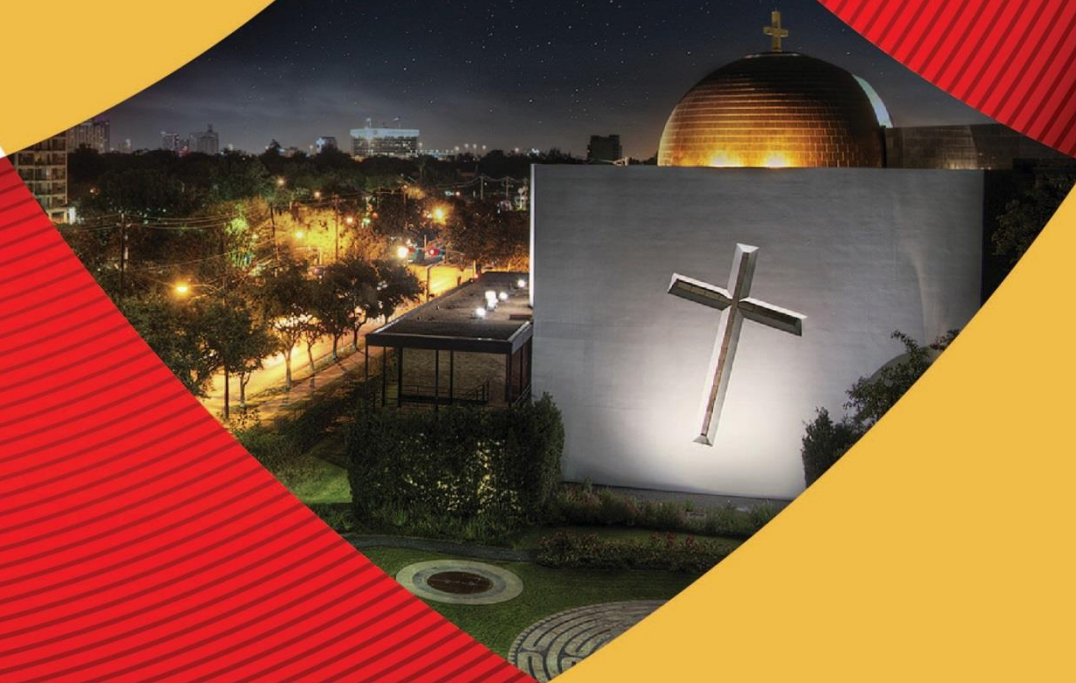


# GRADUATE CATALOG 2021/2022



UNIVERSITY OF  
ST. THOMAS



# UNIVERSITY OF ST. THOMAS

## Graduate Catalog 2021–2022

### *Houston's Catholic University*

#### Diaconate Program

Doctor of Nursing Practice (DNP)

Doctor of Philosophy (PhD)

Doctor of Education in Ethical Leadership (EdD)

Maestría de Artes en Teología Pastoral (MA en TP)

Master in Clinical Translation Management (MCTM)

Master in International Business (MIB)

Master in Liberal Arts (MLA)

Master in Public Policy & Administration (MPPA)

Master of Arts in Applied Sport and Performance Psychology (MASPP)

Master of Arts in Diplomacy & Strategic Affairs (MDSA)

Master of Arts in Faith and Culture (MAFC)

Master of Arts in Pastoral Studies (MAPS)

Master of Arts in Philosophy (M.A.)

Master of Arts: John Paul II Studies (JPII)

Master of Arts in Sacred Scriptures (MASE)

Master of Arts in Teaching (MAT)

Master of Arts in Theology (MAT)

Master of Business Administration (MBA)

Master of Divinity (MDiv)

Master of Education (MEd)

Master of Fine Arts in Creative Writing (MFA)

Master of Professional Accounting (MPA)

Master of Sacred Music (MSM)

Master of Science in Accounting (MSA)

Master of Science in Applied Data Science (MSADS)

Master of Science in Business (MSB)

Master of Science in Clinical Mental Health Counseling (MSCMHC)

Master of Science in Ecclesial Administration and Management (MEAM)

Master of Science in Industrial and Process Chemistry (MSIPC)

Master of Science in Finance (MSF)

Master of Science in Nursing (MSN)

3800 Montrose Blvd • Houston, Texas 77006-4626 • 713-522-7911 • [www.stthom.edu](http://www.stthom.edu)

## UNIVERSITY OF ST. THOMAS SACSCOC ACCREDITATION STATEMENT

The University of St. Thomas is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 713-522-7911 for questions about the accreditation of the University of St. Thomas.

### SCHOOL ACCREDITATIONS

#### **School of Arts & Sciences**

Chemistry: American Chemical Society

#### **Cameron School of Business**

Association to Advance Collegiate Schools of Business

#### **School of Education and Human Services**

Texas Education Agency (TEA)

Teacher Education Accreditation Council (TEAC)

#### **Carol and Odis Peavy School of Nursing**

BSN program approved by the Texas Board of Nursing

BSN program accredited by the Commission on Collegiate Nursing Education

#### **School of Theology at St. Mary's Seminary**

Association of Theological Schools

### UNIVERSITY MEMBERSHIPS

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Graduate Liberal Studies Programs

Catholic Higher Education Research Cooperative

Council for Higher Education Accreditation

Council of Independent Colleges

Council of Undergraduate Research

### EDUCAUSE

Greater Houston Partnership

Hispanic Association of Colleges and Universities

Independent Colleges and Universities of Texas

International Council of Universities of St. Thomas Aquinas

National Association of College and University Business Officers

National Association of Financial Aid Administrators

National Association of Intercollegiate Athletics

Red River Athletic Conference

Texas Campus Compact

Texas State Board of Examiners of Professional Counselors

The College Board

The 2020–2021 Graduate Catalog was produced by the Office of Academic Affairs in cooperation with the Office of Creative Services.

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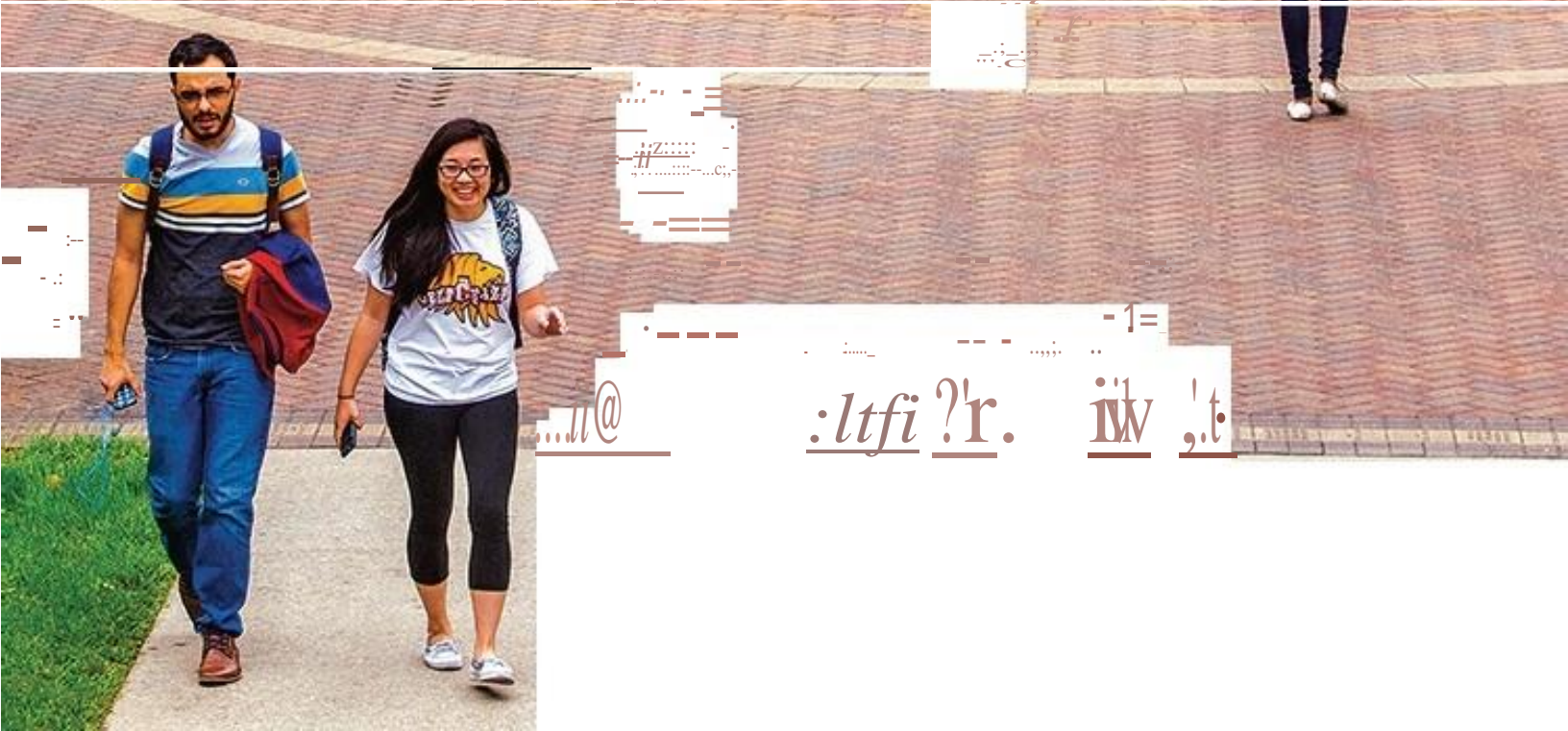
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    Master of Arts in John Paul II Studies  
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**FACULTY** .....

*The University of St. Thomas makes every effort to include in the Graduate Catalog accurate and current information on policies, programs and courses. However, the University reserves the right to make changes considered expedient for its general well-being or that of any of its constituencies. Furthermore, the provisions of the Graduate Catalog do not constitute an irrevocable contract between any student and the University, and all provisions of the Graduate Catalog remain subject to revision at any time for any reason and without prior notice. The Graduate Catalog is primarily an online document available at [www.stthom.edu/catalog](http://www.stthom.edu/catalog).*







# THE UNIVERSITY

## MISSION STATEMENT

We are the University of St. Thomas, the Catholic university in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: **goodness, discipline, and knowledge.**

We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to think critically, communicate effectively, succeed professionally, and lead ethically.

## HISTORY OF THE UNIVERSITY

The University of St. Thomas admitted its first freshman class, 40 men and women, on September 22, 1947. Of the ten faculty members, four were members of the Basilian Fathers, to whom the work of founding and operating the University had been entrusted. The Basilians, a congregation founded in France in 1822, had been working in the Diocese of Galveston–Houston since 1900, when they established the College of St. Thomas, now St. Thomas High School.

Bishop Christopher E. Byrne of Galveston–Houston had long hoped that a Catholic university might be established in his diocese, and in May of 1945 he announced that such an institution was about to become a reality. For that purpose the T.P. Lee mansion, located in the 3800 block of Montrose Boulevard, was purchased as a home for the new University, to which a science building and classrooms were soon added. From here a series of non–credit courses was taught from November 1946 until Easter 1947 to introduce students to what would be the University of St. Thomas.

With experience that was both practical and theoretical, the Basilian Fathers, led by Father Vincent J. Guinan, first president of the University, and Father Wilfrid Dwyer, vice president, shaped the initial curriculum. Influenced by the writings of Cardinal John Henry Newman as well as by their Basilian experience in Canada at St. Michael’s College, the Pontifical Institute of Mediaeval Studies and Assumption College, they determined that all students should pursue a broad program in liberal studies intended to serve as a solid basis upon which to build their lives and their careers in the community.

As a Catholic institution of higher learning, the University of St. Thomas is inspired by the teaching of Pope John Paul II’s apostolic constitution *Ex Corde Ecclesiae*, and abides by the application norms prescribed by the American Bishops. Because of the University’s institutional commitment to the Church, “Catholic ideals, attitudes and principles penetrate and inform its activities in accordance with the proper nature and autonomy of these activities,” (*Ex Corde Ecclesiae*, 14). In its teachings and research, the University of St. Thomas is dedicated to the cause of truth and fosters the integration of knowledge, the dialogue between faith and culture, the ethical and moral implications of learning and the unique orientation to all study given by theology.



## BASILIAN TRADITION

The Basilians at the University of St. Thomas, by their spirituality, philosophy of education and esprit de corps, promote a lively sense of the University's mission as a Catholic institution. Among the distinctive characteristics of the Basilian approach to higher education are:

- Recognition of the continuing significance of the Catholic intellectual tradition in shaping Western civilization;
- Commitment to an integral Christian humanism that embraces the liberal arts as well as all other areas of knowledge;
- Fidelity to the authoritative teaching of the Church;
- Respect for the contribution of St. Thomas Aquinas to the Church's intellectual life, especially to philosophy;
- Healthy respect for the life of the mind, a passion for the discovery of truth in every area and a conviction that faith must begin and end in a knowledge that bears fruit in love; deep appreciation of human dignity that calls for the education of the whole person: physically, intellectually, morally, socially and spiritually;
- Close association with and availability to students;
- Genuine concern to assist students who are economically or otherwise disadvantaged;
- Willingness to provide counseling and pastoral care, especially through sacramental celebration;
- Collaborative spirit that gratefully recognizes that the University is a common intellectual venture of students, faculty, staff and administration as well as other supporters and friends;
- Trust in God's grace and a willingness to carry out whatever labors are required for the good of the University without seeking recognition. In all their endeavors, the Basilian Fathers seek to enrich the University of St. Thomas with their presence, their talents and their prayer.

## COMMITMENT TO FACULTY EXCELLENCE

Pursuing excellence in teaching, scholarship and service is a hallmark of the University of St. Thomas. In keeping with this commitment, the Center for Faculty Excellence was established. The mission of the Center is to provide faculty with resources and services that foster and support their success in teaching, research and service throughout all stages of their careers. The directors and participants of the Center for Faculty Excellence seek to develop a community of teachers and scholars to work collaboratively with all sectors of the University to accomplish that mission. Activities of the Center include conducting new faculty orientation, supporting faculty development workshops, facilitating faculty study days, hosting forums to discuss teaching practices, and providing support for individual members of the faculty.

## UNIVERSITY SEAL



The colors of the University of St. Thomas are red and gold. On the seal, the golden cross of our faith symbolizes the divinity of Christ the King, while the background of red is for the humanity of Christ.

The dove and rayonnant sun in the first quarter are symbols of St. Thomas Aquinas. In the second quarter, the star is for the "Lone Star State" and for the Mother of Christ under the title "Star of the Sea." The hyacinth in the third quarter reminds us of San Jacinto, the river and battlefield near Houston where Texas won its independence. The second dove in the last quarter is the symbol of St. Basil, patron of the Basilian Fathers, who founded the University of St. Thomas.

Thereby, on the shield, St. Thomas and St. Basil, Doctors of the Western and Eastern churches, respectively, represent the universality of the Church. The motto, "Crescamus in Christo," reminds us that as we advance in knowledge and wisdom, we should also grow in love and service of Christ.

# LIBRARIES

**The Robert Pace and Ada Mary Doherty Library**, the main University library, has over 260,000 volumes and access to over 150,000 electronic books, 225 databases, and access to over 80,000 periodical titles. The library provides various study areas, including silent reading areas, for students and faculty. The Doherty Library uses the Horizon automated library system and has online resources available through the library Website (<http://library.stthom.edu>). The Doherty Library participates in the TexShare cooperative library program. TexShare allows students to have borrowing privileges at most university and college libraries in Texas through the use of a TexShare card.

**The Hugh Roy Marshall Graduate Philosophy Library**, especially strong in resources for the study of Thomism, contains approximately 11,000 volumes in the area of medieval philosophy, theology and history. This collection supports the graduate program of the Center for Thomistic Studies, stressing a historical understanding of Aquinas texts and a rigorous rethinking of this thirteenth-century wisdom in the light of twenty-first-century problems and realities. The Graduate Philosophy main collection is located on the second floor of the Doherty Library and all students can consult it. The Special and Reference collections of the Graduate Philosophy Library, located in Doherty Library's second floor Hugh Roy Marshall Room, has restricted access.

**The Music Library** is located on the second floor of Cullen Hall. It contains more than 3,000 scores, both vocal and instrumental, as well as access to three different audio databases that include over 20,000 tracks. The Music Library is located on the second floor of Cullen Hall. It contains more than 3,000 scores, both vocal and instrumental, as well as access to three different audio databases that include over 20,000 tracks. There are also 450 LP records in this library's reserved section.

**The Cardinal Beran Library** at St. Mary's Seminary is an integral part of the University's Graduate School of Theology. It has approximately 62,000 volumes, current subscriptions to 203 journals, 8,033 bound volumes of periodicals, 1,523 pamphlets, and 991 audio-visual items. Special collections include selected primary resources of the late eighteenth and early nineteenth century Catholic writers and a collection of historical pamphlets for catechesis of the laity. The library has been the beneficiary of the personal collection of former Bishop Wendelin J. Nold and the Blessed John Henry Newman resources from UST scholar, Fr. Richard Schiefen, CSB as well as books from retired Bishop Vincent M. Rizzotto and Archbishop Emeritus Joseph A. Fiorenza. Additionally, there are developing collections of primary resources relating to Vatican II and a collection of Catholic Fiction. Theological titles in Spanish and Vietnamese are obtained when available. To access the resources available in the Cardinal Beran Library, go to [www.smseminary.com/library](http://www.smseminary.com/library).

# UNIVERSITY SERVICES

## ATHLETICS

In 2006, UST returned to intercollegiate athletics by beginning a women's volleyball program. After one season, the Celts were joined by men's soccer. The University further expanded into college athletics by adding men's basketball in 2009. In 2011, women's basketball and men's and women's golf were added to the department. Women's Soccer first competed in the fall of 2014 and Cross Country (men and women) will be offered in the fall of 2018.

The University is currently a member of the National Association of Intercollegiate Athletics (NAIA) and the Red River Athletic Conference (RRAC). The NAIA promotes education and development of students through intercollegiate athletic participation and competition. Member institutions, although varied and diverse, share a common commitment to high standards and to the principle that participation in athletics serves as an integral part of the total educational process.

In the fall of 2018 St. Thomas begins an exploratory year in the National Collegiate Athletic Association (NCAA) and Division III. Having already received an official invitation to become a member of the Southern Collegiate Athletic Conference (SCAC), UST will become a full-time official member of the SCAC in 2023-2024.

The UST Athletic Department is committed to creating a first-class environment by recruiting, developing, and retaining outstanding student-athletes who will maximize their potential intellectually, socially, and athletically while at St. Thomas. We are dedicated to providing the resources and leadership for our student-athletes to succeed in competition and in the classroom. We graduate champions! For more information about athletics, contact the Athletic Department at 713-831-7214.

University of St. Thomas Athletics: [www.ustcelts.com](http://www.ustcelts.com)

Red River Athletic Conference: [www.redriverconference.com](http://www.redriverconference.com)

Southern Collegiate Athletic Conference: [www.scacsports.com](http://www.scacsports.com)

## JERABECK ACTIVITY AND ATHLETIC CENTER

The John D. Jerabeck Activity and Athletic Center (JAAC) is the focal point for the University of St. Thomas intercollegiate athletics, campus recreation, and physical fitness activities. It houses the Department of Athletics, the Department of Recreational Sports and the Department of Health Promotion & Wellness.

The JAAC has a basketball/volleyball arena with bleacher–seating capacity for more than 800 spectators, three racquetball/handball courts, men’s and women’s locker rooms, a weight room, a fitness room, a dance room and several large classrooms. Outdoor facilities at the JAAC include a swimming pool, a half–court basketball court and a sand volleyball court.

The JAAC is open seven days a week, excluding holidays. The University encourages its entire community of students, faculty, and staff to participate in the many activities that the JAAC offers.

### **Sport Clubs**

The Assistant Director of Recreational Sports is responsible for managing the recognition of and advising of sport club activities. Questions concerning sport clubs should be forwarded to the Sport Club Association President at 713–525–3874 or to the Assistant Director of Recreational Sports at 713–942–5036, recsports@stthom.edu. Following is the current list of recognized sports clubs:

Coed Cheerleading  
Coed Fencing Coed Martial Arts Coed Running  
Coed Sand Volleyball Coed Table Tennis Coed Tennis  
Coed Ultimate Frisbee  
Coed Biking Men’s Basketball Women’s Soccer

## BOOKSTORE

The bookstore is owned and operated by Follett Higher Education and is located in Moran Center to serve UST students and faculty. In addition to textbooks, new and used, it sells school supplies, clothing and various other items.

### **Hours of Operation**

Monday - Thursday: 9:00 a.m. - 6:00 p.m.  
Friday - Saturday: 9:00 a.m. - 3:00 p.m.

Holidays, summer hours, and extended hours will be posted on the school calendar and bookstore website.

## CAMPUS MINISTRY

The Office of Campus Ministry provides liturgical worship and spiritual activities in the Catholic tradition at the Chapel of St. Basil, the heart of the University of St. Thomas. Students are encouraged to get involved in campus liturgical programs, retreats, Bible studies, and volunteer service experiences to integrate more fully their spiritual and academic development. All members of the University community are invited to participate in the services of Campus Ministry.

At the beginning of each Fall semester, the campus–wide traditional Mass of the Holy Spirit draws the campus community together to dedicate the academic year to the wisdom and guidance of the Holy Spirit. At the beginning of each Spring semester’s campus–wide Mass of St. Thomas Aquinas the campus community prays for the guidance of the patron of the University of St. Thomas.

The Basilian Fathers and visiting priests celebrate two daily Masses in English, two Sunday Masses, and a weekly Mass in Spanish throughout the academic year. The Sacrament of Reconciliation is offered five days a week.

Campus Ministry sponsors weekly Eucharistic Adoration, that is fundamental to UST campus spirituality and growth. Students, faculty and staff participate by spending an hour of Eucharistic Adoration each week praying the Divine Mercy Chaplet and Rosary throughout the academic semesters.

In the R.C.I.A. (Rite of Christian Initiation for Adults) program during the academic year, Campus Ministry prepares student, staff and faculty for their reception of the sacraments of Baptism, Confirmation and Holy Eucharist at the Easter Vigil, and for deeper study of the Catholic faith.

Campus Ministry supports these UST Catholic student groups: the Knights of Columbus, Celts for Life, Augustine Without Walls, Theology of the Body, Bible Studies, and the Society of Macrina. Campus Ministry also collaborates with other UST departments to assist University members in current issues and volunteer service activities.



## *The Chapel of St. Basil the Great*

The Chapel of St. Basil is the center of the University's spiritual life and mission. The location of the Chapel of St. Basil and the Doherty Library at opposite ends of the academic mall represents faith and reason in dialogue at this Catholic University.

The Chapel's name is derived from St. Basil the Great, the patron saint of the Basilian Fathers— the Catholic religious congregation that founded the University of St. Thomas. The Basilian Fathers are dedicated to education and evangelization through the charism of Jesus Christ, the teacher.

Designed by Philip Johnson, the Chapel is a prominent place of prayer and worship for the University community. The Chapel of St. Basil is world renowned for its post-modern architecture that creates a sacred silence of space. As such, the Chapel attracts national and international visitors interested in this Houston landmark. Tours may be booked through the Campus Ministry Office by phone: (713) 525-3589 or email: [campusministry@stthom.edu](mailto:campusministry@stthom.edu).

## CAREER SERVICES AND TESTING CENTER

Career Services offers a variety of activities, events and services to assist students and alumni with career planning and job searching. In addition to services directly related to career issues, Career Services also works with students who need assistance in selecting academic majors. The Career Services office oversees the Student Employment Program and, in collaboration with the Office of Alumni Relations, manages Insights, a mentoring program that matches graduating students with UST alumni. For more information, call 713-525-3160, or visit [www.CeltCareers.com](http://www.CeltCareers.com).

Career Services available include:

- Career counseling
- Career resource library
- Résumé writing assistance
- Interview skill development
- Job search correspondence
- Career assessments
- Online job and internship listings
- Job fairs and other career events
- On-campus recruiting
- Salary information

The Testing Center administers academic makeup tests and tests for students granted special accommodations by the Committee for Academic Accommodation. For more information and to view the complete testing policy, visit [www.CeltCareers.com](http://www.CeltCareers.com) . To schedule a testing appointment, visit the Testing Center on the second floor of Crooker Center or call 713-525-3160.

## COUNSELING AND DISABILITY SERVICES

Counseling and Disability Services (C&DS) provides academic accommodations for students with disabilities. The University abides by the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973 and other legal mandates that stipulate qualified students with disabilities receive reasonable accommodation to ensure equal access to programs and opportunities at the University. The University must balance the individual's right to receive equal access and the University's right to ensure the integrity of its programs. Disabilities may be defined by the following:

- Learning disabilities
- Health impairments
- Physical limitations
- Psychiatric disabilities

Students should set an appointment with professional staff at C&DS to review the nature and history of the disability as well as present concerns related to the academic environment. The procedure for Disability Services is as follows:

1. If a student believes he/she may qualify for reasonable accommodations due to an impairment that creates a disability, the student will be asked to supply current professional diagnostic documentation of the disability and the student's needs. Appropriate documentation identifies the disability and indicates how it substantially limits current major life activities (e.g., learning, working, walking, seeing, hearing) as related to the academic environment. For students who have not had a previous professional evaluation or documentation, referrals may be provided.
2. To receive reasonable accommodations, the Committee for Academic Accommodation reviews the student's request. Students must sign a release of information after which the Committee will review the documentation and determine reasonable accommodations to meet the student's needs in the academic environment. Each student's situation is individually assessed and reviewed. Information regarding accommodations is shared with UST faculty, staff, or administration only on a "need-to-know" basis and will be handled discreetly.
3. Once the student has been approved to receive accommodations, letters outlining the accommodations will be made available for the student to distribute to instructors and academic advisors. Each semester the student must request a new set of letters to ensure continuation of academic accommodations. If testing accommodations are granted, C&DS will notify the office of Career Services and Testing.

Students are encouraged to notify C&DS if problems arise related to their disability and receiving accommodations. Students should follow grievance procedures outlined in this publication to advance complaints related to disability issues.

The University strives to resolve differences through informal procedures whenever possible. Student complaints regarding Section 504-based academic accommodations or general access issues should be directed to the Executive Director of Counseling and Disability Services, who functions as the University's Section 504 Coordinator for students. For grievances regarding employment concerns at the University, complaints should be directed to the Associate Vice President of Human Resources.

More information is available at [www.stthom.edu/counseling](http://www.stthom.edu/counseling). For an appointment or additional information, contact Counseling and Disability Services at 713-525-2169 or 713-525-6953.

## DISABILITY NONDISCRIMINATION POLICY

It is the policy of the University of St. Thomas not to discriminate on the basis of disability in admission and access to, or treatment or employment in its program or activities, as required by Section 504 of the Rehabilitation Act of 1973, as amended, (involving disability discrimination), and the implementing regulations.

If you have any questions regarding this policy, please contact the following persons:

### **Section 504 Coordinators:**

Primary for Students: Executive Director of Counseling and Disability Services (713) 525-3162

Primary for Faculty and Staff Employees: Associate Vice-President of Human Resources (713) 525-3813

Secondary for Students: Vice President for Student Affairs (713) 525-3570

Secondary for Faculty and Staff Employees: Vice President for Finance (713) 525-6960

University of St. Thomas  
3800 Montrose Boulevard  
Houston, Texas 77006

If you believe you may have been discriminated against in violation of this policy, please immediately contact the Section 504 Coordinators, the Office of Human Resources or the Office of Student Affairs for a copy of the University's Discrimination Grievance Procedures.

