 Disabilities Services, 43 History, B.S.H.S. Grades 7-12 (H.HIST), 126 Double Business Major for B.B.A., 104 Honors Minor (HONR), 68 ECED-Early Childhood Educ, 215 Honors Program, 68 ECON-Economics, 216 HONR-Honors Program, 234 Economics and Mathematics Minor (ECON and HSU Alumni Association Board of Directors 2019, MATH), 105 290 Economics Minor (ECON), 104 HUMA-Humanities, 235 Economics, B.A. (ECON), 96 Human Computer Interaction Minor (HCI), 76, 105 Economics, B.B.A. (ECON), 97 Human Computer Interaction, B.A. (HCI), 99 Economics, B.B.S. (ECON), 97 Human Computer Interaction, B.B.S.(HCI), 99 Economics, B.S. (ECON), 98 Human Computer Interaction, B.S.H.S.(HCI), 100 EDUC-Education, 218 Human Services Administration, B.B.S. (HSAD), 112 ELEC-Elective, 221 Information Systems, B.B.A. (INSY), 100 Emeritus Faculty, 301 International Baccalaureate Program, 32 International Studies Program, 30 ENGL-English, 221 English Language Arts and Reading, B.S.H.S. Grades Introducing Hardin-Simmons University, 10 4-8 (M.ELAR), 120 Kelley College of Business, 91 English Language Arts and Reading, B.S.H.S. Grades KINE-Kinesiology, 235 7-12 (H.ELAR), 124 LDSP-Leadership Studies, 240 English Language Arts, Reading and Social Studies, Leadership Minor (LDSP), 69 B.S.H.S. Grades 4-8 (M.ELRS), 121 Leadership Minor, B.B.A. (LDSP), 69 English Minor (ENGL), 63 Leadership Studies Program, 69 Environmental Science Minor (ENVS), 89 Legal Studies, 70 ENVM-Environmental Mgmt, 223 Legal Studies Minor (LGLS), 70 ENVS-Environmental Science, 224 LGLS-Legal Studies, 242 ETHC-Ethics, 225 Life Sciences (Composite), B.S. Grades 7-12 (H.LSCI), Exercise Science Minor (EXSC), 142 Exercise Science, B.S.H.S. (EXSC), 139 Management Minor (MGMT), 105 Faculty, 290 Management, B.B.A. (MGMT), 101 FINA-Finance, 225 Marketing Minor (MKTG), 105 Finance Minor (FINA), 105 Marketing, B.B.A.(MKTG), 101 Finance, B.B.A. (FINA), 98 Mathematics, B.B.S. Grades 7-12 (H.MATH), 128 Financial Obligations to the University, 46 Mathematics, B.S. (MATH), 88 Fitness, Recreation and Sports Management, B.S.H.S. Mathematics Minor, B.A., B.S. (MATH), 89 Mathematics Minor, B.B.S., B.S.H.S. (MATH), 89 (FRSM), 141 Forensic Studies Minor (FRNS), 61 Mathematics, B.B.S. Grades 4-8 (M.MATH), 123 FREN-French, 226 MATH-Mathematics, 243 FSSC-Fitness Sports Science, 226 MCAT-MCAT Prep Course, 245 FYSM-First Year Seminar, 227 Media Production Minor (MDPD), 58 General Science, B.S. Grades 4-8 (M.GESC), 122 Memberships, 8 GEOG-Geography, 227 MGMT-Management, 245 GEOL-Geology, 227 Ministry, B.A.(MSTY), 181 Ministry, B.B.S.(MSTY), 182 Geology Minor (GEOL), 89 Graduate Studies, 184 MISS-Missions, 247