## Discrimination Grievance Procedures

The University of St. Thomas has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended. Information will be kept confidential to the extent possible. The Section 504 Coordinators will maintain the files and records related to all complaints filed, the written findings, and resolutions. The Executive Director of Counseling and Disability Services will maintain files and records for students; the Associate Vice-President of Human Resources will maintain files and records for faculty and staff employees. Federal law strictly prohibits any retaliation against a person who exercises the right to file a complaint of discrimination. Retaliation is prohibited whether or not the complainant prevails with the complaint. Charges of retaliation shall be treated as separate and distinct from the original complaint of discrimination and may be filed utilizing this grievance procedure.

### 1. Complaints

- a. **Disability Discrimination of Students.** Complaints by students involving disability discrimination should be filed with the Section 504 Coordinator. The Section 504 Coordinator for students is the Executive Director of Counseling and Disability Services. Location: Office of Counseling and Disability Services, Crooker Center, second floor. Telephone: (713) 525-3162
- b. **Disability Discrimination of Faculty and Staff Employees.** All disability discrimination complaints by faculty or staff employees should be filed with the Associate Vice-President of Human Resources. Location: Administrative Services, Human Resources. Telephone: (713) 525-3813
- c. **Discrimination Grievance Officers.** The persons designated above to receive complaints under these procedures shall be referred to as Discrimination Grievance Officers. If the designated Grievance Officer is the accused party, the complaint may be filed with the other Grievance Officer the Vice President for Student Affairs for students) or the Vice President for Finance (for faculty and staff employees).
- d. **Complaints by Mail.** Complaints may also be mailed to the appropriate Discrimination Grievance Officer at the following address:  
University of St. Thomas  
3800 Montrose Boulevard  
Houston, Texas 77006

The complaint and its envelope should be marked "Confidential."

### 2. Procedure

- a. **Contents of Complaint.** Complaints must be filed in writing with the Discrimination Grievance Officer and must contain the following:
  - 1) Name and address of the person making the complaint ("Complainant").
  - 2) A brief description of the alleged discriminatory action or actions.
  - 3) The date or dates of the alleged discriminatory actions.
  - 4) The person or persons alleged to have engaged in the discriminatory action or actions.
- b. **Deadline for Filing the Complaint.** The complaint must be filed with the appropriate Discrimination Grievance Officer within 30 days after the Complainant becomes aware of the alleged discrimination.
- c. **Informal Resolution.** The Grievance Officer will notify the appropriate Vice President of the complaint, if deemed necessary. If the accusing individual is a student, the Executive Director of Counseling and Disability Services will address the complaint. If the accusing individual is a faculty or staff employee, then the Associate Vice-President of Human Resources will address the complaint.

The Grievance Officer shall determine whether the matter may be promptly resolved informally (for example, when the complaint arises from miscommunication between the parties, or when the accused party admits wrongdoing and agrees to take appropriate corrective action). Informal resolution will be attempted as soon as possible and need not wait for the written response of the accused party, unless deemed appropriate by the Grievance Officer. If the Associate Vice-President of Human Resources is the accused party, the Complainant will contact the Vice President for Finance instead of the Associate Vice-President of Human Resources. If the Executive Director of Counseling and Disability Services is the accused party, the Complainant will contact the Vice President for Student Affairs instead of the Executive Director of Counseling and Disability Services. If the area Vice President is the accused party, the Grievance Officer will contact the President instead of the Vice President.



- d. Response.** The accused party will be provided a copy of the complaint and will provide the Grievance Officer a written response within five business days after receiving a copy of the complaint. The Grievance Officer may waive the requirement for a written response if the matter has been informally resolved.
- e. Investigation.** If it appears that the matter cannot be informally resolved, the Grievance Officer will proceed with the investigation. The investigation may be informal, but shall be impartial and as thorough as appropriate under the circumstances. The Complainant and the accused party shall be given an opportunity to submit evidence relevant to the filed complaint. The Grievance Officer may also interview persons who the officer believes may have knowledge bearing on the matter and may require the Complainant or accused party to provide additional documentation, information or evidence that the officer deems appropriate.
- f. Determination and Resolution.** The Grievance Officer will prepare written recommended findings as to the validity of the complaint and will, after consultation with the area Vice President recommend resolution of the complaint, if any (“Recommendation”). The Recommendation will then be given to the area Vice President, who will make the final decision and communicate the decision to the Complainant and the accused party (“Determination”).
- g. Reconsideration.** Either party may appeal the Determination by filing a notice of appeal (“Notice”) with the President of the University. The Notice must be filed within five business days after receipt of the Determination, and must include a copy of the Determination and a description of the issues being appealed. Copies of the Notice shall be provided by the appealing party to the Grievance Officer and the appropriate area Vice President. The Grievance Officer will provide a copy of the Notice to the other party. The other party may file a rebuttal statement to the appeal within five business days after receipt of the Notice. The President (or designee) shall review the matter and take any appropriate action, including, but not limited to affirming, modifying or reversing the Determination or requiring that additional investigation be performed. The President shall provide a written decision to both parties, the appropriate area Vice President and the Grievance Officer.

## OFFICE OF HEALTH PROMOTION AND WELLNESS

713-525-3513 or [wellness@stthom.edu](mailto:wellness@stthom.edu)

Health Promotion and Wellness, located in the Jerabeck Activity and Athletic Center, offers outreach programs for students, faculty and staff to raise awareness about health and wellness issues pertaining to the UST community. Health Promotion and Wellness educates the campus and encourages healthy lifestyle choices to obtain an optimum state of well-being. Programs include topics such as stress relief, fitness, nutrition, men’s and women’s health issues and alcohol awareness.

The University of St. Thomas has a partnership with the University of Texas Health Services (UTHS), a comprehensive, high-quality medical facility located less than three miles from campus in the Houston Medical Center. Enrolled students may access medical care through UTHS. UTHS accepts most major insurance plans. Students should call UTHS to schedule an appointment at 713-500-3248 and must present a valid UST student identification card at the clinic upon arrival to receive services. UTHS is located at 7000 Fannin, Suite 1620, Houston, Texas 77030. [www.uthealthservices.com](http://www.uthealthservices.com). There are also several walk-in clinics available at local pharmacies within walking distance to the UST campus, along with several urgent care facilities within two miles of the UST campus.

Nurse Health Line: Not feeling well? Not sure what to do? Call us and we’ll help you decide.

Registered Nurses are available 24 hours/7 days. Call 713.338.7979

- Speak with a nurse when you are uncertain about what to do about a particular health concern.
- Get help with deciding where and when to go for treatment.
- The service is free and available to all Harris County residents, regardless of whether you have insurance or a doctor.
- Bilingual staff or interpreters will assist you.

The Nurse Health Line is funded by the 1115 Medicaid Waiver for the benefit of all Houstonians and is endorsed by the Houston Department of Health and Human Services.

## STUDENT AFFAIRS

The Division of Student Affairs supports the mission of the University and the Basilian Catholic tradition through programs, policies, and services that offer valuable learning experiences and promote development of the whole person. Student Affairs is comprised of the following offices: Campus Ministry, Career Services, Counseling and Disability Services, the Office of the Dean of Students, Health Promotion and Wellness, Intercollegiate Athletics, Residence Life (which includes Guinan and Young Halls), Recreational Sports (including the Jerabeck Activity and Athletic Center), Student Activities, the Office for Student Success, and the University Police Department.

The Mendenhall Achievement Center, located on the second floor of Crooker Center, was established at the University of St. Thomas in 2008 as the result of a gift to the University from Trini Mendenhall, the former owner of Fiesta Mart, Inc., and a former board member of the University of St. Thomas. The Center is comprised of a professional support team that works collaboratively to provide a comprehensive approach designed to assist students with achieving their goals.

Services within the Mendenhall Achievement Center include Academic Advising, the Career Services and Testing Center, Counseling and Disability Services, Tutorial Services, and the Office for Student Success. In addition to its central location, students benefit by having these support services in one location.

The Office of Student Affairs, located on the second floor of the Crooker Center, also helps coordinate the Student Government Association, the Student Activities Board, the Council of Clubs, and management of the Crooker Center, and oversees the Code of Student Conduct. The Office of Student Affairs issues UST Identification Cards; schedules room reservations for the Old Bookstore in Crooker Center, as well as the Crooker Center corridor spaces; and keeps students aware of campus events and activities through semi-weekly email announcements. Offices of the Vice President for Student Affairs, the Assistant Vice President of Campus Life, and the Dean of Students and Assistant Vice President for Student Success are located in the Office of Student Affairs.

For information on any of the above, or if you have concerns or ideas, please contact our office at 713-525-3570.

## STUDENT CLUBS AND ORGANIZATIONS

The Graduate Student Association's (GSA) mission is to represent and support the interests of the University's current and future graduate student community by supporting scholarly activities and providing leadership, service, and social opportunities for its members. The GSA exists to enrich the experience of the University's graduate students and interested undergraduate students. The GSA accomplishes these objectives by responding to the changing collective needs of our primary constituents. The GSA is designed to serve all UST students. The Graduate Student Association includes the Graduate Senate, Graduate Clubs System and the Graduate Programming Board.

There are a variety of student clubs and organizations on campus for both undergraduate and graduate students. To find a complete list of clubs and organizations on campus, visit the Office of Student Activities in Crooker Center. Additionally, there are clubs and organizations specific to students in the various graduate programs on campus.

The University of St. Thomas provides technology to its students for academic and personal use. UST students can utilize high speed Internet access from a campus-wide network. UST's wireless network covers the majority of the campus and allows for guest access as well.

The University offers several online services to students, including Webmail, registration, access to class schedules, grades, online payment services, and an online learning management system for distributed and distance learning initiatives. Student organizations and clubs are eligible for web space and email accounts.

Most classrooms have integrated instructor stations and media projection systems that are permanently installed. Several classrooms are equipped with student computer workstations.

The primary student computing lab, located in the Doherty Library for ease of access, provides computers and printers that access common instructional applications. In addition, computers designated for student use are available in the Tutorial Services Center, Language Lab, Guinan Residence Hall, and several other departmental laboratories, such as Chemistry and Psychology. Students may also use their own computers with the wireless network.

## TUTORIAL SERVICES CENTER

The goal of the Tutorial Services Center is to help students become more self-sufficient and confident with their learning skills. To that end, the TSC offers comprehensive peer tutoring for students currently enrolled at UST. All tutors must meet specific academic requirements, be recommended by UST faculty, and undergo a certified training program in a variety of academic subjects and general writing skills. The Tutorial Services Center (TSC) is certified by the College Reading and Learning Association (CRLA) under its International Tutor Training Certification Program (ITTCP). The ITTCP recognizes and reinforces successful tutoring services by setting common high standards for tutor skills and training. TSC tutors receive ongoing specialized training and are certified in three areas, Regular, Advanced and Master, depending on their experience.

Besides providing assistance in content areas, tutors help students understand general concepts; for example, what are the elements of fiction or how does a democracy differ from a republican form of government? Though tutors do not edit writing assignments, they guide students through the process, pointing out problems such as unclear thesis statements, grammar errors, and weaknesses in organization and development. The word “tutoring” is often associated with remedial help. However, even students who are doing well in a subject area visit the TSC in order to put the finishing touches on an assignment, to let an objective reader make useful suggestions, or to get confirmation of a job well done. We are happy to provide such reinforcement and to be a part of someone’s academic success.

The TSC also offers weekly workshops in thesis development, paragraph organization, the research paper process, writing a successful essay examination, and identifying academic integrity issues. This information is posted on the TSC Website and in weekly Campus Announcements. Our Website also includes learning links that students may access for further assistance. In addition, the TSC provides experienced tutors for courses offered by the Mendenhall Summer Institute.

As part of the Mendenhall Achievement Center, a complex of centralized services for students, the TSC is committed to student success at the University of St. Thomas. Located in 207 Crooker Center, the TSC is open Monday–Thursday, from 9:00A.M.– 7:00P.M. and Friday, from 9:00A.M.–2:00P.M.

The TSC Website, which provides comprehensive information and answers many student questions, is available on the University’s Website ([www.stthom.edu](http://www.stthom.edu)): Campus & Student Life/Student Services. Other contact information is [tutoring@stthom.edu](mailto:tutoring@stthom.edu), the UST APP, and 713.525.3878

## UNIVERSITY CENTER

Crooker Center is the hub of student extracurricular activities and the location of many offices. These include Student Affairs, Career Services and Testing, Counseling & Disability Services, Dean of Students, Student Activities, Academic Advising, Tutorial Services and Dining Services. Some of these offices comprise the Mendenhall Achievement Center. Additional student offices include the Student Government Association, Graduate Student Senate, Graduate Clubs System, Graduate Programming Board, Student Activities Board, Sport Club Association and the Council of Clubs. Crooker Center is also the location of the Council of Clubs Room, Old Bookstore Lounge and the Ahern Room.

## UNIVERSITY POLICE

The University Police Department offers the University safety and peace of mind by providing security and assistance 24 hours a day. Services provided include:

- Emergency Preparedness Website
- Emergency Call Boxes located throughout the campus
- Security Escorts
- Personal Safety
- Shuttle Services
- Parking Policy
- Pay My Fine
- Campus Event Security

The Police Department Office is located on the first floor of Moran Center Parking Garage. University Policy can be reached by dialing 3888 from any campus phone; or 713 525 3804 and at [police@stthom.edu](mailto:police@stthom.edu).

## UNIVERSITY SERVICES



## DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS

The University of St. Thomas publishes specified information on campus crime statistics and security policies, available to current and prospective students and employees, in compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. 1092(f)). A paper copy of this document is available upon request by contacting UST Campus Security at [police@stthom.edu](mailto:police@stthom.edu)

### EMERGENCY PREPAREDNESS

#### **Emergency Notification System:**

The University of St. Thomas utilizes an Emergency Notification System (ENS) to communicate important alerts and emergency response information to students, faculty and staff. The ENS system will enable campus leaders to schedule, send and track personalized voice messages to as many as six phone numbers per person, and immediately sends messages via four different modes of communication: voice messages, text messages, email messages, and messages to TTY/TDD receiving devices for the hearing impaired. Update your contact information via the University's portal, myStThom to receive Emergency Alerts.

### PARKING AND BICYCLE REGULATIONS

The Moran Center Parking Garage, located at the corner of West Alabama and Graustark (entrance on Graustark) is available to students, employees and visitors. Parking permits are available each semester as well as a daily parking rate. Permits may be purchased on line.

Street parking is available on and around campus. Be sure to follow all parking regulations and signs.

The University promotes bicycling for ease and the health and environmental benefits. For the safety of the University community, we have adopted the following regulations:

- Bicycles must be parked only at bicycle racks.
- Bicycles may not block pedestrian traffic nor be chained to stairwells or arcade columns. Violators may have their bicycle chained (\$25 removal fee) or removed by Security. The University will not be held responsible for damaged locks.
- Riding a bicycle on principal pedestrian sidewalks, through building walkways (inside or outside), or other pedestrian paths is not permitted. Riders are expected to dismount when using pedestrian-only walkways.
- UST Security bike patrol officers are exempt from these limitations when performing official duties.

For information, call the University Police and Security at 713-525-3888 or email [security@stthom.edu](mailto:security@stthom.edu).



# ADMISSIONS POLICIES

## OVERVIEW

The University of St. Thomas admission process begins when the university receives the application and all supporting documents required by the program. \*Applicants must have earned the equivalent of a Bachelor’s Degree from a regionally accredited institution to be eligible for graduate admission to the university.

Complete applications require submission of all supporting documents, official test scores and transcripts from all institutions attended. Each graduate program has additional specific admission requirements. Once all application materials are received, the graduate program will review the application and make an admission decision. Final admission decisions are at the discretion of the graduate program dean or director.

*\*A limited number of mature applicants who do not hold an undergraduate degree may be admitted to the Master of Divinity or Master of Arts in Pastoral Studies degree programs. Admittance may be granted on the basis of non-credit theological study and/or experiences in ministry. These studies and experiences must demonstrate knowledge and skills that are equivalent to those of persons holding baccalaureate degrees.*

## INFORMATION FOR ALL APPLICANTS

### Required Documents

All applicants are required to submit the following documents:

- Graduate application
- Application fee of \$35
- Official Transcripts, in a sealed envelope, from all previous institutions of higher education attended. For applicants that received a foreign degree, a transcript evaluation will also be required. See International Applicants section for more information.

In addition to the items above, each graduate program has its own set of admission requirements. See table below:

Program	Letter of Recommendation	Interviews	Test Scores	Essay/Writing Sample	Resume/Work History Verification
DNP	Required	Required	GRE/MAT optional	Required	Required + proof of RN license
RN-MSN				Required	Required
MSN				Required	Required + proof of RN license
MBA, MIB, MPA, MSA, MSB, MSF	Optional		Optional (Recommended if undergraduate GPA is below 3.3.)	Optional	Optional
MCTM	3	Required	GRE (Recommended if undergraduate GPA is below 3.3.)	Required	Required
MEAM					
MASPP	2			Required	Required
MFA				Required	Required
EdD	3	Required		Required	Required
MEd, MAT			GRE or MAT test if GPA between 2.75-2.99	Required	
MACEL		Required	GRE or MAT test if GPA between 2.75-2.99	Required	
MASE					
MSCHMC	2	Required	GRE if GPA below 3.0	Required	
MDSA	2			Required	Required



MSADS	2			Required	
MAFC	3	Required		Required	
MLA	2	Required		Essay	Recommended
MPPA	2		GRE	Required	Required
MSM		Audition	GRE		
MAT	2				
MAPS	2			Required	
MASE					
MDiv	2				
JPII	1			Required	
MA Philosophy	3		GRE	Required	
PhD Philosophy	3		GRE	Required	

## **Graduate Examinations**

Some programs may require an official graduate test for admission into their programs. Applicants should check with their program at [www.stthom.edu/gradadmissions](http://www.stthom.edu/gradadmissions) to verify if a test is required for admission. Official test scores must be received directly from the testing agency. The following tests may be required by the graduate programs:

**GRE Services** – 1-800-GRE-CALL or [www.ets.org/](http://www.ets.org/) UST Institution Code: 6880

**GMAT Services (Cameron School of Business)** – 1-800-GMAT-NOW or [www.mba.com/UST](http://www.mba.com/UST) Institution Code: JGH-49-57

**MAT Services** – 1-800-622-3231 or [www.millersanalogies.com/](http://www.millersanalogies.com/) UST institution code: 2256

## **Deadlines**

Applications should be submitted by the priority deadline to guarantee review by the graduate program. Applications may be reviewed after the deadline on a case by case basis.

## **Admissions Decisions**

After receiving the admissions application, fee, transcripts, and other required supporting documents, the graduate program will review the application and make an official admissions decision. Graduate students can be placed into one of the following categories:

**Regular Admission** – Student has submitted all of the required documents for admission and met all of the program's admission criteria.

**Conditional Admission** – Student has either not submitted all of the required documentation for admission or has not met all of the admission criteria. Graduate programs may have additional requirements upon admission for students admitted in this status.

**Denial of Admission** – Student has not met the criteria for admission into the program.

## **Acceptance Deferral Policy**

A one-year deferral may be granted to admitted students who request to defer enrollment in writing for up to one year due to serious medical difficulties, military service, serious and unforeseen family emergency, or to make a volunteer service commitment not to exceed two semesters.

## **Readmission**

Applicants who decide to defer their application must do so in writing prior to the intended start date and have two years to reactivate it, barring any changes to the graduate program admission's standards. Supporting documents and the application fee will remain on file during this period. After two years, a new application must be submitted.

## **Changing Degree Programs**

Students who wish to pursue a different degree after being accepted to another UST graduate program, must submit a new application and any supporting documents required by the new degree program. The new degree program will make a separate admissions decision and admission is not guaranteed.

## **Second Master's Degree**

Students who wish to pursue a second master's degree program from UST must submit a new application and any supporting documents required by the new degree program. Students will not be required to submit new transcripts or pay an additional application fee. The new degree program will make a separate admission decision and admission is not guaranteed. The student must meet the degree requirements of the new degree program to which they are admitted. Students are not permitted to seek the same degree more than once.

## **Immunizations**

Texas law requires students under the age of 22 (unless they are enrolled in a fully online program) to submit proof of a Bacterial Meningitis vaccine within the last 5 years or submit the appropriate exemption form.

The immunization record can be submitted to the Office of Health Promotion & Wellness. Records can be emailed to [wellness@stthom.edu](mailto:wellness@stthom.edu) or faxed to 713-525-3514.

Contact the office of HPW with any questions about the immunization requirement or the exemption process at 713-525-3513 or email [wellness@stthom.edu](mailto:wellness@stthom.edu).

## INTERNATIONAL APPLICANTS

### Transcripts

International applicants should provide the diploma/degree certificate, which contains the original seal or signature of the school's registrar/officer. To ensure timely processing, these items should be submitted at the time of application.

### Transcript Evaluation

Applicants that earned a degree outside of the U.S must have an evaluation of their credentials. The University of St. Thomas prefers one of the following:

- World Education Services/212-966-6311/www.wes.org
- Global Credential Evaluator's/979-690-8912/www.gcevaluators.com
- Span Tran Educational Services, Inc/713-789-6022/www.spantran-edu.com
- SDR Education Consultants/713-460-3525/www.usteducation.sdr.credentialconnection.com
- Any other National Association of Credential Evaluation Services (NACES) evaluation service, <http://www.naces.org>

It is recommended that applicants request the service to conduct a course by course analysis with GPA calculation. All international applicants must possess the equivalent of a U.S. Bachelor's Degree.

### English Proficiency

International applicants, except those who are from countries where English is the only official language, those that have earned a degree from a regionally accredited US institution, or those that earned a degree in a country where English is the official language of instruction, are required to submit proof of English proficiency. \*The University of St. Thomas prefers the following options to verify English proficiency:

- Test of English as a Foreign Language (TOEFL) [www.ets.org/toefl](http://www.ets.org/toefl) UST institution code: 6880
- The TOEFL is required for MED applicants seeking Texas teacher certification
- International English Language Testing System (IELTS): [www.ielts.org](http://www.ielts.org)
- Level 112 issued by the English Language Center (ELS) in Houston, TX: [www.els.edu/houston](http://www.els.edu/houston)
- Pearson PTE Academic <http://pearsonpte.com/PTEAcademic/Pages/home.aspx>

Test scores for the IELTS and TOEFL exams are valid for 2 years. Minimum required TOEFL and IELTS scores for each program:

Program	TOEFL (ibt)	IELTS	PTE Academic
MBA/MCTM/MEAM/MIB/MPA/MSA/MSB/MSF	79	6.5	53
Doctor of Education	90	N/A	N/A
MEd/MAT	94	7.0	53
MA Catholic Education (Leadership)	79	7.0	53
MS Clinical Mental Health Counseling	100	7.0	68
MA in Faith and Culture	100	6.5	53
MA in Diplomacy & Strategic Affairs	79	6.5	53
MA in Applied Sport and Performance Psychology	79	6.5	53
MS in Applied Data Science	79	6.5	53
Master of Fine Arts in Creative Writing	79	6.5	53
Philosophy MA	79	6.5	53
Philosophy PhD	79	6.5	53
Master in Liberal Arts	79	6.5	53
Master of Public Policy & Administration	79	6.5	53
Master of Sacred Music	79	6.5	53
Pastoral Studies MA	79	6.5	53

MA in John Paul II Studies	79	6.5	53
Master of Divinity	79	6.5	53
Master of Divinity (90 hr.)	79	6.5	53
Theological Studies MA	79	6.5	53

\* The English proficiency may be waived for those accepted to the St. Mary's Seminary (SMS) or by a religious community in consultation with the rector of SMS or the superior of the religious community.



## VETERANS OR DEPENDENTS OF VETERANS

The University of St. Thomas is approved to offer eligible veterans and dependents of veterans the academic courses of study published in the University catalog and bulletins. Eligible students must apply for admission to the University following the procedures for their appropriate academic category.

The Director of Veteran Services is the first point of contact for students who are veterans or dependents and can be reached at 713-942-3409. The veterans certifying official, will assist the eligible applicant in processing the documents pertaining to veteran educational benefits, including the initial application for benefits. Once admitted, continuing students who receive these benefits are required to contact the veterans certifying official each semester prior to or during the registration process. The veteran/dependent must also have the approval of the veterans certifying official when making changes to his/her approved courses during any semester of enrollment.

# FINANCES

## TUITION AND FEES

Tuition and fees are subject to change. Please refer to our Student Financial Services webpage at [www.stthom.edu](http://www.stthom.edu) for current tuition and fees information.

### Graduate Tuition per school for academic school year 2021–2022 (please contact St. Mary's for their tuition)

MBA, MIB, MPA, MSA, MSADS, MSB, MSF, and MEAM and MFA	per credit hour \$1163
MA and PhD – Philosophy	per credit hour \$600
MDSA, MLA, MASPP and MPPA	per credit hour \$765
MEd, MACE, MACEL, and MAT	per credit hour \$832
MAFC, MSM, MASE and JPII	per credit hour \$407
MSCMHC	per credit hour \$676
DNP	per credit hour \$768
RN-MSN, MSN	per credit hour \$600
Audit	50% of per credit hour tuition

To calculate the per–course tuition charge, multiply the second digit in the catalog number by the appropriate per credit charge. For example: HIST 5313 would have a charge of  $3 \times 1163 = \$3,489$ .

### Tuition, Fees, Parking & Books - All Inclusive

M.Ed. (off campus)	\$45,000
MCTM (Exclusive of select travel fees)	\$35,000

### Fees

Activity Fee: *	
Full–time (9 credit hours or more)	\$100
Part-time (less than 9 credit hours)	\$60
Summer term	\$27
Application	\$35
Company Deferment	\$75
Diploma (copy)	\$50
International Student Fee (each term)	\$112.50/yr
International Student Postal Fee (one time)	\$75
Late Registration	\$50
Late Payment Fee	\$200
New Graduate Student Fee	\$100
Official Transcript Fee(each)	\$8.25
Parking Fee Fall or Spring semester	\$100
Parking Fee Summer semester	\$60
Same Day Transcript Fee (each)	\$25
Technology Fee Graduate - Students	\$160

\*Audit students are not required to pay activity fees.

### Room and Board

For information on room and board rates, contact the Director of Residence Life at 713–525–3836 or [residencelife@stthom.edu](mailto:residencelife@stthom.edu).

## PAYMENT OF ACCOUNTS

Students should check the status of their account online through myStThom via the University website at [www.stthom.edu](http://www.stthom.edu) and logging into their myStThom. The jUSTPay button, accessed through the Student Self Service link, provides access to make online payments, set up direct deposit, set up a payment plan, view a bill and set up an authorized payer. Tuition, fees and other charges not covered by loans, grants, scholarships or other means must be paid by the payment deadline for the term for which the student is registering. Students not meeting these deadlines or making these arrangements for payment will be subject to administrative dismissal from the University. The University also reserves the right to dismiss students administratively should they not honor payment arrangements.

The University of St. Thomas e–mail account is the University's primary means of contact with the student, who should

check it regularly for important University updates.

## REFUNDS

Refunds will be made to students officially withdrawing according to the schedule posted on the University of St. Thomas website. Note that “day” refers to class days and includes holidays (and Saturdays in the 14 week session).

Students may set up direct deposit for refunds via their myStThom account by accessing the jUSTPay link through their Student Center page. Direct deposit refunds will be processed Monday-Friday. Paper checks will only be processed on Fridays and will be mailed out to the student address on file. Students will not be able to pick up refund checks from the Cashier’s Office.

Please see the University of St. Thomas website for refund dates.

## PAYMENT OF TUITION AND FEES

### **Terms and Conditions**

By enrolling at the University of St. Thomas, students understand that they must follow the formal add/drop and withdrawal procedures of the University and that non-attendance does not automatically withdraw them from a course or from the University. Furthermore, enrollment indicates that students agree to pay all collection fees, including reasonable attorney’s fees, which the University may incur if they do not fulfill the payment obligations set for them by their enrollment. The cost of collection fees may be up to 50% of the balance due.

Payment or payment arrangements are due prior to the start of the semester. Tuition, fees and other charges not covered by financial aid or other means must be paid by the due date. Students not meeting payment deadlines, not making sufficient payment arrangements or not honoring payment arrangements made will be subject to administrative withdrawal from the University.

### **Cash or Checks**

The University accepts cash and checks with the proper identification. Checks returned for any reason will be charged a \$35 returned check fee.

### **Credit Cards**

Credit card payments (American Express, MasterCard, Visa and Discover) may be made online via myStThom at [www.stthom.edu](http://www.stthom.edu) through a third party servicer. A convenience fee will be assessed for each credit card payment. The University of St. Thomas does not accept credit card payments.

### **E-Checks**

E-check payments are available online via myStThom at [www.stthom.edu](http://www.stthom.edu) without a convenience fee. E-checks are utilized with the banking information available on most paper checks.

### **Payment Plans**

The University offers a monthly payment plan option administered by Nelnet Business Solutions. The plan provides an interest-free method to pay education expenses in monthly installments through the academic semester instead of paying one lump sum. Access this service through myStThom.

Students must be registered for the term and have an outstanding balance for the term to set up a payment plan. Payment plans must be set up before the start of the term. Payments are made via direct debit or credit card charge on the fifth day of every month. Credit card payments will be assessed a convenience fee for each transaction. A \$35 non-refundable fee is charged for each contract. Payments are spread over the length of the semester. Anticipated financial aid may be deducted from the total tuition owed in order to lower monthly payments. Students are responsible for communicating any changes during the semester in their academic standing which affects tuition (e.g., adds, drops, changes in amount of financial aid, etc.) to a student accounts counselor in the Student Financial Services Office. This includes, but is not limited to, complete withdrawal from the University. Failure to honor payment plan obligations will result in the administrative withdrawal from the University as well as prohibition from utilizing a payment plan in subsequent semesters.

### **Company Deferments**

The University allows students to defer tuition and fee charges until the end of the term if they are eligible for employer tuition reimbursement programs. At the time of registration, eligible students must submit to the Office of Student Financial Services a letter from the employer certifying eligibility for the program for the current term as well as the percentage of reimbursement granted. Any percentage of tuition not covered by the employer reimbursement must be paid at the time of registration. Students are required to sign a promissory note and pay a non-refundable \$75 fee per deferment by cash or check. Students who fail to fulfill the obligations they have agreed to under a company deferment plan are ineligible to enroll in a company deferment plan in subsequent semesters and may be administratively withdrawn from the University.



# FINANCIAL AID

The University of St. Thomas believes that qualified students who wish to attend should not be prevented from doing so for financial reasons. Through financial aid programs, the University seeks to put educational costs within the reach of every student qualified for admission. Although the University expects students and families to finance the cost of education to the fullest extent possible, it makes every effort to assist those who need help.

Eligibility for each type of assistance varies, depending on the source of funds. All students attending the University who meet the eligibility requirements listed below qualify for some form of financial aid. Assistance offered by UST includes institutional state grants, low-interest federal loans and work study.

The Office of Scholarships and Financial Aid has counselors available to assist families as they complete the application process. For additional information concerning application procedures, the determination of need, or financial aid programs, contact the Office of Scholarships and Financial Aid at 713-525-2170 or by e-mail at [finaid@stthom.edu](mailto:finaid@stthom.edu).

All students who believe they will need assistance to attend UST are encouraged to submit financial aid applications. Application procedures are outlined below.

## **Procedure for Filing for Financial Aid**

To apply for financial aid, all applicants must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA form is available beginning Oct. 1. Normal processing time of the FAFSA by the Department of Education is approximately 2 weeks.

FAFSA on the Web is a free U.S. Department of Education Website for completing a FAFSA online and submitting it via the Internet. Students must file the Free Application for Federal Student Aid online at [www.fafsa.gov](http://www.fafsa.gov). UST's school code, 003654, must be entered on the form. The FAFSA can be signed electronically if the student obtains a U.S. Department of Education PIN at [www.pin.ed.gov](http://www.pin.ed.gov).

Applicants selected by the Department of Education for verification on their Student Aid Report must also submit additional documents to the Office of Scholarships and Financial Aid, including but not limited to IRS Tax Transcripts and Verification Worksheets, before any offer of financial aid can be prepared.

Other supplemental information will be requested as needed by the Office of Scholarships and Financial Aid. Students must have a completed financial aid file with all necessary documents, be regularly admitted to the University, and have met the minimum Satisfactory Academic Progress before any financial aid awarding may begin.

Financial aid awards are not made prior to admission to the University. Students are encouraged to pursue admission at the earliest possible point but should not wait for an admission decision before beginning the financial aid process.

## **Eligibility Requirements**

Students seeking financial aid must:

1. Have a high school diploma, Home School Equivalent or GED equivalent
2. Be admitted as a degree-seeking student
3. Be enrolled for at least half-time
4. Be a U.S. citizen or eligible non-citizen (I-551, I-151, I-94, I-688) or have certificate of naturalization
5. Maintain satisfactory academic progress (details in following section)
6. Not be in default on a federal loan or owe a refund on a federal grant
7. If male, be registered with Selective Service

## **Satisfactory Academic Progress (SAP)**

At the University of St. Thomas all students applying for federal financial aid must meet the satisfactory academic progress guidelines as established and in accordance with regulations. Students should be aware that their entire academic record will be considered when determining eligibility for financial aid regardless of whether aid has previously been awarded. However, once a degree is earned a student's previous academic record will not be considered when determining academic progress. The University's satisfactory academic progress guidelines have all elements and components of the regulation. This policy is as follows:

Satisfactory academic progress for financial aid purposes is defined as meeting all of the following:

1. Successful completion of 75% of all credit hours attempted
2. Minimum grade point average
  - a. Undergraduate: 2.00 GPA
  - b. Graduate: 3.00 GPA
3. Requirements for degree must be completed within a specified time: 180 credit hours attempted for undergraduates and 54 credit hours attempted for graduates.

“W”, “I”, and “F” grades will be calculated into the GPA as credit hours attempted with zero qualifying points earned. Courses passed with “P” grades will be counted into courses attempted but not into the GPA.

## GRANTS

Grant funds are provided by the University of St. Thomas and by the federal and state governments. Financial aid award packages will include grant funds whenever regulations, University policies and funding levels permit.

**Tuition Equalization Grant (TEG):** A state-sponsored program for Texas residents who meet state-specified eligibility requirements. Maximum award amount is established annually. TEG awards are contingent on state appropriations.

**Teacher Education Assistance for College and Higher Education (TEACH) Grant:** For students who agree to serve as a full-time teacher for a minimum of four years in a high-need field in a public or private elementary or secondary school that serves low-income students. Grant will be converted into a Federal Direct Unsubsidized Stafford Loan for any student who does not fulfill the teaching obligation within the required timeframe.

## CATHOLIC SCHOOL TEACHER/LAY MINISTER SCHOLARSHIPS

Candidates are teachers in the Catholic schools or parish lay ministers in the Diocese of Galveston-Houston. These scholarships cover one-half of the tuition for one class during the fall or spring semesters. Funding is based on appropriated allocations for the fiscal year. A completed application does not guarantee funding.

## LOANS

Loans are often a part of a financial aid award. The following long-term, low-interest loan programs provide students with an opportunity to defer the cost of their education.

**Federal Stafford Loan:** Unsubsidized low-interest, long-term loans provided by the William D. Ford Federal Direct Loan Program. Students must be enrolled half-time (6 hours to receive loan). Repayment begins six months after graduation or when the student ceases to be enrolled at least half-time.

**Graduate Plus Loans (PLUS):** Credit-based low-interest loans available to graduate students based on educational cost.

**Jewish Family Services Loan Fund:** A short-term, interest-free loan program available to all students for any related educational expense. The maximum loan amount is \$300. Applications are available in the Business Office.

## WORK-STUDY/CAMPUS EMPLOYMENT

The work-study program provides on- and off-campus jobs for students who need help to meet a portion of their living and educational expenses. Funding for the work-study programs is provided by the federal and state governments as well as the University of St. Thomas. Work-study awards are based on need.

**Federal Work-Study:** A federal program that provides on-campus jobs for qualified students based on demonstrated need and is awarded by the Office of Scholarships and Financial Aid. Students receive paychecks for work performed.

**Texas College Work-Study Program:** A state funded work-study program for eligible Texas residents. Students receive paychecks for work performed.

**Campus Employment:** A number of positions are available on campus for students who desire to work. Such positions can be secured through the Career Services Office and are not part of financial aid awards.

## FINANCIAL AID APPEALS

Students who do not meet the satisfactory academic progress guidelines will be sent a letter explaining that they are on financial aid dismissal. Students who believe that extenuating circumstances have affected the denial of financial aid have the right to appeal in accordance with the Financial Aid Appeal Process. In order to appeal, the student must complete an appeal form. All appeals must be submitted prior to the twelfth day of classes (census date) for the term in which the student is seeking financial assistance. The Financial Aid Appeal Committee will review the appeal forms and will decide whether to reinstate the student. The committee reserves the right to restrict the number and types of courses a student may take.

Following a reinstatement the Office of Scholarships and Financial Aid will review the student's grades at the end of the period of reinstatement. The student will be required to complete each semester with a 3.0 GPA. A student who fails to meet this requirement will be denied financial aid for the upcoming semester, and appeals will not be accepted a second time. Repeated appeals are considered a violation of the intent of the satisfactory academic progress guidelines. If a student's appeal is denied, the student will be required to successfully complete 6 credit hours (of an academic nature) using his or her own financial resources before the committee will review the student's academic transcript again.

The decisions of the Financial Aid Appeals Committee are final, and subsequent appeals for the current academic term will not be accepted. The Financial Aid Appeals Committee's decisions may stipulate conditions and restrictions. If they are not followed explicitly, individuals forfeit their financial aid eligibility for the remainder of the academic year.

The Scholarship Appeals Committee and the Financial Aid Appeals Committee are scheduled to review completed appeal forms prior to the academic year or pending term. Students wishing to participate in the appeals will be notified of their eligibility to appeal and must submit the Scholarship appeal form or the Financial Aid appeal form to the Office of Scholarships and Financial Aid by the date listed on their notification. The Financial Aid Appeals Committee will meet twice each semester according to the following schedule: once in the week prior to the semester start; and once prior to the last date to withdraw with a full refund.

## REPAYMENT POLICY

The federal government mandates that students who withdraw from all classes or otherwise fail to complete any attempted classes during a semester may only keep the financial aid they have "earned" up to the time of withdrawal or non attendance. Title IV funds that have been disbursed in excess of the earned amount must be returned by the university and/or the student to the federal government.

The Office of Scholarships and Financial Aid will perform a calculation to determine the amount of aid earned by the student that he or she may keep (for example, if the student attended 25% of the term, the student will have earned 25% of the aid disbursed). The unearned amount (total aid disbursed minus the earned amount) must be returned to the federal government by the university and/or the student. Thus the student could owe aid funds to the university, the government, or both. The Office of Scholarships and Financial Aid will notify and provide instructions to students who are required to return funds to the government.

## EXIT INTERVIEW

Loan recipients who graduate, withdraw from the University, or who cease to be enrolled at least half-time are required to complete an exit interview. It is the student's responsibility to complete his/her interview. Information on how to complete this requirement online may be obtained by contacting the Office of Scholarships and Financial Aid. All University services, including issuance of transcripts and diploma, may be withheld if an exit interview is not completed.

## REVISION AND CANCELLATION OF AID

The University reserves the right to review, revise or terminate financial aid awards at any time due to changes in the student's financial and/or academic status; failure to comply with federal/state laws and regulations, including financial verification/audit procedures; or university policies, including those expressed in these provisions, The Student Handbook or The Financial Aid Policies and Procedures Manual. In addition, financial aid awards are subject to revision should the annual allocation of funds to the University from the federal government or the State of Texas be reduced below anticipated funding levels or should limitations be placed on funds intended for student financial aid purposes.

## PROFESSIONAL JUDGMENT

While the method for determining a student's need for federal student aid is defined by law, the law does give the financial aid administrator the opportunity to use his or her professional judgment in some limited circumstances. Special circumstances might be loss of employment, reduction of earnings, estrangement from parents, divorce or death of parent/spouse. If students believe they have a special circumstance that should be reviewed, they are encouraged to visit with their financial aid counselor.

## AID DISBURSEMENT PROCEDURE

Financial aid funding is posted to the student's account upon verification of enrollment and continued satisfactory academic progress (see Satisfactory Academic Progress), with the exception of Work–Study funds, which students must earn through actual employment. All financial obligations owed to the university will be deducted from any accepted student assistance. Financial obligations are the total amount owed regardless of any existing plan. The Business Office will issue any resulting credit balance to students in the form of a refund. Refunds are not generally available until three or four weeks after classes have begun, students should be prepared to pay any initial expenses.





# ACADEMIC CITIZENSHIP

## STUDENT RESPONSIBILITIES

Students are responsible for keeping their own records and for knowing the University's policies and regulations, those of a general nature as well as those pertaining to their particular program of studies. The ultimate responsibility for the student's academic program and orderly progress through the University curriculum rests with the student. If anyone advises a student contrary to the University's stated policies and regulations, the student should consult the dean of the school involved or the Registrar.

## CLASS ATTENDANCE

The University expects all students to be regular and punctual in class attendance. Frequent unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade, at the discretion of the faculty member, in accordance with the faculty member's attendance policy included on the course syllabus.

## POLICY ON ACADEMIC INTEGRITY

Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria. Note that individual schools may have additional procedures that students must follow. Contact the relevant Dean's office for additional information.

### A. Definition

Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another's work or using unauthorized materials before or during the test, including the use of electronic devices;
2. Plagiarism, which represents as one's own the work of another, whether published or not, without acknowledging the precise source;
3. Participation in the academic dishonesty of another student, even though one's own work is not directly affected;
4. Any conduct which would be recognized as dishonest in an academic setting.

### B. Procedures for Cases of Academic Dishonesty

Faculty and/or exam administrators who consider that they have a valid case of academic dishonesty against a student must ...

1. Inform the student of the charge and penalty in writing, using the Report of Academic Dishonesty Form, available from the Registrar. The faculty member will inform the student after the cheating has been discovered and investigated, no later than the date when course grades are due for the semester or academic session. If necessary, the faculty member will send the student a copy of the report by certified mail. The student has the right to appeal the facts of the charge, as outlined below in "Procedures With Appeal".
2. Determine the penalty for the dishonesty. The penalty is at the discretion of the faculty member, not the exam administrator, and can include either a mark of zero for the work in question or the grade of "F" for the course. The faculty member is encouraged to discuss this incident with the student and offer recommendations, as appropriate.

### C. Procedure Without Appeal

1. The original signed Report of Academic Dishonesty Form will be submitted for the record to the Registrar, who will keep it in a locked confidential file until the student graduates.
2. The case will be treated as a matter of deferred adjudication; if and when the student graduates, the record will be expunged.



#### **D. Procedure With Appeal**

1. A student who wishes to appeal must write a letter of appeal to the Registrar within three days of signing the Report of Academic Dishonesty Form or receiving notice of the charge. The Registrar will notify the chair of the Academic Committee.
2. The chair will schedule a special meeting of the committee in a timely manner, but no later than 30 days after notification by the Registrar, and will notify the student, the faculty member, and/or the test administrator accordingly.
3. Copies of all pertinent written evidence will be submitted to the members of the committee a minimum of one week prior to the scheduled meeting.
4. The committee may rule on the appeal immediately or may first schedule a hearing. If the committee chooses to conduct a hearing, it will proceed as follows:
  - i) The student may bring a member of the faculty to serve as an advocate during the hearing.
  - ii) The student and the faculty member/test administrator may each bring witnesses to speak to the facts of the alleged offense. Ordinarily, the number of witnesses should not be more than two for each party; they must have direct knowledge of the alleged offense.
  - iii) The student, the faculty advocate (if one is brought) and the faculty member/test administrator will be present for all aspects of the hearing except the committee's deliberations.
5. The chair of the committee will conduct the hearing in the following manner:
  - i) The chair will ask the parties present to provide a more detailed statement of the circumstances and evidence than has already been filed in writing. Members of the committee may then ask questions for further information or clarification.
  - ii) Witnesses to support the allegation will be heard, one at a time. After a witness' initial presentation, questions may be put in the following order: by members of the committee, by the student and the faculty advocate, by the faculty member/test administrator and/or by members of the committee.
  - iii) Witnesses to support the appeal will be heard, one at a time. After a witness' initial presentation, questions may be put in the following order: by members of the committee, by the faculty member/test administrator, by the student and the student advisor, and by members of the committee.
  - iv) The faculty member/test administrator and then the student will each be given the opportunity to make a final statement to the committee regarding their respective positions in the matter, after which they will withdraw to allow the committee to deliberate.
  - v) Should the hearing be lengthy, the chair will have the option of postponing the committee's deliberations for not more than three working days.
6. The chair will report the committee's decision to the Vice President for Academic Affairs, who will notify in writing the faculty member/test administrator and the student.
7. The report of the decision will be handled in the same way as the report in Procedure When There Is No Appeal, described above.

#### **D. Procedure in Second Offense Cases:**

1. Initially, second offense cases will be treated according to the procedures outlined above.
2. When a second charge of academic dishonesty has been upheld against a student, the student shall be dismissed from the University. The transcript will note "Dismissed for Academic Dishonesty," along with the date.
3. Readmission to the University may be considered under extraordinary circumstances through a written appeal to the office of the Vice President of Academic Affairs.

## CODE OF STUDENT CONDUCT

As a private, liberal arts university, the University of St. Thomas has established standards of conduct to foster a safe environment conducive to learning and development. Students and student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and upholds the integrity of the university community. The standards of conduct outlined in the Code of Student Conduct were developed in consultation with students, faculty, administrators and staff with specific consideration for the well-being, honor and dignity of all who live, learn and work in our educational community. The Code of Student Conduct can be accessed online at [www.stthom.edu/dos](http://www.stthom.edu/dos). Questions regarding the Code of Student Conduct may be directed to the Division of Student Affairs - (713) 525-3570; [deanofstudents@stthom.edu](mailto:deanofstudents@stthom.edu).

### STUDENT COMPLAINTS

The University of St. Thomas strives to provide a safe, humane, and responsive learning environment for students. When conflicts arise, students are encouraged to resolve the complaint informally. In the case that an issue cannot be resolved informally, the individual has a right to initiate a formal complaint through the Office of the Dean of Students. Student complaints may include, but are not limited to, issues regarding classroom instruction, campus services and offices, as well issues with other students.

Students are encouraged to resolve all complaints informally, first by meeting with the person directly involved with the complaint. If the complaint cannot be resolved, students are encouraged to submit a formal complaint.

NOTE: If the complaint is one regarding academics, see the Academic Grievance Policy for procedures.

Formal complaints must be made in writing, submitted on the official complaint form, found at [www.stthom.edu/dos](http://www.stthom.edu/dos). No anonymous complaints will be accepted.

Upon receipt of the formal written complaint, the Dean of Students or designee will review the complaint, assess validity, and forward to the appropriate department for further review and resolution.

- A. All academic / classroom complaints will be forwarded to the chair/dean of the academic department and the Provost / Vice President for Academic Affairs.
- B. All complaints about a staff / faculty actions / behavior will be forwarded to their immediate supervisor and department chair/dean, and human resources (for record keeping purposes).
- C. All complaints about general campus services, other students' actions/behaviors, code of conduct violations will remain in the office of Student Affairs.
- D. All other complaints will remain in the office of Student Affairs.

The dean and/or next level supervisor will schedule a time to meet with the complainant to discuss and resolve the complaint. At this time, the complainant should bring all supporting documentation.

If the complainant does not agree with the resolution of the complaint, he/she may appeal the dean's or next level supervisor's decision to the vice president overseeing the department involved in the complaint. The student's written appeal, including all supporting documentation, will then be forwarded to the department's vice president, who may request an appointment with the complainant to discuss the appeal or may choose to make a decision based upon a review of the written documentation.

The vice president will make a decision concerning the complaint and notify the complainant of the decision in writing. The decision of the vice president is final.

After exhausting the University's complaint process, current, former, and prospective students may initiate a complaint with Texas Higher Education Coordinating Board. More information about how to file a complaint with THECB can be found at [www.thecb.state.tx.us](http://www.thecb.state.tx.us). Complaints will be accepted by sending the required forms (found on the THECB website) either by electronic mail to [StudentComplaints@thecb.state.tx.us](mailto:StudentComplaints@thecb.state.tx.us) or by mail to: Texas Higher Education Coordinating Board, College Readiness and Success Division, P.O. Box 12788, Austin, Texas 78711-2788.



# ACADEMIC INFORMATION

## ACADEMIC WARNING ANALYSES

The University is concerned when students perform at a deficient level. The Academic Warning Notice was developed to help students in academic difficulty. Faculty members at the University of St. Thomas can now provide interventions to these students through an online referral process known as Academic Warning Notices. Notices can be completed at any point of the semester, but can be especially relevant during the weeks close to midterm examinations. A faculty member completes an online form detailing reasons for the academic difficulty, such as performance or behavioral concerns or deficient skills, and recommends actions for improvement. Once submitted, Academic Warning Notices are emailed to the student, the student's academic advisor, and the referring faculty member for follow up. Academic Warning Notices do not become a part of students' permanent records but provide information and awareness so that they may address their difficulty and aid in our campus retention efforts.

## ACADEMIC PROBATION

Students who perform at a deficient level may be placed on probation or be dismissed from the University. Students are placed on probation to allow them to refocus their attention and activities to correct their deficiencies. If students do not correct their deficiencies, they may be dismissed from the University. Students who manifest severe deficiencies in their performance may be dismissed without having been on probation.

Graduate students must maintain a cumulative GPA of 3.00 or better in their course work at UST (excluding the School of Theology). Students whose cumulative GPA falls below 3.00 will be placed on academic probation. Students who are on academic probation must earn a minimum 3.00 semester GPA on course work each subsequent semester until the grade-point deficiency is removed. Only course work taken at UST will be applied toward the grade point deficiency. Grade changes made for students on probation will not affect the academic standing for that semester. Students who leave the university on academic probation will be readmitted on academic probation. Academic probation will be posted to the semester in which the cumulative GPA falls below 3.000 and will begin with the first class meeting of the next semester. Academic probation will be noted permanently on students' academic records.

The Registrar will notify the student's academic advisor that the student is on probation. A probation hold will be placed on the student's myStThom account that will be released by the advisor. Students on academic probation may be required to carry a restricted course load and/or repeat courses as well as perform other activities prescribed by the advisor or dean to address deficiencies. Students unwilling to accept the conditions of their probation will be dismissed. The academic advisor will make recommendations to the appropriate dean or the Registrar concerning the student's compliance with the learning contract and the need for dismissal.

## ACADEMIC DISMISSAL

Students who have manifested severe deficient performance may be dismissed from the University. Students who are on academic probation and earn less than a minimum 3.00 semester GPA will be dismissed from the University. During academic dismissal, students may not enroll, audit or visit classes at the University. Academic dismissal will be noted permanently on students' academic records.

Students may also be dismissed if they are on probation and are unwilling to accept the conditions of their probation or do not conscientiously fulfill the conditions of their probation. On these matters the student's academic advisor will make recommendations to the dean or the Registrar.

Other reasons may justify dismissal, including academic dishonesty and violating certain norms of conduct expected of students. (See Student Handbook published by the Office of Student Affairs.)

A student who has been dismissed for academic reasons may apply for readmission to the University after one year. The dean of the student's school will review readmission applications and sets the conditions for readmission. These may involve the student taking only prescribed courses or a limited load. In all cases the student will be readmitted on a conditional basis and on probation. The student's academic advisor will monitor the student's progress in meeting the conditions of readmission set by the Admissions Committee.

## COURSE SCHEDULING

Since the majority of graduate students are professionals, the majority of graduate courses are offered in evening. Most courses are offered at least one time during a two-year period.

## CREDIT HOURS/UNITS OF INSTRUCTION

The unit of measurement for academic work is the semester hour, representing 750 minutes of class lecture or contact time per semester.

## COURSE NUMBERING SYSTEM

Courses are identified by subjects and four-digit numbers. The first digit indicates the level of a course. Graduate level courses are numbered from 5000-9000. In most cases the second digit indicates the number of credit hours earned for successful completion of the course. The final two digits indicate the departmental sequence.

## SEMESTER LOAD

The minimum load a graduate student must carry to be considered full-time is 9 credit hours in each regular (fall or spring) semester; and less than 6 credit hours are considered part-time. The minimum load to be considered full-time for the summer sessions is 6 credit hours.

## TRANSFER CREDIT AND SUBSTITUTION POLICIES

In accordance with national practices, a maximum of six (6) graduate semester credit hours will be accepted in transfer from accredited universities towards most of the graduate degrees at the University of St. Thomas, provided that the grade in each course is B or higher. The only exceptions are the EdD and MSCMHC degrees which allow up to 12 hours of transfer credit hours, on a case by case basis. (See sections on School and program specific transfer credit policies as certain exceptions may apply.) Transfer courses must be equivalent in content and credit hours to the University's listed curriculum requirements. Students wishing to receive transfer credit from foreign institutions must submit translated copies of syllabi. Students who are currently enrolled and wish to enroll in a class at another university for transfer credit at UST must obtain prior approval from the director of the program in which they are enrolled.

The University may exempt a student from certain core courses with substitution in order to avoid duplication of content and to permit the student to broaden his or her educational background by taking an alternative course. Such course exemptions are considered on the basis of an appropriate group of closely-related college level courses completed with a grade of B or higher. If you are exempted from a course or if courses are accepted in transfer, it will be noted on your plan of study as Substitution (S) or Transfer (T), respectively.

However, students who already hold a graduate degree from the University of St. Thomas may be required to complete as few as 24 hours to obtain a master's degree. The specific number of hours required will depend upon the specific courses completed in the prior graduate program and the specific requirements of the second degree (between 24 and 60 hours).

## GRADING AND POINT EQUIVALENTS

A	=	4.000 grade points per credit hour
A-	=	3.700 grade points per credit hour
B+	=	3.300 grade points per credit hour
B	=	3.000 grade points per credit hour
B-	=	2.700 grade points per credit hour
C+	=	2.300 grade points per credit hour
C	=	2.000 grade points per credit hour
C-	=	1.700 grade points per credit hour

D+	=	1.300 grade points per credit hour
D	=	1.000 grade points per credit hour
F	=	0.000 grade points per credit hour
P	=	Credit earned without affecting on the student's GPA. See the policy on Pass/Fail Option.
I/IE	=	Incomplete. Incomplete Extended (see incomplete grade policy).
S	=	Satisfactory progress. This grade is reserved for a course that typically goes beyond one semester. A final grade is posted upon completion of the work.
W	=	Withdrawal or drop from a course without jeopardy or effect on GPA, in the period beginning with the 13th day of classes and ending with the last day of the 11th week of a regular semester. The student must complete an official form from the Registrar's Office within the specified timelines. Failure to withdraw officially from any or all courses can result in a grade of "F."
AUD	=	Audit only; no credits earned.
NGS	=	No grade submitted. This is a temporary notation used when a faculty member has not submitted a grade by a prescribed deadline. The course grade is pending. The faculty member will report the actual course grade by means of the official Request for Grade Change Form. NGS has no effect on a student's term or cumulative GPA.