MKTG-Marketing, 247

MUCM-Church Music, 249

MUEI-Music Ensemble instr. 250

MUEV-Music Ensemble vocal, 252

MNST-Ministry, 248

Graduation, 44

GREK-Greek, 230

GRMN-German, 230

Graduation Requirements, 44

GRE-GRE Prep Course, 230

MUHL-Music History Literature, 254 MUPC-Music Class Instruction, 255 MUPS-Music Private Instruction, 256 MUSB-Music Business, 258 Music (Music Business), B.A.(MUSB), 158 Music Business Minor (MUSB), 105, 163 Music Education (Choral), B.M. Grades EC-12 (A.MUED.CH), 132, 160 Music Education (Instrumental), B.M. Grades EC-12 (A.MUED.IN), 133, 161 Music Minor(MUSI), 163 Music Theory Minor (MUTC), 163 Music, B.A. With Minor (Not Business) (MUSI), 159 MUSI-Music, 259 MUTC-Music Theory Comp, 260 Nonprofit Management, B.B.A. (PADM), 102 Nursing (R.N. to B.S.N.), B.S.N., 178 Nursing, B.S.N., 177 NURS-Nursing, 262 Officers Emeriti, 289 Officers of Administration, 289 Patty Hanks Shelton School of Nursing, 173 PBHL-Public Health, 265 Personnel, 288 Philosophy Minor (PHIL), 71 PHIL-Philosophy, 266 PHSC-Physical Science, 268 Physical Education, B.S.H.S. Grades EC-12 (A.PHED), 134, 142 Physical Sciences (Composite), B.S. Grades 6-12 (H.PHSC), 129 Physics Minor (PHYS), 89 PHYS-Physics, 268 Policies, 34 Political Science Minor (POLS), 71 POLS-Political Science, 270 Post-Enrollment Transfer Credit, 37 PROF-Proficiency, 272 Psychology, B.S. (PSYC), 74 Psychology Minor (PSYC), 76 Psychology, B.B.S. (PSYC), 73 PSYC-Psychology, 272 Public Administration, B.B.A. (PADM), 103 Public Health Minor (PBHL), 90 READ-Reading, 276 RECI-Recital, 277 Registration, 35 Release of Information and Student Privacy (FERPA), Religion Minor (RELI), 183 RELI-Religion, 277 Requirements for a Second Baccalaureate Degree, 46

Satisfactory Academic Progress, 42

School of Kinesiology, Health, and Recreation, 137 School of Music. 152 Science (Composite), B.S. Grades 7-12 (H.SCED), 130 SCIE-Science, 277 SCWK-Social Work, 278 Social Studies (Composite), B.S.H.S.. Grades 7-12 (H.SOSC), 131 Social Work and Psychology, B.S. (SWPSY), 76 Social Work Minor (SCWK), 78 Social Work, B.B.S. (SCWK), 78 Sociology Minor (SOCI), 79 SOCI-Sociology, 280 Spanish Minor (SPAN), 65 SPAN-Spanish, 282 Special Education Certification for EC-6, 4-8, 7-12, EC-12, 118 Special Recognition, 42 STAT-Statistics, 284 Strategic Communication, B.A. (SCOM), 57 Strategic Communication, B.B.S. (SCOM), 58 Student Life, 28 Teacher Education Information, 113 Texas Common Course Numbering System, 187 The Dr. and Mrs. David, 80 The Dr. and Mrs. W. B. Irvin School of Education, 111 The Foundational Curriculum, 29 The Foundational Curriculum Courses. 29 The Mr. and Mrs. Charles W. Logsdon School of Theology, 179 THEA-Theatre, 284 Theatre (Acting), B.F.A.(THEA.THAC), 168 Theatre (Musical Theatre), B.F.A.(THEA.THMU), 169 Theatre (Stage Management), B.F.A. (THEA.THSM), 170 Theatre (Theatre Design), B.F.A.(THEA.THDE), 171 Theatre Minor (THEA), 172 Theatre, B.A (THEA), 165 Theatre, B.A. Grades EC-12 (A.THEA), 135, 166 Theatre, B.B.S.(THEA), 167 Theatre, B.F.A. Theatre Education Track (Grades EC-12 (A.THEA)), 136, 172 Theological Studies, B.A.(THEO), 182 Theory and Composition, B.M.(MUTC), 162 THEO-Theology, 287 Title IX, 9 Transfer and Credit by Exam During the Senior Year, Tutoring and Academic Support, 43 Undergraduates Registering For Graduate Courses, Worship Ministry, B.B.S.(WMIN), 183 Writing Minor (WRIT), 63