**The description and interpretation of the letter grades is as follows:**

A, A-	=	Excellent (unusual and superior achievement)
B+, B, B-	=	Good (above average, articulate achievement)
C+, C	=	Satisfactory (average work)
C-, D+, D	=	Passing (below standard)
F	=	Failing

The GPA is calculated by adding the total number of grade points earned and then dividing by the total number of hours attempted at the University.

To achieve the minimum GPA required for a degree, the student must have obtained at least twice as many grade points as hours attempted at the University of St. Thomas. Courses taken outside the University of St. Thomas are not calculated in determining grade point averages.

## REPEATING COURSES

A student may repeat a course taken at the University if the original grade was lower than "B" (3.000). Course grades for both the original and the repeated attempts will appear on the student's transcript; however, the grade of the repeated course replaces the original grade in the computation of the GPA, and the credit hours attempted will be counted only once. A transcript notation will indicate repeated courses.

A course taken at the University of St. Thomas may not ordinarily be repeated outside the University. A student may petition the Academic Committee to repeat a failed (or one with a grade below "B") course at another college or university if compelling reasons prevent repeating the course at UST. If permission is granted, credit hours will transfer to the University, but the original grade of "F" and hours attempted will remain in the computation of the student's GPA. To replace the original grade of "F" and hours attempted in the GPA computation, a course must be repeated at the University of St. Thomas.

The University of St. Thomas is not obliged to grant credit for any course repeated at another institution for which a student has not received the required approval.

A student who withdraws from the University of St. Thomas for one or more semesters, repeats courses at another school, and then returns to the University will not be allowed to use these courses to replace the courses previously taken at the University.

## INCOMPLETE GRADE POLICY

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the class and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. Under the advisement and approval of the faculty member, the student will complete an Incomplete Grade Contract. Upon completion of the work within the next regular semester, at the time prescribed by the faculty member, the faculty member will award the student a letter grade, including the possibility of an “F.” An “I” grade that is not replaced by a letter grade will automatically become a grade of “F.” At the discretion of the faculty member, a grade of “IE” may be assigned to a student for one semester if the situation warrants. The “IE” grade that is not replaced by the end of the semester for which it was issued will automatically become a grade of “F.”

Students should not re-register for courses in which they have received grades of Incomplete. Before a grade of Incomplete is given, both the instructor and student should complete this Incomplete Grade Contract, stipulating the requirements and completion date that are to be met. An “I” grade can be extended for one additional regular semester (IE grade) at the discretion of the instructor. In each case, the instructor must request this change of the Registrar’s office before the initial “I” grade expires. No course grades may be changed after one year following completion of the course.

## COURSE REGISTRATION

Enrollment in any course is subject to approval of the department offering the course in order to ensure that students are adequately prepared for the course level and content. Students should pay careful attention to published course prerequisites and other relevant information in this catalog.

Students should meet with their advisors appropriately to verify that they are registering in accordance with their degree plans. However, students have the ultimate responsibility for all decisions regarding course registration. The University reserves the right to modify courses listed in this catalog, to add courses to the list of offerings and to cancel scheduled courses with insufficient enrollment.

## ADDING, DROPPING, AND CHANGING CLASSES

Students wishing enrollment changes, such as adds, drops, change of section, change of level (upper and lower division), or change of grading basis (graded, audit, and pass/fail) must follow the deadlines published in the academic calendar for the current semester. Adds, drops and change of section should be completed online using myStThom. All other changes require the appropriate form and must be completed in the Registrar’s office no later than the deadline for 100% refund.

For fall and spring semesters, courses officially dropped through the 12th class day are not recorded on the transcript. From the 13th class day and ending with the last day of the 11th week of each semester, official drops are recorded as “W,” a grade not computed in the GPA. Students should transact all drops before the withdrawal deadline by using mystthom.

## WITHDRAWAL FROM THE UNIVERSITY

At any time prior to the last day of the semester, a student may officially withdraw from the University by completing the appropriate form from the Registrar’s Office, whereupon a “withdrawn from the University” will appear on his or her transcript for that semester. Financial aid recipients must also notify the Office of Scholarships and Financial Aid. Students receiving veterans benefits must notify the Registrar. As with dropping an individual course, failure of a student to withdraw officially can result in the awarding of “F” grades for all courses. Students are strongly encouraged to consult with their academic advisors prior to any type of withdrawal. A student who has withdrawn from the University must contact the Graduate Admissions Office regarding readmission.



## MEDICAL WITHDRAWALS

Students wishing to secure a medical withdrawal must submit a hard-copy doctor's note on official letterhead indicating the diagnosis, length of time under the doctor's care, and the doctor's recommendation. The student must also submit a personal request to withdraw for medical reasons, either via an Add/Drop form or personal letter. All documentation must be submitted to the Registrar no later than the last day of classes for the applicable term.

Refunds will be considered on an individual basis for students who stopped attending classes before October 1 for the fall semester and March 1 for the spring semester. Because the summer term has multiple sessions with different start/end dates, refunds for classes taken in those sessions will be at the discretion of the Registrar. Medical withdrawals may be made after these deadlines with a resulting grade of "W," but no refunds will be granted.

The Office of Scholarships and Financial Aid will follow federal guidelines in determining refund procedures for all federal programs. Institutional and State Aid that was applied to any tuition charge will be reviewed on a case by case basis and will be subject to reduction and/or cancellation prior to any tuition refund being issued.

Medical withdrawals must be given for all courses in which the student is enrolled. No partial withdrawal will be allowed. Students who have secured a medical withdrawal may not return to the University without their doctor's written approval.

## RESCHEDULING FINAL EXAMINATIONS

A student who is scheduled to take three or more final examinations in one day may petition the dean of the school in which he/she is enrolled to have the overload examination(s) rescheduled. The Dean's Office will arrange the rescheduling with the faculty member.

## ABSENCES FROM FINAL EXAMINATIONS

A student who is compelled by illness or other seriously adverse circumstances to be absent from a semester final examination will receive, at the discretion of the faculty member, the grade of "I" or "F." A missed final examination resulting in an "I" grade will be made up after the semester has ended.

## AUDITING CLASSES

Auditors of courses at UST are classified as non-degree seeking students. Enrollment in a course as an audit student is on a noncredit basis, and a grade of "AUD" will be issued for the completed course. A record of the course audited appears on the transcript if the student completes the course. Change in status between audit and credit is not permitted after the 100% refund deadline. An audit student who misses more than four weeks of classes, consecutively or not, will be reported to the Registrar, and no record of the course will appear on the student's transcript.

Courses are available for audit at the discretion of the instructor and on a space-available basis. Students may complete and submit an audit registration form at any time during the registration period, but space availability will not be determined until the Friday before the start of the term. The Registrar's Office will notify students by phone if they have been assigned an audit space. Spaces will be assigned on a first-come/first-serve basis.

Tuition for auditing a course must be paid by the last day of Late Registration for the term in which the course is being offered. (See tuition and fees.)

## FINAL SEMESTER GRADES

Semester grades and cumulative statistics are available at the end of each semester on myStThom.edu. Faculty members are not authorized to post final grades or release them to students by any other means. Students should review their grades carefully. A course grade may not be changed after one year following completion of the course.

## ACADEMIC RECORDS

Official student records reside and are maintained in the Registrar Office. Students are responsible for ensuring the accuracy of their records. Such records include, but are not limited to, personal information, home address, and phone number, degree status, career (level), plan (major) and grades.

## ACADEMIC INFORMATION

## ACADEMIC RECORDS AND TRANSCRIPTS

Students admitted to the University with incomplete academic files must complete their files before December 15th for the fall semester and May 15th for the spring semester. Those who fail to comply with this requirement will be denied registration for subsequent semesters until the files are complete.

### ACADEMIC RECORD CHANGES

A student who questions an enrollment record (including a grade) as recorded in the Office of the Registrar has a period of one year, beginning with the end of the term in which the record was entered, to challenge its accuracy. At the end of one year the permanent record will become the absolute record, and changes may not be made.

### STUDENT ACCESS TO RECORDS

Students wishing to review their educational records must make written request to the Registrar, listing the items they wish to review. Only records covered by the Family Educational Rights and Privacy Act of 1974 will be made available. The Registrar will respond within 45 working days of receiving the written request.

### TRANSCRIPTS

Requests for official transcripts must be made in writing to the Registrar's Office or submitted online through the Registrar's website. By law, an official transcript may not be released without the student's written request. No transcript will be released if a University hold exists on the student's record. To be official, a transcript must bear the official seal of the University and the signature of the Registrar, and the envelope seal must not be broken. Only official transcripts are sent outside the University.

### POLICY ON RELEASE OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law stating that (a) a written institutional policy must be established and (b) a statement of adopted procedures covering the privacy rights of students must be made available. The law provides that institutions will maintain the confidentiality of student education records.

Under FERPA, the University is free to release information about students categorized as "directory-type information." This includes information such as name, major field of study, participation in officially recognized activities and sports, height/weight of members of athletic teams, dates of attendance (including current classification and year, matriculation and withdrawal dates), degrees and awards received, most recent previous educational institution attended, full- or part-time status, photograph, and campus email address. Students have the right to restrict the disclosure of this information by completing and submitting a Request to Prevent Disclosure of Directory Information Form to the Registrar's Office. Once this request has been submitted to the Registrar's Office, the restriction to disclose directory information will remain in effect until the student submits a request to the Registrar's office to revoke the original request.

The law gives students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory and to submit explanatory statements for inclusion in their files if they believe the decisions of the hearing panel to be unacceptable. Information about the inspection and review process can be obtained in the Registrar's Office. Copies of the policies and procedures governed by this Act are also available for review in the Registrar's Office.

With reference to the Solomon Amendment: Institutions are required to provide directory information on students who are at least 17 years of age, upon request from representatives of the Department of Defense for military recruiting purposes. That information includes student name, addresses, telephone listings, date and place of birth, level of education, degrees received, prior military experience and the most recent school attended.

### DEGREE PLANS AND APPLICATION TO GRADUATE

The Academic Advisement Reports are reviewed as part of the student's intent to graduate. These reports are located in the portal and show the courses a student has taken to complete the degree requirements.

Students must complete the online intent to graduate process according to the following schedule:

- First Monday of November for graduation in the following Spring or Summer semesters.
  - First Monday of April for graduation in Fall of the following semester.
- December and May graduates and summer graduation candidates may choose to participate in the annual May Commencement.

## ACADEMIC REGULATIONS FOR VETERANS AND DEPENDENTS

Academic regulations for veterans and dependents of veterans are administered by the Office of Enrolment Management. Eligible veterans and dependents receive monthly payments for their entitlement based on the course work for which they enroll. In compliance with U.S. Veterans Administration regulations, students who receive educational benefits from the VA must meet and maintain certain standards. Students must select courses with care, making certain that each course meets VA requirements. For this reason, students receiving VA educational benefits are required to consult with their academic advisors and submit a copy of a signed degree plan to the VA Certifying Official. Students must notify the VA Certifying Official of their continued enrollment every semester and also of any changes in their registration during the semester. The following are the requirements that must be met in order to receive VA monthly payments:

1. A student receiving VA educational benefits must pursue a program of single objective only.
2. No course may be taken as a remedial, deficiency or refresher course without proper documentation.
3. Each course must fulfill a requirement for graduation in the degree program.
4. No course may be taken as an “audit” course.
5. No course may be a repeat of a course for which credit has already been received.
6. Each course must be completed and assigned a grade that will be used to compute GPA and count toward the degree. Withdrawal from courses without mitigating circumstances and with the result of no credit or grade being awarded will cause benefits to be terminated retroactively from the beginning date of the semester, creating an over-award and the possible obligation to repay the Veterans Administration.

All students receiving VA educational benefits must maintain “satisfactory progress” by achieving the required minimum cumulative GPA, based on the total hours attempted.

To ensure satisfactory progress, transcripts of those students receiving VA benefits will be monitored at the end of each semester. Should the student complete a semester with a GPA below the required minimum, a warning notice will be given to the student advising that satisfactory progress is not being maintained and that he/she will be placed on academic probation for one semester. A student who incurs academic probation for two consecutive semesters or who incurs academic suspension for any semester shall be reported to the VA regional office as making unsatisfactory progress. VA benefit payments will be terminated due to unsatisfactory progress. A student whose benefits are terminated because of unsatisfactory progress, and who is permitted to re-enroll in the University, must apply to the Veterans Administration to request reinstatement of educational benefits.

## VOCATIONAL REHABILITATION

The Texas Rehabilitation Commission offers assistance for tuition and required fees to students having certain physical or emotional handicaps, provided vocational objectives selected by the handicapped persons have been approved by appropriate representatives of the commission. Through this state agency other rehabilitation services are available to assist handicapped persons to become employable. Applications for assistance should be made to the nearest rehabilitation office.

## ACADEMIC REGULATIONS FOR INTERNATIONAL STUDENTS

The International Student Advisor administers academic regulations for nonimmigrant alien students. In addition to complying with the general academic regulations of the University, students from foreign countries who are enrolled on F-1 student visas are required by law to maintain a minimum full-time status (9 credit hours) during every regular semester and to be progressing toward a degree from the University. Such students must obtain the permission of the International Student Advisor before dropping a course, changing majors or programs, or withdrawing from the University. For this reason, the enrollment status of all international students is monitored every month. To remain in compliance with the terms of their visa, F-1 students may not work without authorization, nor may they leave the country without obtaining a travel endorsement from the International.

## Maintaining F–1 and J–1 Status

Per immigration regulations, F and J visa holders are required to “enroll and complete a full course of study” every regular semester (Fall and Spring), thus making academic progress towards a degree. Graduate students are required to take a minimum of 9 credit hours in the fall and spring semesters. Summer enrollment is optional unless it is the student’s first semester at UST. Students beginning in a summer semester must enroll for a minimum of six credit hours in order to maintain status. A student may take less than 9 credit hours in their final semester or for other reasons mandated by United States Customs and Immigration Services (USCIS). Students are advised to seek guidance from the Office of International Student and Scholar Services (OISSS) for more information.

Immigration does have specifications on how many online/hybrid courses an international student may take. A student who takes more than the appropriate number of online/hybrid classes will be out of status. To immigration a student that does not physically attend a class automatically becomes a Homeland Security issue.

Total number of credit hours	# of required credit hours of face-to-face classes	Acceptable # of credit hours of online courses
9 credit hours	6	3
12 credit hours	6	6
15 credit hours	9	6

Additionally, students must obtain permission from an International Student Advisor (ISA) before dropping a course, changing degree programs or withdrawing from the University. The OISSS reserves the exclusive authority in authorizing such requests. Failure to obtain such permission beforehand will result in a direct violation of one’s status, and a termination of their SEVIS record.

Immigration documents such as passports and I–20’s/DS–2019’s must be valid at all times. Passports must be valid for at least six months into the future; I–20’s must be extended before the expiration date. Failure to extend the end date of one’s I–20 will result in a termination of one’s SEVIS record and will be required to apply for reinstatement.

## EMPLOYMENT

### On-Campus

F-1 visa holders do not require authorization from our office in order to work on-campus and are eligible to apply the moment they arrive. Work is limited to 20 hours/week while school is in session; more than 20 hours/week is permissible during school breaks and the summer semester.

### Curricular Practical Training (CPT)

#### Eligibility:

Students must have been lawfully enrolled as a student on a full–time basis (graduate 9 credit hours) for at least one academic year. This means that you must have completed at least two semesters during which you should have established and maintained good F–1 status. If your program requires immediate participation, there are exceptions for some graduate students.

#### Restrictions:

CPT consisting of 20 hours or less per week is considered part–time. Any employment over 20 hours per week is considered full–time. Students who engage in one year (12 months cumulative) or more of full–time CPT are automatically ineligible for Optional Practical Training (OPT).

For more information regarding CPT, please see an International Student Advisor.

## **Optional Practical Training (OPT)**

### ***What is it?***

*Optional Practical Training (OPT)* grants an eligible F-1 student an opportunity to work full-time for twelve consecutive months (anywhere in the U.S.) in a field that is related to their degree program at each degree level (Bachelors, Masters and Ph.D). Students remain in F-1 status at the University of St. Thomas even though they may be working elsewhere in the U.S. *Students with only their thesis option left should consult with an International Student Advisor.*

### ***Eligibility***

Like CPT, students must have been lawfully enrolled as a student on a full-time basis (graduate 9 credit hours) for at least one academic year. This means you must have completed at least two semesters during which you have established and maintained good F-1 status. If you have completed 12 months of full-time (more than 20 hours/week) CPT you become automatically ineligible for OPT.



# GRADUATE PROGRAMS

The University of St. Thomas offers the following graduate degree programs. Please contact the appropriate graduate school for information.

## **Cameron School of Business**

- Master of Business Administration (MBA)
- Master in Clinical Translation Management (MCTM)
- Master of Science in Ecclesial Administration and Management (MEAM)
- Master in International Business (MIB)
- Master of Professional Accounting (MPA)
- Master of Science in Accounting (MSA)
- Master of Science in Business (MSB)
- Master of Science in Finance (MSF)

## **Carol and Odis Peavy School of Nursing**

- RN-MSN
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)

## **Donald S. Nesti, CSSp Center for Faith and Culture Center for Faith and Culture**

- Master of Arts in Faith and Culture (MAFC)

## **School of Arts and Sciences**

- Master in Liberal Arts (MLA)
- Master in Public Policy & Administration (MPPA)
- Master of Sacred Music (MSM)
- Master of Arts in Applied Sport and Performance Psychology (MASPP)
- Master of Arts in Diplomacy & Strategic Affairs (MDSA)
- Master of Arts in Philosophy (M.A.)
- Master of Fine Arts in Creative Writing (MFA)
- Master of Science in Applied Data Science (MSADS)
- Doctor of Philosophy (PhD)

## **School of Education and Human Services**

- Master of Science in Clinical Mental Health Counseling (MSCMHC)
- Doctor of Education in Ethical Leadership (EdD)
- Master of Education (MEd)
- Master of Arts in Catholic Education (MACE)
- Master of Arts in Catholic Educational Leadership (MACEL)
- Master of Arts in Teaching (MAT)

## **School of Theology at St. Mary's Seminary**

- Master of Divinity Non-Ordination Track (MDiv)
- Master of Divinity Ordination Track (MDiv)
- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Sacred Scriptures (MASE)
- Master of Arts in Theological Studies (MAT)





# CAMERON SCHOOL OF BUSINESS

Mario Enzler, *Dean*, [enzlerm@stthom.edu](mailto:enzlerm@stthom.edu)  
Vinita Ramaswamy, *Associate Dean*, [vinitar@stthom.edu](mailto:vinitar@stthom.edu)

MASTER OF BUSINESS ADMINISTRATION (MBA)  
MASTER IN CLINICAL TRANSLATION MANAGEMENT (MCTM)  
MASTER OF SCIENCE IN ECCLESIAL ADMINISTRATION AND MANAGEMENT (MEAM)  
MASTER OF PROFESSIONAL ACCOUNTING (MPA)  
MASTER OF SCIENCE IN ACCOUNTING (MSA)  
MASTER OF SCIENCE IN BUSINESS (MSB)  
MASTER OF SCIENCE IN FINANCE (MSF)  
MASTER IN INTERNATIONAL BUSINESS (MIB)  
COURSE DESCRIPTIONS



## CAMERON SCHOOL OF BUSINESS MISSION STATEMENT

Inspired by the Basilian Fathers' motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

The Cameron School of Business (CSB) educates students of diverse backgrounds, teaching professional skills necessary for a changing global economy and instilling a deep appreciation for ethical behavior inspired by the educational tradition of the founding Basilian Fathers.

At CSB, students find a diverse student body, a wide variety of undergraduate and graduate courses, and convenient class times. Located near downtown Houston and the Galleria, CSB is a short commute from most well-known companies around Houston. These businesses provide CSB students with opportunities for internships, networking, and career advancement. Small classes and a low student-to-faculty ratio assure individual attention.

### **Graduate Business Degree Programs**

For currently enrolled graduate students, the Cameron School of Business provides several options to pursue additional graduate degrees. Students would need to be accepted in and fulfill degree plan requirements for each graduate degree they pursue at CSB. Students pursuing concurrent degrees at CSB do not have to duplicate courses required by two or more degrees sought. Since students have the possibility of applying courses from one degree toward the fulfillment of another simultaneous degree, they may be able to reduce the number of total required hours for the concurrent completion of two or more degrees. Interested students should speak with their Academic Advisor to discuss options available and the requirements to be accepted in additional graduate degree programs.

A working professional can manage a full-time job and school with courses conveniently available weekdays, evenings, and Saturdays. CSB offers the following degrees:

- Master of Business Administration
- Master in Clinical Translation Management
- Master of Science in Ecclesial Administration and Management
- Master in International Business
- Master of Professional Accounting
- Master of Science in Accounting
- Master of Science in Finance

A five-year BBA/MBA program is available to undergraduate students pursuing a Bachelor of Business Administration degree at the University of St. Thomas.

The MBA student must complete 27 hours of core courses and 9 hours of electives, for a total of 36 hours. The MBAE student must complete 30 credit hours from the Cameron School of Business and 18 credit hours from the School of Education, for a total of 48 credit hours. The MSA student must complete 30 credit hours of core courses and 6 credit hours of electives, for a total of 36 credit hours. The MSF student must complete 24 credit hours of core courses and 6 credit hours of electives, for a total of 30 credit hours.

Students without adequate business preparation may be required to complete proficiency courses to prepare them for the rigors of the graduate business programs. The proficiency courses required of each student are noted on the plan of study, which is provided to the student for a clear understanding of all course requirements upon entry into the program.

### **MHA/MBA DEGREE PROGRAM AGREEMENT**

By special agreement, students in the Master of Business Administration program at the University of St. Thomas are provided an opportunity to obtain a certificate in Health Care Administration through Texas Women's University. Students obtain both fundamental set of health services management skills through the MHA at Texas Woman's University and specialized training provided by the MBA program at the Cameron School of Business. Students first apply and are accepted in the University of St. Thomas Master of Business Administration program. Students who are interested in this option must contact the graduate admissions advisor at the Texas Women's University in order to determine specific course requirements needed to complete the TWU-HCA courses that will qualify for waiver of required MBA courses.



## JD/MBA DEGREE PROGRAM AGREEMENT

UST and the South Texas College of Law/Houston established a joint academic program that allows qualified students to earn a Doctor of Jurisprudence (JD) and a Master of Business Administration (MBA) degree in as few as four years. Under the plan, a student attends South Texas for the first two years, UST's Cameron School of Business for the third year and South Texas for the fourth year. Students must be admitted to both schools to participate in the program. The joint program is designed to train students to think more strategically and allow them to leverage the strengths of both fields.

### AACSB ACCREDITATION



AACSB's (Association to Advance Collegiate Schools of Business) mission is to advance quality management education worldwide through accreditation, thought leadership, and value-added services. AACSB accreditation is the mark of quality distinction most widely sought after by business schools—less than 5% worldwide have earned the prestigious achievement. AACSB International is the premier accreditation body for institutions offering undergraduate and graduate degrees in business and accounting. The University of St. Thomas's Cameron School of Business achieved initial accreditation at both undergraduate and graduate levels by AACSB International in April of 2011.

### GRADUATE BUSINESS SCHOOL APPLICATION REQUIREMENTS

Admission to the Cameron School of Business graduate programs is granted to students showing high promise of success. Several academic and professional criteria are considered by the Admissions Committee. All applicants are required to submit an online application, official transcripts of all undergraduate (and graduate work, if applicable), and a current resume. Applicants may also submit a personal essay, along with three official letters of recommendation. Applicants who wish to include work experience in their applications must submit official verifications of employment from the employer's Human Resources department.

Additionally, a GMAT/GRE score may be required unless the applicant meets certain criteria based on an evaluation of academic performance and work experience. Applicants with a graduate degree will not be required to submit a GMAT/GRE score.

An application fee is also required at the time of submitting an application, unless the applicant has attended a recruiting event hosted by the Cameron School of Business.

### CONDITIONAL ACCEPTANCE AND PROFICIENCY REQUIREMENTS

The Cameron School of Business may require admissions proficiency course requirements consisting of two courses – MBA 5X01 (Business Communications and Writing, 3 credit hours) and MBA 5X02 (Quantitative Methods, 3 credit hours). Students must complete each admissions proficiency course with a grade of "B" or higher, before enrolling in any core or elective course.

Applicants to a CSB graduate program must prove having met undergraduate business course proficiencies specified for each CSB graduate degree. These proficiency requirements must be satisfied using coursework previously completed, as verified in the applicant's transcripts. Upon receiving the Graduate Proficiency Course Waiver Request from an applicant, the applicant's transcripts will be reviewed and some or all proficiency courses may be waived. Coursework used to satisfy proficiency requirements must be completed in the last seven calendar years from enrollment date. When business proficiency requirements are not met, students will be notified in writing which proficiency courses they are required to complete.

Based on the conditions associated with the student's admission, the student will be limited in the number of credit hours to be attempted in a semester, until the conditions are removed. In addition, the student will be required to demonstrate academic proficiency by earning at least a "B" in all classes attempted. Academic dismissal will result from failure to do so. Appeals to such dismissal will be reviewed by a Cameron School faculty committee.

## TRANSFER CREDIT AND SUBSTITUTION POLICIES

The University of St. Thomas will accept up to six (6) graduate credit hours transferred from accredited universities toward a graduate degree in the Cameron School of Business, provided that the grade in each course is “B” or higher. Transfer courses must be equivalent in content and credit hours to the University’s listed curriculum offerings.

New students at the Cameron School of Business (CSB) must submit a CSB petition form for transfer credit, based on the transcripts they submitted as a part of the admissions process. A decision on transfer credit toward a degree for a new student at CSB cannot be made until after the transcript has been evaluated and a degree plan made.

A student who is currently enrolled in one of the graduate business programs at the Cameron School of Business and wishes to enroll in a class at another university for transfer credit, must first submit a Add to the pertinent CSB departmental chair for approval. Approval of transfer credit for the non-CSB course must be obtained before enrolling in the non-CSB course.

The University may exempt a student from certain core courses with substitution in order to avoid duplication of content and to permit the student to broaden his or her educational background by taking an alternative course. Such course exemptions are considered on the basis of an appropriate group of closely related college level courses completed with a grade of “B” or higher. If you are exempted from a course or if courses are accepted in transfer, it will be noted on your plan of study as Substitution (S) or Transfer (T), respectively.

Students who already hold a graduate degree from the University of St. Thomas may be required to complete as few as 24 hours to obtain a master’s degree. The number of hours required by CSB will depend upon the specific courses completed in the prior graduate program and upon whether they fulfill the specific requirements of the degree to be earned here (between 24 and 36 hours).

## CAMERON SCHOOL OF BUSINESS DEGREE REQUIREMENTS

To earn a graduate business degree, a student must meet the following requirements:

- Complete the required credit hours of graduate coursework (including proficiency courses) as specified for the degree program
- Maintain a 3.0 cumulative GPA for all graduate courses completed
- Complete all degree requirements within six years

## DEGREE REQUIREMENTS FOR THE FIVE-YEAR BBA/MBA PROGRAM

To graduate from the five-year BBA/MBA program, a student must meet the following requirements:

- Satisfy graduate business school admissions requirements
- Complete 156 semester hours of coursework (120 hours undergraduate plus 36 hours graduate classes), unless otherwise specified in the student’s acceptance letter
- Maintain a 3.0 cumulative GPA for all graduate courses completed

**Note:** A student in the BBA/MBA program will receive both the BBA and MBA simultaneously upon successful completion of the five-year program. BBA/MBA students may pursue Accounting, Finance, General Business, and Marketing concentrations only. The graduate concentration must be the same as the undergraduate business major. A BBA/MBA student may choose to double-major and/or earn more than one graduate concentration. When this is the case, one undergraduate major must match one graduate concentration.

## “I” GRADE PETITION

A grade of Incomplete (“I”) may be given at the discretion of the instructor to students who are making satisfactory progress in a course but will not be able to complete course requirements by the end of the term. Incompletes are typically given for emergency situations which prevent the student from completing course requirements. The University of St. Thomas maintains a policy in regards to petitioning for an Incomplete grade (“I”). The complete policy is available to all students through a link on the CSB Campus Guide.

## PROBATION AND DISMISSAL

For policies regarding probation and dismissal, see page 30 of the graduate catalog. In addition, the Cameron School of Business allows students to formally appeal dismissals by submitting the Academic Dismissal Appeal Form with supporting documents.

# MASTER OF BUSINESS ADMINISTRATION (MBA)

UST's MBA program is designed to enable students to draw on all perspectives of business to solve multifaceted business problems. While the curriculum is divided into different disciplines, the overall program stresses the integrative nature of management and the links between various courses and concepts.

## CURRICULUM

Excluding proficiency courses, students are required to take 36 credit hours in the program. There are 27 credit hours of core courses, including the capstone course (Applied Strategic Management), and 9 credit hours of elective courses.

### MBA ACADEMIC PROFICIENCY COURSES

Students who enter the program with insufficient undergraduate business courses will be notified in writing which proficiency courses they are required to take. Upon transcript reviews, some or all proficiency courses may be waived based on previous studies.

MBA 5X01:	Introduction to Business Communications	3.0 Credit Hours
MBA 5X02:	Introduction to Quantitative Methods in Business	3.0 Credit Hours
ACCT 5311:	Fundamentals of Financial Accounting	3.0 Credit Hours
MBA 5X03:	Fundamentals of Business Statistics	3.0 Credit Hours
FINA 5X04:	Fundamentals of Finance	1.5 Credit Hours
MBA 5X05:	Fundamentals of Microeconomics	1.5 Credit Hours
MBA 5X06:	Fundamentals of Macroeconomics	1.5 Credit Hours
MBA 5X07:	Fundamentals of Management	1.5 Credit Hours
MBA 5X08:	Fundamentals of Marketing	1.5 Credit Hours
MBA 5X09:	Legal Environment of Business	1.5 Credit Hours
	-----	21 Credit Hours

The Cameron School of Business provides a suggested sequence of courses for each program. Please contact your advisor for more information.

### MBA Core Courses (27 Hours)

ACCT 5313:	Managerial Accounting	3 Credit Hours
MBA 5315:	Operations Management and Supply Chain	3 Credit Hours
FINA 5318:	Financial Management	3 Credit Hours
MBA 5320:	Marketing Management Theory	3 Credit Hours
MBA 5322:	Organizational Behavior	3 Credit Hours
MBA 5325*:	Ethical and Moral Business Management	3 Credit Hours
MBA 5311:	Managerial Economics	3 Credit Hours
MBA 5357:	Management Information Systems	3 Credit Hours
MBA 5370**:	Applied Strategic Management	3 Credit Hours
	-----	27 Credit Hours

\* Upon approval from the MSA Chair, MBA students interested in preparing for the CPA exam may be allowed to take ACCT 5399 instead of MBA 5325.

\*\* Capstone course – must be taken in last nine hours.

### MBA Elective Courses (9 Hours)

Students must complete three elective courses to achieve the required 36 hours of graduate work. The electives may be selected to achieve a concentration (see options below), or a range of general business electives that interest the student may be chosen to earn a general MBA without an area of concentration. As indicated in the above table, students should not wait until all core classes are completed to begin taking electives. Students who seek a second concentration can apply no more than one course from the first concentration to the requirements of the second concentration (a minimum of five courses for two concentrations). If there are no courses common to both concentrations, the student must take three courses (nine hours) for the second concentration.

**Note on Out-of-class Electives:**

Based on approval from the Department Chair, a student can register for Study Abroad (listed as MBA 5393: Special Topics), Independent Research (MBA 5339), or Internship (MBA 5391) to receive three hours of credit applicable toward his/her concentration. A student seeking a particular concentration may count the Study Abroad course (MBA 5393) offered in the Summer II session toward his/her nine elective hours if the subject matter of the Study Abroad course pertains to his/her chosen concentration (requires approval from the appropriate Department Chair).

Where applicable, a student is allowed to apply only one out-of-class elective toward his/her concentration; he/she can choose either Study Abroad (MBA 5393), Independent Research (MBA 5339), or Internship (MBA 5391) and two other in-class courses. Independent Research courses (MBA 5339) are reserved for students who need an elective but no courses in that concentration are offered in that semester.

## AREAS OF CONCENTRATION

**Accounting (three of the following courses)**

- ACCT 5314 – Contemporary Issues in Finance and Accounting
- ACCT 5330 – Advanced Accounting
- ACCT 5333 – Auditing
- ACCT 5336 – Financial Statement Analysis
- ACCT 5353 – Federal Tax Concepts for Individuals
- ACCT 5354 – International Accounting
- ACCT 5360 – Governmental/Not-for-Profit Accounting
- ACCT 5362 – Taxation of Business Entities
- ACCT 5366 – Comparative Accounting Practices
- ACCT 5393 – Accounting Information Systems
- ACCT 5397 – Forensic Accounting
- ACCT 5399 – Professional Ethics and Social Responsibility

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Economics (three of the following courses)**

- MBA 5312 - Macroeconomics
- MBA 5326 – International Economics
- MBA 5331 – Financial Institutions and Markets
- MBA 5342 – Financial Economics

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Free Enterprise & Entrepreneurship (Required courses – 6 hours)**

- MBA 5362 – Entrepreneurship and Small Business Management
- MBA 53XX – Free Enterprise and Conscious Capitalism

**(One of the following courses)**

- MBA 5337 – Human Resources management
- MBA 5358 – Systems Project Management
- MBA 5366 – Sourcing Management
- MBA 5367 – Managing and Working in Virtual Teams
- MBA 53XX – Business Models and Sustainability

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Ethics (three of the following courses)**

- ACCT 5399 – Professional Ethics and Social Responsibility
- MBA 5339 – Independent Research
- MBA 5351 – International Management

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Finance (three of the following courses)**

- FINA 5319 – Investment Theory
- FINA 5330 – International Finance
- FINA 5331 – Financial Institutions and Markets

- FINA 5333 – Real Estate Investment
- FINA 5336 – Financial Statement Analysis
- FINA 5341 – Futures, Swaps, and Options
- FINA 5346 – Fixed Income Securities
- FINA 5347 – Behavioral Finance
- FINA 5348 – Mergers and Acquisitions

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Health Care Administration** (10 credit hours by Texas Woman’s University will be transferred. NOTE: To qualify as transfer credit courses for the HCA Concentration, a grade of B or better must be earned.) Students are strongly advised to begin the TWU courses in the fall semester, taking classes in the following preferred order:

- HCA 5001 – Health and Disease (prerequisite for those students without a life-science background)
- HCA 5103 – Foundation of Health Services
- HCA 5483 – Epidemiological Methods (HCA 5001 and HCA 5103 are prerequisites for this course)

**CHOOSE ONE, each provides three credit hours (3 credit hours)**

- HCA 5193 – Health Law
- HCA 5633 – Health policy Analysis

Please note that a student interested in this concentration must be registered as a visiting graduate with Texas Woman’s University. To apply as a visiting graduate student at TWU, please complete the Texas Common application online, and mark “non-degree” and “TWU/UST concentration.” See the Graduate Program Manager for more details.

**International Business (three of the following courses)**

- ACCT 5366 – Comparative Accounting Practices
- FINA 5330 – International Finance
- MBA 5337 – Human Resource Management
- MBA 5351 – International Management
- MBA 5355 – Global Marketing
- MBA 5367 – Managing and Working in Virtual Teams
- MBA 5326 – International Economics

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Marketing (three of the following courses)**

- MBA 5321 – Marketing Applications and Research
- MBA 5333 – Seminar in Marketing
- MBA 5355 – Global Marketing
- MBA 5360 – E-Business Strategies
- MBA 5362 – Entrepreneurship

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

**Management Information Systems (three of the following courses)**

- MBA 5358 – Systems Project Management
- MBA 5360 – E-Business Strategies
- MBA 5367 – Managing and Working in Virtual Teams
- MBA 5368 – Systems Analysis and Design

(Other courses will be considered, conditional upon approval of the Dean or Department Chair.)

\*Students may also take the following course, conditional upon approval of the Dean, Associate Dean, or Department Chair.

- MBA 5391 – Internship
- MBA 5392 – Independent Study
- MBA 5393 – Special Topics

\*A student may take only one out-of-class course towards a concentration



# MASTER IN CLINICAL TRANSLATION MANAGEMENT (MCTM)

The Master in Clinical Translation Management (MCTM) program was developed by the Cameron School of Business at the University of St. Thomas (UST) in collaboration with Houston Methodist Research Institute. Integrated into one of the nation's finest hospitals, the Houston Methodist Research Institute provides the technology and support needed to effectively and efficiently bring cures through all stages of medical research and to patients round the world.

## ADMISSIONS REQUIREMENTS

Admissions decisions are based on a combination of your official transcripts, work history, personal statement, letters of recommendation and a personal interview. GRE scores are optional. MCAT scores may be substituted in lieu of GRE test. Check our website for application details and deadlines.

### Clinical Translation Process

MCTM 5911 Intro to Clinical Translation Management	1.5 Credit Hours
MCTM 5913 Idea to Clinic I	1.5 Credit Hours
MCTM 5914 Idea to Clinic II	1.5 Credit Hours
MCTM 5318 Practicum	1.5 Credit Hours

### Marketing and Management for Clinical Translation

MCTM 5933 Healthcare Economics	1.5 Credit Hours
MCTM 5941 Marketing Principles	1.5 Credit Hours
MCTM 5951 Leadership and Management for Business Success	1.5 Credit Hours
MCTM 5947 Market Opportunity Analysis	1.5 Credit Hours
MCTM 5994 New Venture Design	1.5 Credit Hours
MCTM 5998 Capstone Part 1 Entrepreneurial Principles	1.5 Credit Hours
MCTM 5999 Capstone Part 2 Strategic Management	1.5 Credit Hours

### Financial Management for Clinical Translation

MCTM 5972 Intellectual Property, Protection, and Management	1.5 Credit Hours
MCTM 5973 Regulatory Issues in Translation Management	1.5 Credit Hours
MCTM 5958 Ethics in Translational Medicine	1.5 Credit Hours
MCTM 5959 Business Ethics	1.5 Credit Hours

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30 Credit Hours

# MASTER IN ECCLESIAL ADMINISTRATION AND MANAGEMENT (MEAM)

The Master of Science in Ecclesial Administration and Management (MEAM) at the University of St. Thomas is a 30-credit hour program that teaches an array of business and management skills such as budgeting, fundraising, management of employees and strategic planning that will only enhance your church, diocesan and parish life. The MEAM program balances both in-person and online work along with a one-week immersion on campus session that when all combined together, not only help you, but will be invaluable for your spiritual growth.

## **MEAM Courses (30 Hours required to complete degree requirements)**

MEAM 6305: Governance Structures in Church & Patrimonial Canon Law	3.0 Credit Hours
MEAM 6310: Leadership, Ethics & Social Teaching of the Church on Bus.	3.0 Credit Hours
MEAM 6315: Marketing Strategy for Evangelization & Outreach	3.0 Credit Hours
MEAM 6320: Organizational and Personal Management	3.0 Credit Hours
MEAM 6325: Transparency and the Spirit of Enterprise	3.0 Credit Hours
MEAM 6330: Ecclesial Budgeting, Accounting & Assets Maintenance	3.0 Credit Hours
MEAM 6335: Financial Reporting, Controlling & Assets Management	3.0 Credit Hours
MEAM 6340: Stewardship: Fundraising, Campaigns & Project Management	3.0 Credit Hours
MEAM 6345: Communication Strategies in Digital Age, IT & Outreach	3.0 Credit Hours
MEAM 6350: Crisis Management & Accountability to the Faithful	3.0 Credit Hours
MEAM 6355: Personnel Management and Administration	3.0 Credit Hours

**\*30 credit hours are required from the courses listed above to complete the degree requirements.**

# MASTER OF PROFESSIONAL ACCOUNTING (MPA)

## MPA PROFICIENCY COURSES

CSB offers proficiency courses to ease the transition to business core classes for students who do not hold an accounting undergraduate degree. These courses are designed to prepare students to meet the demands and rigor of the graduate accounting curricula. Proficiency courses are for students who made a grade of less than a B-

ACCT 3341:	Intermediate Accounting: Assets	3.0 Credit Hours
ACCT 3342:	Intermediate Accounting: Equities	3.0 Credit Hours
MBA 5X03:	Fundamentals of Business Statistics	1.5 Credit Hours
FINA 5X04:	Fundamentals of Finance	1.5 Credit Hours
MBA 5X05:	Fundamentals of Microeconomics	1.5 Credit Hours
MBA 5X06:	Fundamentals of Macroeconomics	1.5 Credit Hours
MBA 5X07:	Fundamentals of Management	1.5 Credit Hours
MBA 5X08:	Fundamentals of Marketing	1.5 Credit Hours
MBA 5X09:	Legal Environment of Business	1.5 Credit Hours
ACCT 5X10:	Understanding & Interpreting Financial Statements	1.5 Credit Hours
ACCT 5X11:	Fundamentals of Financial Accounting	<u>1.5 Credit Hours</u>
		19.5 Credit Hours

### MPA Core Courses (15 Credit Hours)

ACCT 5314:	Contemporary Issues in Finance & Accounting	3 Credit Hours
ACCT 5366:	Comparative Accounting Practices	3 Credit Hours
ACCT 5330:	Advanced Accounting	3 Credit Hours
ACCT 5362:	Taxation of Business Entities	3 Credit Hours
ACCT 5399:	Professional Ethics & Social Responsibility	3 Credit Hours
		----- 15 Credit Hours

For students who desire to sit for the CPA exam, the following requirements must be met:

1. Thirty (30) semester hours of upper division accounting courses
2. Twenty-four (24) semester hours of business-related courses

Included in the above hours, candidates must have taken:

1. A Board-approved Ethics course (3 semester hours) – ACCT 5399 meets this requirement
2. A Board-approved Accounting and Research Analysis course (2 semester hours) – ACCT 5331 meets this requirement
3. A Board-approved Accounting or Business Communications course (2 semester hours) – MGMT 3320 meets this requirement. This requirement can also be met if students take two of the following: ACCT 5333, ACCT 5366, and ACCT 5362

### Accounting Electives (6 or 9 Credit Hours)

Students are encouraged to take electives in fall and spring semesters.

ACCT 5360:	Governmental/Not-for-Profit Accounting	3 Credit Hours
ACCT 5353:	Federal Tax Concepts for Individuals	3 Credit Hours
ACCT 5336:	Financial Statement Analytics	3 Credit Hours
ACCT 5397:	Forensic Accounting	3 Credit Hours
ACCT 5392:	Independent Study in Accounting	3 Credit Hours

### Non Accounting Electives (6 or 9 Credit Hours)

Students are encouraged to take electives in fall and spring semesters.

ACCT 5395:	Special Topics – Digital Trends in Leadership	3 Credit Hours
ACCT 5395:	Special Topics – Digital Strategy	3 Credit Hours
ACCT 5395:	Special Topics – Introduction to Data Analytics	3 Credit Hours
ACCT 5395:	Special Topics – Data Visualization	3 Credit Hours
ACCT 5395:	Special Topics – Block Chain, Cryptocurrencies & Net. Econ	3 Credit Hours
MBA 5315:	Operations Management and Supply Chain	3 Credit Hours
FINA 5318:	Financial Management	3 Credit Hours
MBA 5328:	Cross Cultural Negotiations & Conflict Management	3 Credit Hours

# MASTER OF SCIENCE IN ACCOUNTING (MSA)

## MSA PROFICIENCY COURSES

Students who enter the program without undergraduate business courses will be advised about the necessary proficiency courses they are required to take. Upon transcript reviews, some or all proficiency courses may be waived based on previous studies.

ACCT 3341:	Intermediate Accounting: Assets	3.0 Credit Hours
ACCT 3342:	Intermediate Accounting: Equities	3.0 Credit Hours
ACCT 5311:	Fundamentals of Financial Accounting	3.0 Credit Hours
MBA 5X03:	Fundamentals of Business Statistics	3.0 Credit Hours
FINA 5X04:	Fundamentals of Finance	1.5 Credit Hours
MBA 5X05:	Fundamentals of Microeconomics	1.5 Credit Hours
MBA 5X06:	Fundamentals of Macroeconomics	1.5 Credit Hours
MBA 5X07:	Fundamentals of Management	1.5 Credit Hours
MBA 5X08:	Fundamentals of Marketing	1.5 Credit Hours
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		19.5 Credit Hours

### MSA Core Courses (30 Credit Hours)

ACCT 5313:	Managerial Accounting	3 Credit Hours
ACCT 5330:	Advanced Accounting	3 Credit Hours
ACCT 5331*:	Financial Accounting Theory	3 Credit Hours
ACCT 5333:	Auditing	3 Credit Hours
ACCT 5353:	Federal Tax Concepts for Individuals	3 Credit Hours
ACCT 5360:	Governmental/Not-for-Profit Accounting	3 Credit Hours
ACCT 5361:	Seminar in Business Law	3 Credit Hours
ACCT 5393:	Accounting Information Systems	3 Credit Hours
ACCT 5399:	Professional Ethics & Social Responsibility	3 Credit Hours
FINA 5318:	Financial Management	3 Credit Hours
		-----
		30 Credit Hours

\*Capstone course – must be taken in last nine hours

For students who desire to sit for the CPA exam, the following requirements must be met:

3. Thirty (30) semester hours of upper division accounting courses
4. Twenty-four (24) semester hours of business-related courses

MSA students who do not have undergraduate business degrees must take additional business-related courses to meet this requirement.

Included in the above hours, candidates must have taken:

4. A Board-approved Ethics course (3 semester hours) – ACCT 5399 meets this requirement
5. A Board-approved Accounting and Research Analysis course (2 semester hours) – ACCT 5331 meets this requirement
6. A Board-approved Accounting or Business Communications course (2 semester hours) – MGMT 3320 meets this requirement. This requirement can also be met if students take two of the following: ACCT 5333, ACCT 5366, and ACCT 5362

### Accounting Electives (Two courses from the following)

Students are encouraged to take electives in fall and spring semesters.

ACCT 5336:	Financial Statement Analysis	3 Credit Hours
ACCT 5362:	Taxation of Business Entities Comparative	3 Credit Hours
ACCT 5366:	Accounting Practices Internship in Accounting	3 Credit Hours
ACCT 5391**:	Internship in Accounting	3 Credit Hours
ACCT 5392**:	Independent Study in Accounting	3 Credit Hours
ACCT 5395:	Special Topics	3 Credit Hours
ACCT 5397:	Forensic Accounting	3 Credit Hours
ACCT 5315:	Operations Management and Supply Chain	3 Credit Hours
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		6 Credit Hours

\*\* Needs Department Chair Approval

# MASTER OF SCIENCE IN BUSINESS (MSB)

The MSB at UST is a one-year graduate business program grounded in Catholic ethics and morals, combined with valuable business skills that will allow for you to advance in your current career or succeed in the corporate or non-for-profit sectors.

## **MSB Courses** (30 Hours required to complete degree requirements)

MSB 6301:	Accounting, Reporting, and Control	3.0 Credit Hours
MSB 6303:	Business Law and the Spirit of the Enterprise	3.0 Credit Hours
MSB 6307:	Leadership for Principled Prosperity	3.0 Credit Hours
MSB 6309:	Selling Methodologies for Business Development	3.0 Credit Hours
MSB 6311:	Financial Planning	3.0 Credit Hours
MSB 6313:	Fundamentals of Information & Supply Chain Management	3.0 Credit Hours
MSB 6315:	Strategic Marketing in the Digital Age	3.0 Credit Hours
MSB 6322:	Organizational Behavior	3.0 Credit Hours
MSB 6343:	Global Human Resources	3.0 Credit Hours
MSB 6399:	Capstone Project	3.0 Credit Hours

**\*30 credit hours are required from the courses listed above to complete the degree requirements.**



# MASTER OF SCIENCE IN FINANCE (MSF)

The Master of Science in Finance is designed to serve the needs of working professionals in the field of finance.

## MSF PROFICIENCY COURSES

Students who enter the program with insufficient undergraduate business courses will be notified in writing which proficiency courses they are required to take. Upon transcript reviews, some or all proficiency courses may be waived based on previous studies.

ACCT 5311: Fundamentals of Financial Accounting	3.0 Credit Hours
MBA 5X03: Fundamentals of Business Statistics	3.0 Credit Hours
FINA 5X04: Fundamentals of Finance	1.5 Credit Hours
MBA 5X05: Fundamentals of Microeconomics	1.5 Credit Hours
MBA 5X06: Fundamentals of Macroeconomics	1.5 Credit Hours
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	10.5 Credit Hours

## MSF Core Courses (24 Hours)

ACCT 5313: Managerial Accounting	3 Credit Hours
FINA 5318: Financial Management	3 Credit Hours
FINA 5319: Investment Theory	3 Credit Hours
FINA 5330: International Finance	3 Credit Hours
FINA 5331: Financial Institutions and Markets	3 Credit Hours
FINA 5341: Futures, Swaps, and Options	3 Credit Hours
FINA 5346: Fixed Income Securities	3 Credit Hours
FINA 5350: Securities Analysis and Portfolio Management	3 Credit Hours
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	24 Credit Hours

## Finance Electives (two courses from the following)

Students are encouraged to take electives in fall and spring semesters.

ACCT 5399: Professional Ethics and Social Responsibility	3 Credit Hours
FINA 5332: Bank Management	3 Credit Hours
FINA 5333: Real Estate Investment	3 Credit Hours
FINA 5336: Financial Statement Analysis	3 Credit Hours
FINA 5339*: Independent Research in Finance	3 Credit Hours
FINA 5347: Behavioral Finance	3 Credit Hours
FINA 5391: Internship in Finance	3 Credit Hours
FINA 5348: Mergers and Acquisitions	3 Credit Hours
FINA 5393*: Special Topics in Finance	3 Credit Hours
FINA 5399: Internship in Finance	3 Credit Hours
MBA 5326: International Economics	3 Credit Hours
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	6 Credit Hours

\* Needs Department Chair Approval

# MASTER IN INTERNATIONAL BUSINESS (MIB)

The Master in International Business is designed to provide students with the knowledge and skills necessary to be effective problem solvers and decision makers in a global business environment.

## MIB PROFICIENCY COURSES

Students who enter the program with insufficient preparation in the business disciplines will be required to take business proficiency courses. Excluding proficiency courses, students are required to take 30 credit hours in the MIB program.

ACCT 5311	Fundamentals of Financial Accounting	3 Credit Hours
MBA 5X03	Fundamentals of Business Statistics	3 Credit Hours
FINA 5X04	Fundamentals of Finance	3 Credit Hours
MBA 5X05	Fundamentals of Microeconomics	3 Credit Hours
MBA 5X06	Fundamentals of Macroeconomics	3 Credit Hours
MBA 5X07	Fundamentals of Management	3 Credit Hours
MBA 5X08	Fundamentals of Marketing	3 Credit Hours

## MIB Core Courses (24 Hours)

MIB 5325	Operations Management and Supply Chain	3 Credit Hours
MIB 6326	International Economics	3 Credit Hours
MIB 5327	Ethical and Legal Issues in International Business	3 Credit Hours
MIB 5330	International Finance	3 Credit Hours
MIB 6355	Global Marketing	3 Credit Hours
MIB 5366	Comparative Accounting Practices	3 Credit Hours
MIB 6377	Government-Business Relations in the Developing World	3 Credit Hours
MIB 6399*	Seminar in International Business Strategy	3 Credit Hours
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		24 Credit Hours

\*Capstone course – must be taken in the last nine hours

## MIB Electives (two courses from the following)

### Regional Study Elective

MIB 4361	Global Energy	3 Credit Hours
MIB 4364	International Law	3 Credit Hours
MIB 4366	International Security	3 Credit Hours
MIB 4369	Seminar in International Development Studies	3 Credit Hours
MIB 4376	Contemporary Taiwan (Study Abroad)	3 Credit Hours
MIB 4360	Perspectives on Modern China	3 Credit Hours
MIB 4359	Latin American Cultures: Diversity, Paradoxes Transformation	3 Credit Hours
MIB 4393	Special Topics (with approval of Cameron School of Business)	3 Credit Hours

### International Business Elective

MBA 53XX/MIB 6343	Global Human Resources	3 Credit Hours
MBA 5366/MIB 63XX	Sourcing Management	3 Credit Hours
MBA 53XX/MIB 63XX	Cross-cultural Negotiation	3 Credit Hours
FINA 5318/MIB 63XX	Financial Management	3 Credit Hours
ACCT 5336/MIB 63XX	Financial Statement Analysis	3 Credit Hours

CAMERON SCHOOL OF BUSINESS  
COURSE DESCRIPTIONS

**ACCT 5191 Internship in Accounting**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair. Permission of the chair or academic advisor/supervisor is required. Number of credit hours earned depends on number of hours spent on the internship site weekly. Internships may only be taken on a pass/fail basis. Maximum credit for all internships: 6 credit hours.

**ACCT 5192 Independent Study ACCT**

The purpose of this course is to provide students with the opportunity to engage in an in-depth study in a field in which the student has a special interest and in which a faculty member is willing to supervise an extended project. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project. Prerequisite: Approval of the Dean, Associate Dean, or Director of Graduate Programs.

**ACCT 5311 Fundamentals of Fin Acct**

This course replaced ACCT 5X01. The purpose of this course is to introduce the student to the development and interpretation of accounting records and the use of accounting information as a managerial tool for reporting and decision-making. Major topics covered in this course are double entry bookkeeping, the accounting cycle, individual assets and liabilities, interpretation of financial statements, managerial accounting concepts and ethical issues of financial reporting. Prerequisites: None.

**ACCT 5313 Managerial Accounting**

The purpose of this course is to examine how accounting information is used for management decisions. Topics covered include variable costing, job-order costing, activity-based management, cost-volume profit analysis, and budgeting.

**ACCT 5314 Contemp. Issues in Fin & Acct.**

A case study approach examining and exploring issues in accounting concepts, methods, and uses. Prerequisite: ACCT 5313.

**ACCT 5330 Advanced Accounting**

The purpose of this course is to provide a comprehensive coverage of the accounting and reporting principles used in a variety of business entities. Topics covered include acquisitions accounted for as a purchase, computation of goodwill, special purpose entities, consolidation procedures, intercompany transactions, foreign currency transactions, derivatives and hedge accounting, segment and interim reporting, and partnership accounting. Prerequisite: Intermediate Accounting.

**ACCT 5331 Financial Acct. Theory**

The purpose of this course is to examine the history and development of accounting concepts and theories with an emphasis on generally accepted accounting principles. Topics covered include the changing role of the accountant, the conceptual framework of the FASB, the various rules of GAAP affecting income statement and balance sheet accounts, earnings management, stock market valuation, and the role of accounting information in contracting and managerial compensation.

**ACCT 5333 Auditing**

The purpose of this course is to provide an introduction to auditing and the public accounting profession. Topics include generally accepted auditing standards, audit reporting, evidence, audit objectives, audit risk, materiality, ethics, and legal liability.

**ACCT 5336 Financial Statement Analysis**

An in-depth study into the area of financial statement and investment analysis.

### **ACCT 5353 Federal Tax Concepts-Individual**

The purpose of this course is to address federal income tax issues pertinent to individuals as employees, business owners, and investors. Emphasis is placed on building a broad conceptual understanding of principles that govern income and expense recognition. The course also gives consideration to primary authoritative tax literature thereby enhancing the student's ability to conduct tax research on topics faced by individuals. Prerequisite: ACCT 5X01, ACCT 5X02 or equivalent.

### **ACCT 5360 Gov't./Not-for-Profit Acct.**

The purpose of this course is to provide an introduction to governmental and non-profit accounting. Topics include the development of governmental and non-profit accounting principles, fund accounting, budgeting, and financial reporting.

### **ACCT 5361 Seminar in Business Law**

The purpose of this course is to provide a comprehensive overview of the major areas of business law. Topics include general principles of contract law, negotiable instruments, partnerships, corporations, bankruptcy and securities law.

Prerequisite: Graduate standing

### **ACCT 5362 Taxation of Business Entities**

New Course Description – The purpose of this course is to address federal income tax issues pertinent to various business entities and their owners. Consideration is given to the how federal tax law affects the formation and operation of Corporations, Partnerships, and S Corporations. Distributions to owners and the liquidation of these entities are also covered. Prerequisite: ACCT 5353 or equivalent.

### **ACCT 5366 Comparative Acct. Practices**

The purpose of this course is to review U.S. and international accounting aspects of multinational enterprises. Topics include guidelines for financial and other types of reporting, disclosure requirements, foreign currency translation, financial statement analysis, and U.S. taxation issues.

### **ACCT 5391 Internship in Accounting**

The purpose of this course is to provide students with practical experience in a job related to the student's academic and professional goals. The course is graded only on a pass/fail basis. Prerequisite: Approval of Chair of the MSA Program.

### **ACCT 5392 Independent Study ACCT**

The purpose of this course is to provide students with the opportunity to engage in an in-depth study in a field in which the student has a special interest and in which a faculty member is willing to supervise an extended project. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project. Prerequisite: Approval of the Dean, Associate Dean, or Director of Graduate Programs.

### **ACCT 5393 Accounting Information Systems**

The purpose of this course is to introduce the student to the study of accounting information systems with emphasis on management control and financial information needs. The course also emphasizes the integration of technology into business accounting systems.

### **ACCT 5395 Special Topics**

The purpose of this course is to provide the student an opportunity to do specialized study in a current accounting topic. Topics can be selected from financial accounting, managerial accounting, auditing, or government/nonprofit accounting.

Prerequisite: Approval of the Chair of the MSA Program.

### **ACCT 5397 Forensic Accounting**

The purpose of this course is to examine the methodology for resolving allegations of fraud from inception to disposition. Topics covered include the reasons and motivation behind fraudulent behavior, the need for an efficient system of internal control to detect and prevent fraud, the red flags that indicate fraud, various types of fraud, interview skills, business loss valuations, commercial damages, and court room procedures involving the accountant as an expert witness.

### **ACCT 5399 Prof Ethics & Soc Resp**

The purpose of this course is to gain a thorough understanding of the following concepts: ethical reasoning, integrity, objectivity, and independence. Topics include the examination of core values, professional codes of conduct for accountants, other rules governing the accounting profession, and the responsibility of the profession to the public, not limited by traditional accounting rules.

### **FINA 5X04 Fundamentals of Finance**

This course provides an introduction to financial concepts and principles for students required to take the proficiency course in Finance. Special attention is given to the role of the financial system in the economy, the fundamentals of investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Prerequisites: None

### **FINA 5191 Internship in Finance**

This course provides opportunities for students to enhance their practical skills through application of classroom concepts and theories to real life situations. Students are supervised individually by a finance faculty member with the approval of the department chair. This course must have department consent and the student must have taken at least 6 hours of graduate finance courses.

### **FINA 5291 Internship**

This course provides opportunities for students to enhance through application of classroom concepts and theories to real life situations. Students are supervised individually by a finance faculty member with the approval of the department chair.

### **FINA 5292 Independent Research in Fina**

### **FINA 5318 Financial Management**

The purpose of this course is to provide the student with a comprehensive study of the core concepts of financial management. Topics include financial performance evaluation, asset valuation, capital budgeting, risk and return in the context of the capital asset pricing model, capital structure theory, dividend policy, short-term financial planning and budgeting, and long-term financial planning and forecasting. This course introduces the student to corporate financial responsibilities and the methods required to effectively meet these responsibilities. Students are required to perform case analyses or written projects.

### **FINA 5319 Investments**

The purpose of the course is to introduce the student to modern developments in investment analysis and management. The course focuses on the impact of recent contributions to the theory of valuation of securities on the determination of the fundamental values of various securities and the role of these values in formulation of efficient and optimal investment strategies. The course also emphasizes the role of derivative securities in business and financial risk management.

### **FINA 5330 International Finance**

The purpose of this course is to introduce the student to the study of multinational financial management and investment decisions. The course studies foreign exchange markets, international portfolio management, and financial management of multinational corporations, with emphasis on business use of derivative instruments and operating strategies to hedge exchange rate risk. Topics covered include the international financial environment and markets, exchange rate determination, currency derivatives, international arbitrage and interest rate parity theory, relationships among inflation, interest rate, and exchange rate, exchange rate risk management, multinational capital budgeting analysis, and global capital structure analysis. Cases are assigned to enhance creative thinking and analysis to apply to real-world situations.

### **FINA 5331 Financial Institutions & Mkts**

The purpose of this course is to provide the student with a comprehensive analysis of the role of the financial system in a modern industrial economy, emphasizing its institutions, markets, instruments, and regulation. The course discusses how the financial system creates money, serves as a tool of intermediation and risk management, and acts as a tool of monetary policy to achieve the national economic goals of price stability, high employment, and balance of international payments.



**FINA 5332 Bank Management**

This course is designed to prepare students to analyze the functional areas of commercial banking from an administrative and technical perspective. It involves a study of the role of commercial banks in relation to the financial sector as a whole. Additionally, it examines the bases upon which commercial banks are evaluated by professional investors and regulators such as liquidity and capital adequacy.

**FINA 5333 Real Estate Investment**

This course presents a study of the fundamentals and practices of real estate investment. Topics include, but are not limited to, analyses of risk and return in light of the unique tax treatments of real estate investments, sources of funds, alternative financing instruments, mortgage securitization, and cash flow projection.

**FINA 5336 Financial Statement Analysis**

Analysis of corporate use of financial institutions in the primary, secondary and lending markets, and of legal developments in this field. The course examines the role of the various financial institutions in the flow of funds through the financial markets.

**FINA 5339 Independent Research**

This course is designed to provide in-depth study in a field of finance in which the student has completed at least 2 MSF (Master of Science in Finance) courses. Students work independently on assigned readings in a particular topic and discuss /write up results to the satisfaction of the directing faculty member. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project. Students completing such a course will have several meetings with the supervising faculty member throughout the semester. In accord with the University policy, this course can be taken only by advanced and generally superior students and those needing such a course will have several meetings with the supervising faculty member throughout the semester. In accord with University policy, this course can be taken by advanced and generally superior students and those needing such course to complete degree requirements in a timely manner.

**FINA 5341 Futures, Swaps, and Options**

The purpose of this course is to introduce the student to financial derivatives, including options, swaps, futures and forward contracts and explain how they are used to transfer financial risk from risk-averse hedgers to speculators who are willing to accept this risk. Topics include hedging and trading strategies, portfolio insurance, and the valuation of financial derivatives, including the binomial model and the Black-Sholes model.

**FINA 5346 Fixed Income Securities**

The purpose of the course is to analyze fixed income securities of various types, with payments being fixed, floating, or dependent upon market benchmarks, such as the LIBOR. A primary focus of the course is the valuation, risk, and return of fixed income securities. Additionally, it covers the concepts of duration, convexity, and the term structure of interest rates as they apply to bond portfolio immunization strategies. Additional topics include yield curves and spreads, credit ratings, capital structure, leverage, default, recovery risks, and valuation.

**FINA 5347 Behavioral Finance**

The purpose of this course is to provide an in-depth understanding of behavioral finance and how the concepts of this emerging field complement the traditional finance models. The course sheds light on the behavioral, as opposed to purely analytical, aspects of portfolio management, securities pricing, and investment practices. In this course, participants examine whether the standard economic paradigm adequately describes behavior in capital markets and learn the implications of alternative theories of such markets.

**FINA 5348 Mergers and Acquisitions**

The purpose of this course is to present tools and methods for developing and implementing successful merger and acquisition strategies, focusing primarily on the financial as opposed to purely administrative issues. The course identifies the reason mergers succeed or fail and provides some of the basic skills needed to design and evaluate mergers and acquisitions transactions.

### **FINA 5350 Securities Analysis & Portfolio**

This course focuses on securities analysis and portfolio management from the perspective of the professional investor. Topics include a review of the structure of capital markets, valuation of equity and fixed income securities, market efficiency, modern portfolio theory, asset pricing models relating risk and return, and derivatives.

### **FINA 5391 Internship**

This course provides opportunities for students to enhance through application of classroom concepts and theories to real life situations. Students are supervised individually by a finance faculty member with the approval of the department chair.

### **FINA 5392 Independent Research in Finance**

This course is designed to provide in-depth study in a field of finance in which the student has completed at least 2 MSF (Master of Science in Finance) courses. Students work independently on assigned readings in a particular topic and discuss /write up results to the satisfaction of the directing faculty member. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project. Students completing such a course will have several meetings with the supervising faculty member throughout the semester. In accord with the University policy, this course can be taken only by advanced and generally superior students and those needing such a course will have several meetings with the supervising faculty member throughout the semester. In accord with University policy, this course can be taken by advanced and generally superior students and those needing such course to complete degree requirements in a timely manner.

### **FINA 5393 Special Topics in Finance**

The purpose of this course is to provide students the opportunity to perform in-depth studies of selected finance topics. Students completing such a course will have several meetings with the supervising faculty member throughout the semester. In accord with University policy, this course can be taken only by advanced and generally superior students and those needing such a course to complete degree requirements in a timely manner. Approval of Dean, Associate Dean or Department Chair.

### **MBA 5X01 Introduction to Business Communication**

This class presents written business communication as strategy critical to success in the workplace and graduate business classroom. The course introduces a written communication model useful to identify objectives, analyze audiences, choose information, and create the most effective method for written messages. The course is designed to ensure that students learn proper and effective use of paragraph organization, sentence structure, punctuation, grammar, and research documentation by writing and revising various documents. In addition, students are provided the opportunity to improve their research skills and analytical writing skills completing a research report.

### **MBA 5X02 Introduction to Quantitative**

This course provides an introduction to fundamental algebraic and statistical concepts. Applications of concepts using Excel for calculations and graphs will also be included.

### **MBA 5X03 Fundamentals of Business Statistics**

This course provides an introduction to probability and statistics with applications for the students without an introductory undergraduate course in statistics. It is not a course in mathematical statistics, but provides a balance between statistical theory and application. Topics include: descriptive statistics; basic probability models; random variables; discrete and continuous probability distributions; statistical estimation and testing; confidence intervals and an introduction to linear regression. The course is supported by statistical software package. Prerequisites: calculus and linear algebra.

### **MBA 5X04 Fundamentals of Finance**

This course provides an introduction to financial concepts and principles for students required to take the proficiency course in Finance. Special attention is given to the role of the financial system in the economy, the fundamentals of investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Prerequisites: None

**MBA 5X05 Fundamentals of Microeconomics**

This course provides an introduction to Microeconomic concepts and principles. Special attention is given to consumer and firm behavior, supply and demand analysis, decision-making by business firms in competitive and monopolistic markets and factors affecting operational efficiency of business firms. Course should only be taken if required as proficiency by Cameron School of Business. Prerequisites: None

**MBA 5X06 Fundamentals of Macroeconomic**

This course provides an introduction to Macroeconomics concepts and principles. Special attention is given to the analysis of national income and its determinants, causes and consequences of economic growth and instability, and the role of monetary and fiscal policies in stabilizing the price level and fostering high levels of employment and rapid economic growth. Course should only be taken if required as proficiency by Cameron School of Business. Prerequisites: None

**MBA 5X07 Fundamentals of Management**

This course provides an introduction to fundamental concepts and vocabulary of Management for the students required to take the proficiency course in Management. Emphasis is placed on the applications of management theories and concepts to practical problems in planning, organizing, leading, and controlling functions of management. This course is conducted primarily in a lecture and group-discussion format. Prerequisites: None.

**MBA 5X08 Fundamentals of Marketing**

This course provides an introduction to fundamental concepts and theories of marketing, with an emphasis on delivering value to the customers, for students required to take the proficiency course in Marketing. Topics include marketing environment, segmentation and targeting, buying behavior, marketing mix, and ethical and global perspectives. This course follows a lecture and discussion approach. Prerequisites: None.

**MBA 5X09 Legal Environ of Business**

This course provides a study of law as it relates to organizational activity. Emphasis is placed on current legal problems, together with evolving theories or trends within the law. Primary emphasis is placed on business, the formation of contracts, the problems with sales contracts, secured sales contacts and security interests, and the proper forms of business organizations including sole-proprietorships, partnerships, limited liability companies and corporations. The course introduces the student to the problems that currently beset the business community, the origins of those problems, the consequences anticipated and, basically, what is to be expected in the future. The student should come to an understanding of the dangers to be encountered with such problems as changes in corporate structures, mergers and acquisitions, changes in employment responsibilities, civil rights considerations and violations, harassment problems, early buy-outs, forced retirements, etc. At the end of the course it is hoped that the student will be familiar with not only the problems to be encountered in the business world, but the language and legal thinking surrounding these problems. Prerequisites: None.

**MBA 5000 Health Care Administration**

Transfer courses from Texas Women's University relating the Health Care Administration concentration under the MBA program. Includes HCA 5001, HCA 5103, HCA 5483, HCA 5193

**MBA 5191 Internship**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair. Permission of the chair or academic advisor/supervisor is required. Number of credit hours earned depends on number of hours spent on the internship site weekly. Internships may be taken only on a pass/fail basis. Maximum credit for all internships: 6 credit hours.

**MBA 5192 Independent Study**

Prerequisite: Approval of the Dean, Associate Dean, or Director of Graduate Programs.

**MBA 5218 Financial Management Applicati**

Application of concepts learned in Financial Management to actual budgeting problems.

**MBA 5291 Internship**

### **MBA 5292 Independent Study**

Prerequisite: Approval of the Dean, Associate Dean, or Director of Graduate Programs.

### **MBA 5303 Fund. of Quantitative Mthds.**

The purpose of this course is to introduce students to applied statistics and data analysis. Topics include collecting and exploring data, probability, probability distribution, sampling, estimation, statistical inference, and correlation and regression analysis. Prerequisite: Course should only be taken if required by Cameron School of Business.

### **MBA 5306 Introduction to Graduate Studies in Business**

### **MBA 5310 Women in Management**

### **MBA 5311 Managerial Economics**

A study of the application of economic concepts and methods to business and government decision-making. This course reviews various economic concepts and methods and government decision making in both domestic and international settings, with emphasis on such topics as demand, pricing, production, and cost analysis.

### **MBA 5312 Macroeconomic Theory**

A study of the application of economic concepts and methods to business and government decision-making. This course reviews various economic concepts and methods and government decision making in both domestic and international settings, with emphasis on such topics as demand, pricing, production and cost analysis.

### **MBA 5315 Operations Mgmt & Supply Chain**

Operations management is primarily responsible for creating values on business output by transforming the quantity, quality, forms, and place attributes of input variables. Theoretical and quantitative concepts, models, methods, and strategies covered in the course for designing and managing manufacturing and service systems include quality, inventory, forecasting, scheduling, and logistics. Students are expected to have a moderate level of proficiency with spreadsheet application. The course is also supplemented with simulation technology to provide a real time experience of managing supply chain and logistics.

### **MBA 5318 Financial Management**

The purpose of this course is to provide the student with a comprehensive study of the core concepts of financial management. Topics include financial performance evaluation, asset valuation, capital budgeting, risk and return in the context of the capital asset pricing model, capital structure theory, dividend policy, short-term financial planning and budgeting, and long-term financial planning and forecasting. This course introduces the student to corporate financial responsibilities and the methods required to effectively meet these responsibilities. Students are required to perform case analyses or written projects. Prerequisites: MBA 5X03 and MBA 5X04.

### **MBA 5319 Investment Theory**

The purpose of the course is to introduce the student to modern developments in investment analysis and management. The course focuses on the impact of recent contributions to the theory of valuation of securities on the determination of the fundamental values of various securities and the role of these values in formulation of efficient and optimal investment strategies. The course also emphasizes the role of derivative securities in business and financial risk management. Prerequisite: MBA 5318.

### **MBA 5320 Marketing Management Theory**

This course presents a graduate level overview of marketing principles from a strategic perspective. Topics include positioning, market intelligence, consumer behavior, marketing mix, ethics and social issues. Lectures, cases, presentations and teamwork reinforce the concepts.

### **MBA 5321 Marketing Appl. and Research**

This course presents marketing problems designed to develop the student's problem-solving and research ability for marketing decisions. Topics include market research, design and evaluation of data gathering techniques, current trends in marketing, the marketing mix, and consumer behavior. Discussion-based, group work, cases and readings, presentations and experiential assignments are basic to the coursework.

### **MBA 5322 Organizational Behavior**

The purpose of this course is to provide the student with an in-depth study of concepts relevant to understanding and predicting human behavior in organizations. Topics include personality, motivation, leadership, group processes, decision making, conflict resolution and interpersonal communication. Research in psychology, sociology, human resources and management is synthesized as they contribute to the understanding of individual and group productivity within the organization. Teamwork, leadership and problem solving are emphasized through experiential learning, and/or case methods. Assignments include written and oral presentations.

### **MBA 5324 Business Ethics and Society**

The purpose of this course is to provide the student with an in-depth analysis and integrative framework for viewing the corporation as a social system and understanding the role of business in society. Topics cover the ethics and definition of the corporation as a legal person, sustainability, social entrepreneurship and vocation. Seminal cases, teams and/or a community project are used to enhance student recognition of ethical business issues, increase self-awareness, and to develop leadership skills that inform the future ethos and social responsibility of business.

### **MBA 5325 Ethical & Moral Business Mgmt**

The purpose of this course is to introduce the student to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethics and morality, the role of leadership, types of moral theories, the moral foundations of the market, and sustainability. Seminal cases, role-playing, and/or a service learning project are used to enhance student ability to recognize, describe and address ethical and moral issues at the personal, organizational and societal levels.

### **MBA 5326 International Economics**

The purpose of this course is to introduce the student to both the principles of international trade and the fundamentals of balance of payments and exchange rate determination. Topics covered include the economic impact and the political economy of trade barriers, multilateral and bilateral trade arrangements, the conduct of monetary policy under alternative exchange rate systems, and the impact of trade restrictions and changes in exchange rates on business firms. Prerequisite: MBA 5X05 and MBA 5X06.

### **MBA 5330 International Finance**

The purpose of this course is to introduce the student to the study of multinational financial management and investment decisions. The course studies foreign exchange markets, international portfolio management, and financial management of multinational corporations, with emphasis on business use of derivative instruments and operating strategies to hedge exchange rate risk. Topics covered include the international financial environment and markets, exchange rate determination, currency derivatives, international arbitrage and interest rate parity theory, relationships among inflation, interest rate, and exchange rate, exchange rate risk management, multinational capital budgeting analysis, and global capital structure analysis. Cases are assigned to enhance creative thinking and analysis to apply to real-world situations. Prerequisite: MBA 5X04.

### **MBA 5331 Financial Institutions & Mkts**

The purpose of this course is to provide the student with a comprehensive analysis of the role of the financial system in a modern industrial economy, emphasizing its institutions, markets, instruments, and regulation. The course discusses how the financial system creates money, serves as a tool of intermediation and risk management, and acts as a tool of monetary policy to achieve the national economic goals of price stability, high employment, and balance of international payments. Prerequisite: MBA 5X05, MBA 5X06 and MBA 5318.

### **MBA 5333 Seminar in Marketing**

The purpose of the course is to introduce the student to methods of integrating marketing strategy and research for the purpose of developing an original marketing plan. Topics include the analysis of secondary market research, competitive strategy, buyer behavior, and the marketing mix. Students participate in simulation, group work, presentations and experiential assignments.



### **MBA 5337 Human Resource Management**

The purpose of this course is to develop managers and professionals who can contribute to an organization's success by aligning human resource functions with the goals and strategy of the organization. In doing so, this course provides students with an overview of the critical issues, theories, and practices in the field of Human Resource Management.

### **MBA 5339 Independent Research**

The purpose of the course is to provide students the opportunity to engage in an in-depth study in a field in which the student has a special interest and in which a faculty member is willing to supervise an extended project. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project.

### **MBA 5341 Futures, Swaps, and Options**

The purpose of this course is to introduce the student to financial derivatives, including options, swaps, futures and forward contracts and explain how they are used to transfer financial risk from riskaverse hedgers to speculators who are willing to accept this risk. Topics include hedging and trading strategies, portfolio insurance, and the valuation of financial derivatives, including the binomial model and the Black-Sholes model. Prerequisite: MBA 5318.

### **MBA 5342 Financial Economics**

This course will provide a rigorous application of economic principles to the study of the role of the financial system in a modern economy. This course begins with the microeconomic of optimal decision making under uncertainty, which will serve as a foundation for the development and valuation of new financial products. In the process, the major capital asset pricing models are introduced and their relevance and realism critically assessed.

### **MBA 5351 International Management**

The purpose of this course is to provide the student with an in-depth study of the impact of cultural variations on managerial practices within global organizations. Topics include cultural variations in organizational strategy, motivating employees, leadership styles, group dynamics, and managerial direction and control. Political and economic risk and human resource implications are addressed. This course utilizes lectures, case studies and/or experiential assignments in addition to readings.

### **MBA 5355 Global Marketing**

The purpose of the course is to expose the student to the complexity of marketing strategy decisions in a global marketplace. Topics include global consumer markets; the global cultural, legal, political, economic environment; marketing mix; consumer behavior; and global marketing research. Assignments include group work, cases and readings and presentations.

### **MBA 5357 Management Information Systems**

This course presents the major issues in the realm of managing cross-functional information in complex organizations. Topics include planning, designing, acquiring, evaluating, and financing information systems and technologies. Students will understand competing perspectives of the end-user client and the information system manager with opportunities to work together to improve competitive advantage through effective management of information. The course is largely a discussion-based class with a case study emphasis including extensive Internet research to solve business problems and make decisions. Assignments include written and oral presentations.

### **MBA 5358 Systems Project Management**

The purpose of the course is to introduce the student to project management techniques. Topics include project organization and staffing, planning and controlling, scheduling and resource allocation, and leadership. This course involves a combination of lecturing and case studies, with a major case analysis due at the end of the course.

### **MBA 5360 E-Business Strategies**

This course provides an overview of the conduct and management of e-business. Topics covered include technologies that support e-business, different e-business models and applications, security issues, electronic payment systems, legal and ethical issues, global issues, design and implementation issues and strategy for implementing an e-business. Students will write weekly case and current event analyses that address these issues.

**MBA 5362 Entrepreneurship**

This course provides the students with the tools necessary for a complete understanding of the entrepreneurial process. The course focuses on recognizing and pursuing business opportunities, evaluating the feasibility of new ventures and learning how to manage growing businesses. Lectures, cases, presentations, and team projects reinforce the concepts.

**MBA 5366 Sourcing Management**

This course addresses issues related to current sourcing practices in business organizations including outsourcing and off-shoring of services. Topics include the challenges of global sourcing as well as the costs, risks, rewards, and strategies involved in making sourcing decisions. A field project, case studies, and current event analysis assignments will enhance creative thinking and analysis by requiring the students to apply the course material to real-life situations.

**MBA 5367 Manage & Work in Virtual Teams**

This course provides a practical focus for leaders and members of virtual and global teams. Topics include techniques for developing trust, shared understanding, performance evaluation, training, technology evaluation, and managing across cultures. Virtual teamwork, utilizing information technologies, is fundamental to this class. Oral and written presentations emphasize critical analysis, decision making, problem solving and resolution within a virtual context.

**MBA 5368 Systems Analysis and Design**

This course focuses upon solving complex problems within modern business setting using the techniques and tools of business systems analysis and design. Topics include problem identification and preliminary investigation, feasibility assessment, analysis and documentation of current work processes, evaluation of alternative solutions, and work process redesign. This course relies heavily upon case study methods, with an ongoing case study that is addressed and updated weekly by students working in teams as new topics are introduced during the class.

**MBA 5369 Data Admin & Database Mgmt.**

This course investigates techniques for using enterprise data for developing strategic advantage. Topics include data warehousing, data mining, indexing and searching text databases and data representation methods (XML). This is primarily a lecture oriented course with demonstrations and problems sets to help students gain experience with key topics covered.

**MBA 5370 Applied Strategic Management**

This course is the graduate capstone which integrates concepts and theories from various functional areas of business including accounting, finance, marketing, operations, and management. The course covers the strategic management process of environmental scanning, strategy formulation, strategy implementation and strategy evaluation. Students work extensively in teams to manage a company in a simulated industry environment. Case studies or projects or paper presentations may also be included.

**MBA 5391 Internship**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair. Permission of the chair or academic advisor/supervisor is required. Number of credit hours earned depends on number of hours spent on the internship site weekly. Internships may be taken only on a pass/fail basis. Maximum credit for all internships: 6 credit hours.

**MBA 5392 Dir Read/Indep Stdy in MBA**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty. Prerequisites: 50+ credit hours; appropriate business coursework (to be determined in consultation with department chair or faculty supervisor); prior written approval of chair and instructor; minimum GPA of 3.0.

**MBA 5393 Special Topics**

The purpose of this course is to provide students with focused knowledge in a topic of special interest in management, marketing, finance, MIS, international business, accounting, or ethics.

### **MBA 5493 Entrepreneurship and Negotiati**

This course provides the students with tools necessary for a complete understanding of the entrepreneurial process. The course focuses on recognizing and pursuing business opportunities, navigating through the legal business environment, and understanding how to successfully negotiate. In addition, students learn how to evaluate the feasibility of business ideas and manage growing organizations.

### **MBAE 5303 Fund of Quantitative Methods**

Required of students entering the program without college algebra and statistics. The course is a study of mathematical and statistical fundamentals related to economics, management, and finance.

### **MBAE 5310 Survey of Adv Business Concept**

This course provides an introduction to fundamental concepts, theories, and vocabulary of business. Emphasis is placed on the applications of management and marketing theories and concepts to practical problems in marketing and management. Topics include functions of management and marketing, environment of business, management control systems, segmentation and targeting, strategic marketing, buying behavior, and the marketing mix. This course is conducted primarily in a lecture and group-discussion format. Prerequisites: None.

### **MBAE 5313 Managerial Accounting**

The purpose of this course is to introduce the student to the development and interpretation of accounting records and use of this information as a managerial tool for reporting and decision-making in the Houston Independent School District (HISD). Major topics include double entry bookkeeping, the accounting cycle, individual assets and liabilities, interpretation of financial statements, managerial accounting concepts, ethical issues in financial reporting, master budget and responsibility accounting and allocating service department costs. Prerequisites: None.

### **MBAE 5318 Financial Management**

The purpose of this course is to provide the student with a comprehensive study of the core concepts of financial management for managers. Topics include financial statement analysis, financial performance evaluation, valuation of assets, capital budgeting analysis, risk and return, short-term financial planning and budgeting, and long-term financial planning and forecasting. The course introduces the student to financial responsibilities and the methods required to effectively meet these responsibilities. Students are required to perform case analyses or written projects.

### **MBAE 5320 Marketing Management Theory**

This course presents a graduate level overview of marketing principles from a strategic perspective. Topics include positioning, market intelligence, consumer behavior, marketing mix, ethics and social issues. Lectures, cases, presentations and teamwork reinforce the concepts.

### **MBAE 5322 Organizational Behavior**

The purpose of this course is to provide the student with an in-depth study of concepts relevant to understanding and predicting human behavior in organizations. Topics include personality, motivation, leadership, group processes, decision making, conflict resolution and interpersonal communication. Research in psychology, sociology, human resources and management is synthesized as they contribute to the understanding of individual and group productivity within the organization. Teamwork, leadership and problem solving are emphasized through experiential learning, and/or case methods. Assignments include written and oral presentations.

### **MBAE 5325 Ethical & Moral Business Mgmt**

The purpose of this course is to introduce the student to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethical integrity and moral compliance, the role of leadership, types of moral theories, and the moral foundations of the market, consumerism, and sustainability. This course uses cases and/or role-playing and/or a service learning project to teach students how to recognize, describe and address ethical integrity and moral compliance issues at the personal, organizational and societal levels.

### **MBAE 5335 Economics for Management**

This is a course over-viewing major macroeconomic and microeconomic themes. It covers application of economic concepts and methods to business and government decision making.

### **MBAE 5363 Entrepreneurship and Negotiati**

This course provides the students with tools necessary for a complete understanding of the entrepreneurial process. The course focuses on recognizing and pursuing business opportunities, navigating through the legal business environment, and understanding how to successfully negotiate. In addition, students learn how to evaluate the feasibility of business ideas and manage growing organizations.

### **MBAE 5370 Applied Strategic Management**

The sustainable health of any enterprise requires skilled leaders - at every level of the organization - who can design and develop appropriate, dynamic strategies and who then execute those strategies effectively. This complex task requires an operating knowledge of the essential business functions - from accounting and finance to marketing and organizational design. But, in today's turbulent environment, these essentials must be integrated into a "whole" that is greater than the sum of its parts. In this course we achieve this integration with five dominant themes: Ethical Leadership, Educational Management and Administration, Systems Thinking, Strategic Innovation, and Value Creation. Students will read and report on the current relevant educational and business strategy and leadership literature which, in turn, will provide the tools for their analysis of actual educational management and administration cases. Student teams will present professionally proficient case analyses that will provide the framework for a more detailed class analysis. The course covers the strategic management process of environmental scanning, strategy formulation, strategy implementation, and strategy evaluation. Case studies and simulations along with projects or paper presentations may also be included.

### **MBAE 5493 Entrepreneurship and Negotiati**

This course provides the students with tools necessary for a complete understanding of the entrepreneurial process. The course focuses on recognizing and pursuing business opportunities, navigating through the legal business environment, and understanding how to successfully negotiate. In addition, students learn how to evaluate the feasibility of business ideas and manage growing organizations.

### **MCTM 5091 MCTM Internship-Continuation**

Continuation of MCTM Internship into subsequent semester

### **MCTM 5191 Internship MCTM**

### **MCTM 5291 Internship MCTM**

### **MCTM 5311 Intro to Clinical Trans Mgmt**

The course will draw from diverse academic science and business disciplines to explore the evolving landscape of biotechnology from the standpoint of entrepreneurial ventures. The course will focus on changes and challenges in the industry, as well as opportunities for startups and new entrants. Students will learn about the different stages and processes associated with the translation of life science research into applied products/services and the commercialization of technologies.

### **MCTM 5318 Practicum**

The practicum is an experiential learning opportunity, which allows students to gain experiences in the different phases of clinical translation and the commercialization of the life sciences discoveries. The duration of this practicum will be a least one academic semester.

### **MCTM 5321 Human Molecular Bio & Gen**

Introduction to biological principles, concepts and mechanisms relevant in current biomedical research. Content: The course will be address four general topics: 1..Cellular structure and function 2..Gene and genome structure and function 3..Overview of organ systems and metabolism 4..Molecular techniques used in biomedical research

### **MCTM 5326 Statistics & Clinical Research**

This course is designed to provide the student with a background and fundamental working knowledge in applied statistics for use in health, science, government, and technology based research. The course will emphasize the statistical tools required to analyze and test the quality and integrity of research data. Students will also learn how this analysis integrates with the steps involved in conducting clinical research. The course will review and evaluate the main study designs used in clinical research: case-control, cohort, clinical trials, and practical examples of statistical analyses of clinical research studies. Time permitting students will prepare and review a research project. Introduction to Statistics and Clinical Research

### **MCTM 5331 Ethics of Translat Medicine**

Moving a compound from pre-clinical studies into humans is a necessary step in the translational process. The current system of demonstrating safety and efficacy in animals, then first-in-human phase I trials, to larger cohorts and multi-center trials has many scientific and ethical decision points and challenges that investigators, review boards, and regulatory agencies must address in readying a novel therapeutic for wide- spread use. Importtant consideration will be given to conflicts of interest that involve both clinical issues of ethics, existing guarantees for clinical trials participants , and how anticipated risks are weighed against predicted benefits to society. Students will evaluate case studies of actual clinical trials to see wht contributed to the outcome.

### **MCTM 5341 Financial and Managerial Acct**

The goal of the course is to provide the student with a basic understanding of the uses of accounting information in business. This is done in three segments: 1) Financial accounting and reporting; 2) Budgeting and Pro Forma financial statements; and 3) Decision making and control. The successful student will be able to use data to plan, implement, and measure the performance of projects, departments and firms at a basic level

### **MCTM 5346 Financing Translational Medici**

This course integrates the tools of financial analysis with real-world problems in the technology industries. Topics include company valuation modeling, costs and benefits, and ratio and break-even analysis. Students will read, prepare, and analyze financial statements. The difference between management financial and tax financial statements will also be covered.

### **MCTM 5351 Market Analysis and the Compet**

This course introduces students to concepts, models, and methods of marketing, focused on biotechnological products and services. Topics include segmentation and market evaluation, positioning, market intelligence, consumer behavior, and developing the marketing mix. There is also a strong focus on ethics and social issues.

### **MCTM 5352 Mgmt/Org of Translational Med**

Good ideas often fail because the art of organizing people, information, and decision making do not get considered. Therefore, this course surveys management skills including project and people management; organizational designs used in healthcare to balance the often competing interests of medicine, business, and care; and strategic approaches to reaching organizational effectiveness including change as a factor of people, control systems, and technology.

### **MCTM 5355 Intellectual Prop Protection**

This course will describe what constitutes intellectual property, how to determine what patents or intellectual property currently exist, the process for application, and different mechanisms for patent approval. Students will learn different aspects of patent portfolio management in the global market. Students will be introduced to the process of technology licensing that gives the private sector the opportunity to control the intellectual asset for development. Finally, students will learn how regulations differ depending on the type of intellectual property under review.



### **MCTM 5361 Idea to Clinic I: Pre-clinical**

This course will cover: 1) Financing strategies for basic and translational research in academe and the start-up companies (biotech models). 2) Financial dynamics of research (indirect costs, “subsidies”, matching funds). 3) Intellectual property management at the academic-industry interface: Bayh-Dole, IP revenue cycle, the strategic chokepoints. 4) Differentials between research and medical product development. 5) Preparing for regulatory admission to clinical trials; current Good Manufacturing Practices (cGMP) and Good Laboratory Practices (GLP) en route to submission of Investigational New Drug (IND) and Investigational Device Exemption (IDE) for Premarket Approval (PMA). 6) Special regulatory classes: Cell therapy; Nanomedicine; Biomaterials. 7) Funding strategies to cross the preclinical Valley of Death.

### **MCTM 5366 Idea to Clinic II**

The course will cover Clinical trials: Phase 0 through IV; utilizing special regulatory considerations as: Regenerative Medicine; Biomarkers; In Vitro Diagnostics; Contrast Agents. The students will learn about funding strategies for clinical trials and begin work on a new model: The Translational Research Initiative. This type of study will enhance the students’ strategic perspectives on clinical trials from the point of view of the academic, major corporate, and biotech spin-off worlds. Students will learn about the profiles of key personnel roles in all phases of the Idea-to-Clinic transition; as well as the options for entrepreneurship and leadership in translational management.

### **MCTM 5371 Business Model Innovation**

A Seminar Series: This course will give students the opportunity to learn how to identify a new idea (either technology, service or business model), define and evaluate a business model for taking the idea to market, and how to design appropriate funding processes such as positioning for a company or seeking risk capital execute the plan. From CEOs of startups to the researchers that have developed game-changing advances, invited lecturers will give first-hand accounts of their successes (and some failures) that have changed the biotechnology landscape and established Texas as the “third coast” in biotechnology.

### **MCTM 5373 Capstone: Strategy & Entrepren**

Students will learn the nature of the entrepreneurial business process for emerging company formation as well as the strategic planning process for a biotechnology enterprise. Students will continue to work in teams with faculty and HMRI researchers on a current project from HMRI. The student teams will be required to prepare and present the findings and next steps for their project as part of this course.

### **MCTM 5391 Internship MCTM**

### **MCTM 5911 Intro to Clinical Trans Mgmt**

This course provides a basic understanding of the clinical translation process and the business competencies required to support and manage the process. Guest lecturers who are experts in the field will familiarize students with the intricacies of the process. Students will also learn the responsibilities and day to day functions of various positions in different industry, private, and government settings. This course provides a context for the in-depth discussion in the following courses.

### **MCTM 5913 Idea to Clinic I**

This course is the first of a two-part series that will explore the scientific, regulatory and financial hurdles involved in translating laboratory breakthroughs into treatments that can improve human health. Students will follow an Investigational New Drug as it is taken through the pre-clinical development process, including localization studies using advanced imaging technologies, toxicology, kinetics, pre-clinical modeling and other tests a potential therapeutic undergoes prior to human trials.

### **MCTM 5914 Idea to Clinic II**

This course is the second of a two-part series where students will learn about the clinical research trials process, including the requirements for first-in-human trials, through the phase II and III trials that are required to bring a drug, biologic, or device to market.

**MCTM 5921 Financial Accounting**

This course introduces students to the development and interpretation of accounting records and the use of accounting information as a managerial tool for reporting and decision-making. Major topics covered in the course are double-entry bookkeeping, the accounting cycle, individual assets and liabilities, interpretation of financial statements, and ethical issues of financial reporting.

**MCTM 5923 Managerial Accounting****MCTM 5933 Healthcare Economics**

In this course, students will learn and apply economic principles to understand the nature of health care markets and systems. Students will learn how the principles of health economics can improve decision making in the complex health care environment. Students will consider assessment approaches to determine the effectiveness of medical treatments, interventions and technologies.

**MCTM 5941 Marketing Principles**

This course introduces students to concepts, models, and methods of marketing. Topics include segmentation and market evaluation, positioning, market intelligence, consumer behavior, and developing the marketing mix.

**MCTM 5947 Market Opportunity Analysis**

This course introduces students to the analysis of the life sciences industry and provides key inputs into strategic marketing planning and decision-making. Students learn the process, concepts, and techniques commonly used in the identification, assessment, and forecasting of market opportunities for biotech innovations.

**MCTM 5951 Leadership & Mgmt for Business****MCTM 5958 Ethics in Translational Med**

Moving a compound from preclinical studies into humans has many scientific and ethical decision points and challenges that investigators, review boards, and regulatory agencies must address in readying a novel therapeutic for widespread use. Important considerations will be given to conflicts of interest that involve both clinical investigators and institutions that conduct clinical studies. This course will overview the system of checkpoints, and address the larger issue of ethics.

**MCTM 5959 Business Ethics**

The course aims at introducing students to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethical integrity and moral compliance, the role of leadership, types of moral theories, and the moral foundations of the market, consumerism, and sustainability.

**MCTM 5961 Financial Planning****MCTM 5963 Technology Valuation**

This courses focuses on various ways of estimating value of a new technology. New technology valuation is a part of technology assessment that focuses on determining the economic value of a new technology, with consideration for the uncertainties and risks.

**MCTM 5972 Intellectual Prop Protect Mgmt**

This course will describe what constitutes intellectual property, how to determine what patents or intellectual property currently exist, the process for application, and different mechanisms for patent approval. Students will learn different aspects of patent portfolio management in the global market. Students will be introduced to the process of technology licensing that gives the private sector the opportunity to control the intellectual asset for development.

**MCTM 5973 Reg Issues in Translation Mgmt****MCTM 5994 New Venture Design & Implement**

This course will give students the opportunity to learn how to identify a new idea (either technology, service or business mode), define and evaluate a business model for taking the idea to market, and how to design appropriate funding

### **MCTM 5998 Capstone-Part I: Entrepren Pri**

The course provides a survey and overview of the key tasks and challenges typically faced by biotech entrepreneurs, their management team, and directors. Students will receive training and the tools required to form a business plan.

### **MCTM 5999 Capstone-Part II Strategic Mgm**

This course is an overview of the strategic planning process of a biotechnology enterprise. The course focuses on creating value through strategy formulation and implantation.

### **MIB 5291 Internship**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair. Permission of the chair or academic advisor/supervisor is required. Number of credit hours earned depends on number of hours spent on the internship site weekly. Internships may be taken only on a pass/fail basis. Maximum credit for all internships: 6 credit hours.

### **MIB 5325 Operations Management**

Operations management is primarily responsible for creating values on business output by transforming the quantity, quality, forms, and place attributes of input variables. Theoretical and quantitative concepts, models, methods, and strategies covered in the course for designing and managing manufacturing and service systems include quality, inventory, forecasting, scheduling, and logistics. Students are expected to have a moderate level of proficiency with spreadsheet application. The course is also supplemented with simulation technology to provide a real time experience of managing supply chain and logistics. Prerequisites: MBA 5X03

### **MIB 5327 Ethical and Legal Issues**

This course provides an overview of the framework of international law and international organizations and treaties, as well as the commercial law and rules that govern international commerce. This course will also introduce the student to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethics and morality, the role of leadership, types of moral theories, the moral foundations of the market, and sustainability. Prerequisites: MBA 5X07 & MBA 5X08

### **MIB 5330 International Finance**

A study of multinational financial management and investment. The course deals with foreign exchange markets, international portfolio management, and financial management of multinational corporations, with emphasis on business use of derivative instruments and operating strategies to hedge exchange rate risk. Prerequisite: MIB 5304 (if required by CSB at time of admission).

### **MIB 5339 Independent Research**

A course designed to provide in-depth study in a field in which the student has completed at least 2 graduate courses. The course proposal must be submitted for approval in advance and will include proposed reading, original research, and a substantial written project. Prerequisite: Department Consent.

### **MIB 5363 Regional Study of East Asia**

An in-depth study of the human and physical features affecting the role of East Asia in the international economy. Surveys the physical geography and natural resource base of East Asia, and the distribution and characteristics of the population of these states, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting East Asia's role in the international economy. Special emphasis is placed on the situation in China and Japan, and the evolution, organization, and functioning of APEC.

### **MIB 5365 Internat'l Politics & Orgnzt'n**

### **MIB 5366 Comparative Acctng Practices**

A study of the accounting aspects of international business operations, with focus on the international accounting environment, guidelines for financial reporting and disclosure, and comparison with US accounting standards. Prerequisite: MIB 5301 (if required by CSB at the time of admission).

**MIB 5393 Special Topics**

Courses offered by faculty related to special current events, research expertise, or providing unique learning opportunities to students.

**MIB 6269 Special Topics**

Courses offered by faculty related to special current events, research expertise, or providing unique learning opportunities to students.

**MIB 6314 Comparative Accounting Systems**

A study of the accounting aspects of international business operations, with focus on the international accounting environment, guidelines for financial reporting and disclosure, and comparison with US accounting standards. Prerequisite: MIB 5301 (if required by CSB at the time of admission).

**MIB 6326 International Economics**

A study of the principles and theory of international trade with an introduction to the balance of payments and exchange rate determination. The course emphasizes commercial policy and the effects of trade restrictions, the increasing interdependence of nations, economic integration and international monetary policy. Prerequisite: MIB 5302.

**MIB 6330 Global Financial Management**

A study of multinational financial management and investment. The course deals with foreign exchange markets, international portfolio management, and financial management of multinational corporations, with emphasis on business use of derivative instruments and operating strategies to hedge exchange rate risk. Prerequisite: MIB 5304 or equivalent undergraduate work.

**MIB 6343 Global Human Resources**

A practical focus for understanding strategic human resource decisions within global work environments. This course is issue driven around topics such as outsourcing, expatriation and repatriation issues, expat compensation, training and development, performance appraisals, and work-related stress. Special emphasis is placed upon strategic development of expat assignments.

**MIB 6351 International Management**

A study of how cultural variations affect managerial practices within organizations. Topics include motivation, leadership, group dynamics, and human resources. Emphasis is given to management within multinational corporations. A comprehensive examination of the ways in which organizations participate in the international arena is also developed. Prerequisites: MIB 5305.

**MIB 6355 Global Marketing**

This course employs both readings and current cases to explore the political, technological, financial, cultural and economic environments which the marketer must understand to compete effectively as products, services and capital are increasingly exchanged in a truly global economy. Prerequisite: MIB 5305 or equivalent.

**MIB 6360 Regional Study of Europe**

An in-depth study of human and physical features affecting Europe's role in the international economy. Surveys the physical geography and natural resource base of Europe, and the distribution and characteristics of the European population, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting international business within Europe and between Europe and the rest of the world. Special emphasis is placed on the evolution, organization, and functioning of the European Union.

**MIB 6361 Regional Study of Latin America**

An in-depth study of the human and physical features affecting Latin America's role in the international economy. Surveys the physical geography and natural resource base of Latin America, and the distribution and characteristics of the Latin American population, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting Latin America's role in the international economy. Special emphasis is placed on the evolution, organization, and functioning of NAFTA and MERCOSUR.

**MIB 6363 Regional Study of East Asia**

An in-depth study of the human and physical features affecting the role of East Asia in the international economy. Surveys the physical geography and natural resource base of East Asia, and the distribution and characteristics of the population of these states, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting East Asia's role in the international economy. Special emphasis is placed on the situation in China and Japan, and the evolution, organization and functioning of APEC.

**MIB 6364 Reg. Study-N. Africa & Mid-East**

An in-depth study of the human and physical features affecting the role of North Africa and the Middle East in the international economy. Surveys the physical geography and natural resource base of North Africa and the Middle East, and the distribution and characteristics of the population of these states, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting North Africa and the Middle East's role in the international economy. Special emphasis is placed on the beliefs of Islam, Arab-Israeli relations, religious fundamentalism, the Arab League, The Islamic League, and OPEC.

**MIB 6364 Reg Study of N Africa/Mid East**

An in-depth study of the human and physical features affecting the role of North Africa and the Middle East in the international economy. Surveys the physical geography and natural resource base of North Africa and the Middle East, and the distribution and characteristics of the population of these states, including the varying historical, cultural, economic, and political features within this region. Also summarizes current issues affecting North Africa and the Middle East's role in the international economy. Special emphasis is placed on the beliefs of Islam, Arab-Israeli relations, religious fundamentalism, the Arab League, The Islamic League, and OPEC.

**MIB 6377 Business-Government**

This course explores the country risks businesses and non-profit organizations face in developing world, including government instability, the lack of government capacity, insecurity, dysfunctional legal systems, corruption, human rights violations, poverty, poor infrastructure, and a low level of social services, including poor education and health care. Examined will be how such entities evaluate these risks before entering a country and how they manage these risks once on the ground. The course analyzes the ethical issues encountered in doing business in developing countries.

**MIB 6393 Independent Study**

Supervised study on a topic chosen by the student under direction of a faculty member. Permission of Director.

**MIB 6399 Seminar in Intnat'l Bus Strat**

The capstone course requires students to integrate financial and strategic knowledge and skills gained from marketing, management, finance, accounting and economics. An understanding of management practice and theory are developed through case studies, concepts and an interactive computer simulation. Prerequisite: Completion of at least 27 semester hours of MBA course work. Cannot receive credit for both MIB 6399 and MIB/MBA 5370.

**MISY 5001 Graduate MISY Elective****MSA 5305 Marketing/Management Theory****MSA 5318 Financial Management****MSA 5325 Moral Dcsn Mkng In Business**





BL - 1

Nurse:  
CNA:  
Transp

University of St. Thomas  
Faculty

Laura Lynn  
University of St. Thomas  
Nursing Student

# CAROL AND ODIS PEAVY SCHOOL OF NURSING

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MASTER OF NURSING (MSN)  
RN-MSN  
DOCTOR OF NURSING PRACTICE (DNP)



# Carol and Odis Peavy School of Nursing

The Carol and Odis Peavy School of Nursing is committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge. We foster engagement in a diverse, collaborative community. The University of St. Thomas (UST), as a comprehensive university grounded in the liberal arts, educates students to think critically, communicate effectively, succeed professionally, and lead ethically. Located just minutes from the Texas Medical Center (TMC), the Carol and Odis Peavy School of Nursing (PSON) offers graduate students a great education with proximity to innovative health care facilities. The PSON developed and sustains creative partnerships with our clinical colleagues in the TMC that are central to PSON Graduate students' education and outcomes.

## MISSION/GOALS

The UST PSON vision, mission, philosophy and framework provide a strong foundation for the development of a graduate curriculum. The undergraduate curriculum prepares students to provide holistic, relationship-centered nursing care that is grounded in nursing theory and guided by evidence-based best practice standards to support individuals, families and communities in achieving their goals for healing. The emphasis is on the development of the capacity to provide holistic care within the nurse-patient and nurse-family relationship. The emphasis at the graduate level is on preparing nurse leaders who can create healing environments that support nurses in providing this truly holistic care. Thus the PSON Graduate Programs build on and amplify the commitments of the school's undergraduate program.

The PSON faculty pursue the following Vision: The Carol and Odis Peavy School of Nursing will be nationally recognized as an educational community that is an exemplar in the formation of nurses for holistic healing ministries in the 21<sup>st</sup> century healthcare environment.

The PSON Mission is as follows: Building on the mission of the University of St. Thomas and its Founders, the Basilian Fathers, and nourished by the historic traditions of Catholic nursing education and service, the Carol and Odis Peavy School of Nursing will educate nurses intellectually, morally, and spiritually in the art and science of nursing as a compassionate healing ministry.

The PSON Philosophy is as follows: The University of St. Thomas' deep conviction about the nature of nursing as a healing ministry shapes the philosophy of the Carol and Odis Peavy School of Nursing and serves as the standard measuring intent and outcomes of all the school's endeavors. With this undergirding, we frame and describe the essential elements of the healing ministry we pursue and make manifest.

The concepts of person, nursing, health and environments were defined as follows for the University of St. Thomas nurse:

- Person is the ineffable expression of "God among us" that is the unique, complex multidimensional mystery of each person. Both nurse and patient, as persons, bring to healing encounters their self-awareness, intentionality and consciousness; these human capacities create the conditions for healing.
- Nursing is a professional discipline and practice, both an art and a science, manifest as a healing ministry expressing the presence of God. Nurses bring to their relationships with persons a conscious, intentional and relational presence. Using their knowledge and skill, nurses express their therapeutic capacity through their unique spiritual calling and commitment, guiding others to a desired wholeness.
- Health is optimal wholeness of persons achieved through the full expression of individual and communal healing practices made possible through nursing, by nurses. Health is a multidimensional state of being that encompasses body, mind and spirit for the nurse and the patient in their shared encounters focused on care.
- Environment is the totality of all forces and factors that shape the nurse to patient encounters that make healing possible.

Each encounter offers an unrepeatably moment, as environment is a constant state of change. Nurses enter the care environment in order to create the conditions and relationships necessary for healing.

All members of the University of St. Thomas Peavy School of Nursing community, in embracing these fundamental understandings of the essential elements of nursing, create and participate in education, scholarship, service and care initiatives that make the healing presence of God manifest. They are guided by the human capacities for compassion, justice, tolerance, reflection, creativity, and moral choice.

## **ADMISSION REQUIREMENTS AND PROCESS**

Standard admissions to graduate programs are scheduled to facilitate entry in the fall semester of each academic year. Up to date application and admission timeframes are posted on the PSON website and the Nursing Centralized Application System (NursingCAS) website. *For the 2020-2021 academic year, the PSON will also offer admission to graduate programs in Spring 2021.*

### **PSON Graduate Application Requirements:**

All graduate nursing applicants must submit the following materials for consideration for admission to this program of study:

1. An online application through the [NursingCAS](#) website.
2. Official transcripts of all undergraduate work (and graduate work, if applicable) to be sent from educational institution to NursingCAS.
  - a. MSN applicants: At minimum, documentation must substantiate the award of a **Baccalaureate Degree in Nursing** from an NLN or CCNE accredited School of Nursing and from a regionally accredited institution.
  - b. RN-MSN applicants: At minimum, documentation must substantiate the award of an **Associate Degree in Nursing** from an NLN or CCNE accredited School of Nursing and from a regionally accredited institution.
3. A current CV or resume describing prior work experiences.
4. Proof of unencumbered professional RN licensure in the United States; for matriculation, students must have a valid Texas RN license.
5. 3.0 GPA or higher in nursing coursework.
6. A 500-word essay describing personal and professional reasons for seeking enrollment in this program of study. Note: If applying to the DNP program, please see additional essay requirements below.

**Specific to DNP Applicants:** In addition to meeting the requirements above, DNP applicants must submit the following materials for consideration for admission to this program of study:

1. Documentation of completion of a minimum of one year of clinical nursing experience, with written verification provided by the employer's Human Resources department.
2. A 500-word essay describing personal and professional reasons for seeking enrollment in this program of study and identifying a potential population specialization focus that the applicant selects to guide progress through the program of study.
3. Three official letters of recommendation; applicants who have identified a potential clinical partner for their population focused experiences should include a reference from a representative of this site's clinical leadership. This

inclusion is not, however, binding for either the clinical partner or the applicant.

4. An interview with one or more DNP program faculty may be included in the admission process. While this is usually a face-to-face interview, in the case of long distance or undue hardship for travel, the interview may be conducted by phone. Once all application materials are received, the applicant will be contacted to schedule the interview.
5. **Optional:** A score for the GRE general test as reported by the Educational Testing Service or the MAT as reported by Harcourt Assessment. While neither of these test scores are required, either or both can provide a mechanism for the applicant to demonstrate academic potential.
6. **Optional:** Identification of clinical sites where the applicant has developed a working relationship with provider and leadership stakeholders who could facilitate clinical experiences focused on transformational leadership in the care of an identified population.

The Student and Exchange Visitor Information System (SEVIS) Form I-20 or Form DS-2019 cannot be issued for these programs so students cannot obtain or maintain F-1/J-1 student status when enrolled in these programs. If clarification is needed relative to your eligibility, please contact the Nursing Admissions Counselor.

**Admissions Decisions:** Admission to the University of St. Thomas Graduate Nursing Programs is granted to students demonstrating a significant degree of professional and personal capacity for achievement of program goals. PSON Graduate Program admission policies and decision processes are compliant with the UST Graduate Program admission policies.

**Conditional Admission:** If official transcripts are not received before classes start, students may begin the program with a Conditional Admission status. To be allowed to start with Conditional Admission status, students are required to submit their application materials and fee, and unofficial copies of their transcripts. Students with Conditional Admission status will be informed of the requirements and time frame for achieving full admission in the acceptance letter. Students with conditional admission will be allowed to take between six (6) to nine (9) graduate credit hours towards their RN-MSN, MSN, or DNP Degrees with the approval of the Graduate Program Chair. At that point they must meet the criteria for full admission in order to continue enrollment in graduate coursework.

**Visiting Students and Auditing:** The Graduate Program Chair is responsible for facilitating class participation for visiting and auditing students in accord with UST academic policies.

**Equivalency Credit:** The University of St. Thomas recognizes that a student's prior academic achievement may provide a student the opportunity to request equivalency recognition for certain graduate courses to avoid unnecessary duplication of content for the student. These equivalencies are formally recorded in their plan of study.

**Transfer Credit:** While the student is enrolled in the graduate program, the University of St. Thomas will accept up to six (6) transfer graduate credit hours earned from an accredited university if approved as part of the student's plan of study. The grade in each transfer course must be a "B" or higher.

For more details regarding equivalency and transfer credits, please see online Graduate Nursing Handbook.

#### **UNIVERSITY level policies:**

**Academic Standing:** Graduate nursing programs adheres to the UST Academic Policies that apply to all graduate students. These are available online in this Graduate Catalog and include policies on the topics listed below.

- Academic Warning
- Academic Probation



- Academic Dismissal
- Repeating Courses
- Incomplete Grade Policy
- Adding, Dropping and Changing Classes
- Withdrawal (Including Medical Withdrawal)
- Absences from Final Exams
- Auditing Classes
- Academic Record Changes
- Student Access to Records

Students are advised to access this information as needed during their progression through the graduate program. The PSON Graduate Program Chair provides direction and guidance to the student in the implementation of these policies within the graduate nursing programs.

A grade of Incomplete (“I”) may be given at the discretion of the instructor to students who are making satisfactory progress in a course but will not be able to complete course requirements by the end of the term. Incompletes are typically given for emergency situations which prevent the student from completing course requirements.

The University of St. Thomas maintains a policy in regards to petitioning for an Incomplete grade (“I”). The complete policy is available to all students online.

## **ACADEMIC PROBATION**

The Registrar will notify the student’s academic advisor and the PSON Graduate Program Chair that the student is on probation. A probation hold will be placed on the student’s *myStThom* account that will be released by the advisor. The advisor will meet with the student and develop a learning contract for the student to remediate the deficient academic performance. Students on academic probation may be required to carry a restricted course load and/or repeat courses as well as perform other activities prescribed by the advisor or Graduate Program Chair to address deficiencies. Students unwilling to accept the conditions of their probation will be dismissed. The academic advisor will make recommendations to the Graduate Program Chair or the Registrar concerning the student’s compliance with the learning contract and the need for dismissal.

## **GRADING POLICY**

The UST/PSON grading policy for graduate nursing programs is as described in this UST Graduate Catalog. As noted there “Graduate students must maintain a cumulative GPA of 3.00 or better in their course work at UST ...Students who have completed nine UST semester credit hours and whose cumulative GPA falls below 3.00 will be placed on academic probation.”

**Grade Appeals:** The UST/PSON abides by the University’s Grade Appeal Policy for graduate programs.

**Appeals for Policy Waiver:** Students must submit in writing appeals for policy waivers to the SON Associate Dean of Professional Advancement and Graduate Studies.

**Re-admission:** The Peavy School of Nursing allows students to formally appeal dismissals by submitting the Academic Dismissal Appeal Form with supporting documents to the PSON Graduate Program Chair. Students may obtain necessary appeals form and guidance from the Graduate Program Chair. The appeal process is delineated in the PSON Graduate Student Handbook.

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All member of the University of St. Thomas Peavy School of Nursing community, in embracing these fundamental understandings of the essential elements of nursing, create and participate in education, scholarship, service and care initiatives that make the healing presence of God manifest. They are guided by the human capacities for compassion, justice, tolerance, reflection, creativity, and moral choice.

## **Masters of Science in Nursing**

### **MSN PROGRAM SPECIALIZATION**

The MSN programs prepare graduates for advanced roles in nursing education, leadership and healthcare and nursing simulation. These programs are designed to address an existing shortage of qualified nursing faculty and nurse leaders who can facilitate the creation of healing environments in health care settings. As a Hispanic-Serving Institution, these PSON graduate programs facilitate increasing the diversity of nurse educators and nurse leaders in the workforce at large.

### **MSN PROGRAM OUTCOMES**

Upon completion of the Master of Science in Nursing program at the University of St Thomas, with its organizing framework based on healing and holistic care, the graduate will be able to:

1. Articulate a personal philosophy of nursing that guides practice in advanced nursing roles based on an understanding of nursing as a healing ministry rooted in the historic Catholic caring tradition and focused on wholeness – mind, body and spirit.
2. Utilize an expanded theoretical framework in the humanities; behavioral, life, social sciences; and nursing arts and science as a foundation for holistic nursing practice in advanced nursing roles.
3. Integrate concepts related to clinical prevention and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease in advanced holistic nursing roles.
4. Provide transformational leadership in delivery of relationship-centered holistic nursing care that integrates research, theory and evidence-based best practices to support individuals, families and communities in achieving their goals for healing and wholeness.
5. Demonstrate communication, conflict engagement and inter-professional collaboration skills that support the creation of safe, effective care environments that facilitate continuous quality improvement for positive patient and population health outcomes.
6. Utilize a conceptual framework for advanced nursing roles in nursing education, nursing simulation and leadership as a resource to guide inquiry, self-reflection and life-long learning.
7. Utilize nursing informatics theory, information and educational technology tools to support strategic and operational leadership in advanced nursing roles in practice, leadership and education.
8. Analyze health policy and health care delivery using a values framework congruent with the emphasis on social justice,

diversity/inclusion and cultural awareness articulated in nursing's Code of Ethics and in Catholic social teaching.

9. Demonstrate the competencies associated with advanced roles in nursing education, healthcare and nursing simulation education and leadership in accordance with professional standards for nurses educated at the Master's degree level.

### **MASTER'S PROGRAM COMPLETION**

To earn the MSN degree from UST, students must meet the following requirements:

- Maintain a 3.0 cumulative GPA for all graduate courses completed
- Complete practicum or capstone requirements demonstrating competencies attained through completion of program learning experiences
- Complete all program requirements within the standard timeframe of completion; students may request an extension beyond the standard timeframe which is determined by the Graduate Program Chair on an individual basis
  - The standard timeframe, on a full-time basis, to complete the plan of study for RN-MSN is 3 years. Part-time plan of study is determined collaboratively between student and faculty advisor, and the PSON Graduate Program Chair
  - The standard timeframe, on a full-time basis, to complete plan of study for MSN is 2 years. Part-time plan of study is determined collaboratively between student and faculty advisor and the PSON Graduate Program Chair
- Successfully complete the prescribed plan of study for which they are registered and must meet all other requirements of the UST Peavy School of Nursing
  - Submit official transcripts of any courses taken outside the UST Peavy School of Nursing to the Office of the Registrar
- Apply for graduation in *myStThom* portal prior to the established deadline for each term and pay the required graduation/completion fee

### **RN TO MSN TRACK – BSN Bridge Courses (16 credits)**

The students in the RN-MSN program will take 16 credit hours of focused upper division BSN coursework, then transition directly into the Master's degree curriculum, taking all MSN core courses and courses in their chosen specialty.

NURS 4342	Foundations of Holistic Nursing Practice for RNs	3 credits
NURS 4250	The Art and Science of Holistic Nursing	2 credits
NURS 4358	Holistic Nursing: Caring for the Community	3 credits
NURS 4255	Clinical Inquiry	2 credits
NURS 4358	Holistic Nursing: Foundation for Clinical Leadership	3 credits
NURS 4359	Transition to Advanced Professional Roles	3 credits
		-----
		16 credits

(BSN bridge courses)

## MASTER'S IN NURSING: NURSING AND HEALTHCARE SIMULATION TRACK

(Specialty courses 12 Credits; Core courses 24 credits; Total = 36 credits)

### Core Courses

NURS 5300	Advanced Pathophysiology	3 credits
NURS 5305	Advanced Health Assessment	3 credits
NURS 5310	Clinical Pharmacotherapeutics	3 credits
NURS 5315	Advanced Theoretical Foundations of Nursing	3 credits
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 credits
NURS 5325	Nursing Ethics, Law, and Policy	3 credits
NURS 5330	Community Dynamics in Healthcare	3 credits
NURS 5335	Quality, Safety, and Information Management	3 credits
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		24 credits (core courses)

### Specialty Courses

NURS 5340	Conceptual and Technical Foundations of Simulation Learning Methodology	3 credits
NURS 5345	Strategic and Operational Leadership in Nursing Simulation	3 credits
NURS 5350	Student and Program Evaluation Methods	3 credits
NURS 5355	Capstone Simulation Project	3 credits
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		12 credits

(specialty courses)

36 credits total

## MASTER'S IN NURSING: NURSING LEADERSHIP TRACK

(Specialty courses 15 Credits; Core courses 15 credits; Total = 30 credits)

### Core Courses

NURS 5315	Advanced Theoretical Foundations of Nursing	3 credits
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 credits

NURS 5325	Nursing Ethics, Law, and Policy	3 credits
NURS 5330	Community Dynamics in Healthcare	3 credits
NURS 5335	Quality, Safety, and Information Management	3 credits
		15 credits (core courses)

**Specialty Courses**

NURS 5360	Leadership Theory and Inquiry	3 credits
NURS 5365	Program Development and Evaluation	3 credits
NURS 5370	Strategic and Operational Leadership in 21 <sup>st</sup>	3 credits

Century Healthcare

NURS 5375	Healthcare Financial and Resource Management	3 credits
NURS 5380	Leadership Role Practicum	3 credits

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15 credits

(specialty courses)

30 credits total

**MASTER'S IN NURSING: NURSING EDUCATION TRACK**

**(Specialty courses 12 Credits; Core courses 24 credits; Total = 36 credits)**

**Core Courses**

NURS 5300	Advanced Pathophysiology	3 credits
NURS 5305	Advanced Health Assessment	3 credits
NURS 5310	Clinical Pharmacotherapeutics	3 credits
NURS 5315	Advanced Theoretical Foundations of Nursing	3 credits
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 credits
NURS 5325	Nursing Ethics, Law, and Policy	3 credits
NURS 5330	Community Dynamics in Healthcare	3 credits
NURS 5335	Quality, Safety, and Information Management	3 credits

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24 credits (core courses)



## Specialty Courses

NURS 5385	Learning Theory and Strategies for Nurse Educators	3 credits
NURS 5390	Curriculum Development in Nursing Education	3 credits
NURS 5350	Student and Program Evaluation Methods	3 credits
NURS 6300	Nurse Educator Role Practicum	3 credits
		-----
		12 credits (specialty courses)
		36 credits total

## RN-MSN PROGRAM COURSE DESCRIPTIONS

NURS 4342 Foundations of Holistic Nursing Practice For RNs – This course focuses on foundational concepts, processes and skills related to the provision of holistic nursing care. Learning experiences will be grounded in the university philosophy that nursing is a healing ministry focused on body, mind and spirit. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology and philosophy provides a foundation for exploration of the nurse’s role in creating the conditions and relationships that support the healing process.

NURS 4255 Clinical Inquiry – This course introduces students to the basic concepts related to the nursing research process, evidence based practice, and quality improvement initiatives that promote holistic nursing. The emphasis will be placed on the appraisal and application of nursing research evidence in theory-guided holistic evidence-based nursing practice environments.

NURS 4250 The Art and Science of Holistic Nursing – This course introduces students to the complementary nature of nursing art and science through exploration of a healing philosophy and framework for nursing practice. Emphasis will be placed on nursing theory as a vehicle for exploring the relationships between the central concepts of person, environment, health and nursing, and the relevance of nursing theory to holistic nursing practice.

NURS 4357 Holistic Nursing: Caring for the Community – This course introduces students to the community as the focus for nursing care and is grounded in the University philosophy that nursing is a healing ministry. Emphasis will be placed on application of the holistic nursing process to assessment of the health needs of culturally diverse communities and interventions designed to promote healing of communities, particularly for vulnerable populations.

NURS 4358 Holistic Nursing: Foundation for Clinical Leadership – This course focuses on the knowledge, skills and abilities the baccalaureate-prepared nurse uses to provide clinical leadership in creating the conditions and relationships that facilitate healing. Emphasis will be placed on effective clinical management of patient populations, nursing service systems, quality and safety functions, policy implementation and practice advocacy.

NURS 4359 Transition to Advanced Professional Roles – This capstone course will focus on application of holistic nursing principles to the assessment of the clinical setting as a healing environment and proposal of a plan for enhancement of the setting’s healing potential. Prerequisites: All required BSN courses

### Support/Elective Courses:

NURS 5004V/3004V Professional Writing in Nursing – This course will introduce students to information literacy and professional writing skills utilized in advanced nursing roles.

NURS 3302 Clinical Conversations in Spanish – This course focuses on providing participants with the knowledge of the basic structures of the Spanish language, and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of health care situations.

## **MSN PROGRAM COURSE DESCRIPTIONS**

NURS 5300 Advanced Pathophysiology – The focus of this course is on development of a knowledge base related to pathological phenomena encountered in clinical practice across the client life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to specific disease states.

NURS 5305 Advanced Health Assessment – This course presents the theoretical and clinical basis for advanced assessment in specialty nursing practice. Emphasis is placed on comprehensive physical, psychosocial, and cultural assessment as a foundation for advanced practice nursing. Faculty facilitates theory and laboratory experiences which focus on assessment of patients, presentation of findings, and clinical decision-making for a variety of age groups.

NURS 5310 Clinical Pharmacotherapeutics – This course focuses on analysis of pharmacologic and pharmacokinetic principles in relation to major drug classifications and implications for pharmacologic management for patients across the lifespan. Prerequisites: Advanced Pathophysiology prior or concurrent.

NURS 5315 Advanced Theoretical Foundations of Nursing – This course examines the philosophical foundations of nursing as a professional discipline through the lens of the Peavy SON holistic philosophy and healing framework. Emphasis will be placed on nursing theory as a vehicle for exploring the relationships between the central concepts of person, environment, health and nursing, and the application of nursing theory to support transformational leadership within advanced nursing practice roles.

NURS 5320 Clinical Inquiry and Evidence Based Practice – This course will focus on concepts related to the nursing research process, evidence based practice, and quality improvement methods to support advanced holistic nursing practice roles. Emphasis will be placed on the knowledge and skills required to evaluate the credibility of reported research and determine its usefulness in guiding evidence-based nursing practice at an advanced level and on clinical inquiry as a resource for transformational leadership.

NURS 5325 Nursing Ethics, Law, and Policy – Grounded in the Catholic intellectual tradition and Catholic social teaching, this course will explore the centrality of the human person as the moral and ethical foundation for the professional ethical framework that guides holistic practice in advanced nursing roles. Emphasis will be placed on application of a conceptual framework for analysis of relevant public policy and law through nursing's ethical lens using the profession's Code of Ethics and Social Policy Statement.

NURS 5330 Community Dynamics in Healthcare – Grounded in the Catholic intellectual tradition and Catholic social teaching, this course will explore social determinants of health, public policy and public health principles and approaches in focusing on healing at the community/population level. Emphasis will be placed on issues related to diversity/inclusion, access, and parity and population health.

NURS 5335 Quality, Safety, and Information Management – This course focuses on the use of frameworks for patient safety, evidence-based holistic nursing practice and inter-professional collaboration to create and sustain a culture of safety in healthcare delivery settings. Emphasis will be placed on nursing informatics theory and clinical information systems in promoting quality and safety in practice.

NURS 5340 Conceptual and Technical Foundations of Simulation Learning Methodology – This course focuses on the knowledge base related to teaching methodologies, educational technology and learning outcome assessment essential to the development of simulation pedagogy for effective clinical learning in all dimensions of nursing care.

NURS 5345 Strategic and Operational Leadership in Nursing Simulation – This course focuses on knowledge and skills relevant to strategic development of simulation learning environments and their operational management. Prerequisites: Conceptual and Practical Foundations of Simulation Learning Methodology

NURS 5350 Student and Program Evaluation – This course focuses on knowledge and skills associated with evaluation of student learning outcomes, curricular/program outcomes, faculty outcomes and educational environments. Emphasis will be placed on assessment for continuous quality improvement and the integration of professional, regulatory and accreditation standards in evaluation processes. Prerequisites: Conceptual and Practical Foundations of Simulation Learning Methodology

NURS 5355 Capstone Simulation Project – This course focuses on development and piloting of a clinical simulation

project with the support of an experienced simulation educator as coach. Prerequisites: Capstone course, All required MSN courses.

NURS 5360 Leadership Theory and Inquiry – This course focuses on creating a conceptual framework for transformational leadership and the development of leadership capacity in advanced nursing practice roles. Emphasis will be placed on theory/concepts and methods of inquiry related to leadership capacity for the creation of healing environments including complexity and complex adaptive systems, power and organizational dynamics, diversity/inclusion and innovation.

NURS 5365 Program Development and Evaluation – This course focuses on development of knowledge and skills associated with strategic and operational program planning and evaluation within healthcare delivery systems. Emphasis will be placed on use of technology tools to facilitate data gathering and analysis, process mapping and project management.

NURS 5370 Strategic and Operational Leadership in 21st Century Healthcare – This course focuses on development of knowledge and skills necessary to effectively respond to contemporary leadership challenges in nursing : complexity, diversity and inclusion, and organizational power dynamics, rapid change and innovation. Emphasis will be placed on applying transformational leadership and complex adaptive systems frameworks in responding to strategic and operational demands facing nurses in advanced practice nursing roles in a range of care delivery settings. Prerequisites: Leadership Theory and Inquiry

NURS 5375 Healthcare Financial and Resource Management – This course focuses on the knowledge and skills essential to the strategic and operational utilization of financial and human resources to support effective delivery of holistic nursing care. Emphasis will be placed on the nurse leader’s capacity to advocate effectively for the resources essential to support a strong nursing workforce and quality care outcomes.

NURS 5380 Leadership Role Practicum – This role practicum provides the opportunity for analysis of a leadership challenge and development of a change project with an experienced nurse leader as coach. Prerequisites: Capstone course, all MSN courses

NURS 5385 Learning Theory and Strategies for Nurse Educators – This course focuses on development of a theory-based conceptual framework for teaching and learning in nursing education. Learning and cognitive theory, Benner’s scholarship on professional nursing knowledge development and research on nursing pedagogy will contribute to this framework. Emphasis will be placed on methods for clinical knowledge development including simulation and clinical experiential learning and assessment of learning outcomes.

NURS 5390 Curriculum Development in Nursing Education – This course provides a theoretical basis for understanding the principles of curriculum design and evaluation in nursing education. The Peavy SON curriculum framework will provide an exemplar for the process for design, implementation, ongoing assessment and revision in response to changes in nursing, health care and higher education. Emphasis will be placed on the role of professional, regulatory and accreditation standards in curriculum development and evaluation.

NURS 6300 Nurse Educator Role Practicum – The practicum experience facilitates knowledge integration and application of the graduate curriculum in the nurse educator role. The practicum will provide didactic and online, laboratory and clinical teaching opportunities with an experienced nurse educator as coach. Prerequisites: Capstone course, completion of all MSN courses.

# Doctor of Nursing Practice (DNP)

Advanced nursing practice is broadly defined by the American Association of Colleges of Nursing (AACN) as “any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the provision of direct care or management of care for individual patients or management of care populations, and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics, and population health” (AACN, 2015, p.1). The DNP is the terminal academic degree for nurses seeking preparation congruent with AACN standards of advanced nursing practice.

The UST Doctor of Nursing Practice program is designed to be responsive to and collaboratively integrated into the Houston metropolitan health care community, expanding the PSON’s established partnerships. The DNP core curriculum focuses on the essentials of advanced nursing practice at an aggregate, systems, or organizational level emphasizing nursing’s national commitment to transformational leadership. Students will work with an identified patient population throughout the program, culminating in a formal supervised DNP project.

Students may enroll after earning either Baccalaureate or Master’s degrees in nursing, with tracks requiring three years for the former and shorter individualized progression for the latter. Full-time and part-time plan of study formats are available. A combination of course formats are offered including intensives, online studies, and hybrid courses, utilizing the PSON’s established online technology personnel and resources. Each student works with a clinical practice coach throughout the course of study and completes a final DNP project in collaboration with the individual’s clinical site leadership and clinical practice coach.

## DNP CURRICULUM

Rooted in the Catholic intellectual traditions of UST and the UST Peavy School of Nursing mission, philosophy, pillars and framework, the UST DNP Curriculum is designed to model the program’s focus on transformational nursing leadership and diversity/inclusion by supporting this perspective structurally, emphasizing the individual uniqueness of the student and flexibility in the path to achievement of program objectives. It is further designed to ensure multiple experiences of the practice/education and interprofessional collaboration and integration essential to achieving the Institute of Medicine’s *Future of Nursing* recommendations (IOM, 2010). The central commitment to nursing as a healing ministry creates the lens of understanding of nursing theory as the organizing principle and source of coherence for the student’s focus on a student-selected population’s health.

Sixteen required graduate nursing courses are offered in the DNP program, developed to ensure the student meets the requirements of the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and achieves the program outcomes.

## DNP PROGRAM POPULATION SPECIALIZATION

The UST/DNP graduate is prepared to specialize in practice at an aggregate, systems, policy or organizational level as described by the AACN *Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006). This becomes the focus of their learning experiences, exploring transformational nursing leadership within a culture of healing practices.

The 1000 clinical hours required by the AACN of all DNP students are designed to further student selected population specialization objectives, and include an end-of-program immersion experience collaboratively structured with clinical partners where the student synthesizes and expands learning acquired through course work and prior clinical engagement. From this immersion, the student derives a DNP Project responsive to the interests of all parties involved in the project. This DNP project incorporates all required program outcome competencies concurrently providing a demonstrable service to the clinical partner(s) involved in the project. The written report of this describes a project demonstrating transformational nursing leadership through a culture of healing practices. Students are also responsible, with the assistance of their DNP Project Team, for dissemination of DNP Project outcomes.

## DNP PROGRAM OUTCOMES

The varied components of program emphasis are summarized in the UST DNP program outcomes. Upon completion of this program, informed by an organizing framework based on healing and holistic care and an expanded capacity for

transformational leadership designed to enhance care for an identified population, the graduate will be able to:

1. Articulate a personalized narrative description of transformational nursing leadership within a diversified, complex health care system focused on the health experiences of a specific population served through a healing ministry.
2. Integrate the distinctive characteristics of the UST DNP program as central foundational concepts guiding transformational nursing leadership capable of creating healing environments and practices in health care.
3. Demonstrate a deepened capacity for self-reflection that expands consciousness and self-awareness to guide ethical transformational leadership in order to create healing environments where nurses serve as advocates for patients, families and communities.
4. Provide leadership in utilizing available data, information, technologies, theories and sciences to initiate health care practices and policies for an identified population using critical thinking and strategic decision-making competencies.
5. Relate, partner, and collaborate effectively with health care consumers, colleagues and policy makers and other stakeholders who influence health care delivery and outcomes in order to design, implement and evaluate innovative responses to the health care needs of a specific population.
6. Navigate, influence and manage the multivariate forces in complex health care systems to improve and transform health care for an identified population.
7. Conceptualize health care initiatives shaped by an understanding of their global, national, regional, state and local contexts and nursing leadership's transformational impact and potential in these contexts.
8. Comprehend, utilize and lead innovative changes in health care through creative policy change and implementation.
9. Describe and manifest the complexities and competencies of transformational nursing leadership as advanced practice nursing engaged in creating and sustaining healing environments.
10. Provide leadership based on a reframing of nursing leadership competencies and practices transformed through engagement in a healing ministry where the nurse is the instrument of healing.
11. Create programs of care for specific populations shaped by a value placed on the positive potentials of diversity, inclusion and social justice.
12. Document and disseminate the process and outcomes of a nursing leadership initiative within a diversified, complex health care system created to improve health care outcomes of a specific population served through a healing ministry.

To ensure these outcomes, a variety of policies and practices are incorporated into the student's experiences and progression through the program of study.

### **DNP PROGRAM COMPLETION**

To earn the DNP degree from UST, students must meet the following requirements:

- Complete the required credit and clinical hours of graduate coursework as specified for the program
- Maintain a 3.0 cumulative GPA for all graduate courses completed
- Complete and document a successful collaboration with a clinical partner in meeting required program population focused clinical experiences
- Complete a DNP Project demonstrating competencies attained through completion of program learning experiences
- Complete all degree requirements within six years; students may request an extension beyond the six years which is determined by the Graduate Program Chair on an individual basis



All students are required to earn 72 credit hours in the program, either through courses taken or through equivalency credits for post-Master's students, the latter required to earn 42 UST credits. These are distributed as core courses, including the DNP Project related courses, and student selected population focus and competency expansion elective and independent study courses. Students are encouraged to access the strengths of other UST graduate programs to expand their competencies in fields related to nursing and to experience and explore interprofessional educational experiences. Several academic departments offer graduate level courses that may be applied towards the DNP degree. Registration for these classes must be approved by the student's academic advisor and the PSON Graduate Program Chair

The program of study is designed for full time enrollment, 9 hours per semester and 6 hours per summer session, to be completed in three (3) full years. Part time study may be negotiated initially with the Graduate Program Chair on an individual basis, and subsequently implemented with the coaching assistance of the academic advisor and the PSON Graduate Program Chair.

### **DNP Required Nursing Courses**

NURS 7301	Creating Healing Environments Foundations of Nursing Art and Science	3 Credits
NURS 7302	The Ethical and Social Justice Dimensions of Transformational Healing Relationships	3 Credits
NURS 7303	Translating Research into Practice: Transformational Leadership in Enhancing Healing Environments	3 Credits
NURS 7304	Relational Dimensions of Healing: Communication and Conflict Engagement	3 Credits
NURS 7205	Epidemiology and Population Health	2 Credits
NURS 7306	Healing Environments in Complex Adaptive Systems	3 Credits
NURS 7307	Transformational Leadership in Healing Environments	3 Credits
NURS 7208	Financial Management in Health Care	2 Credits
NURS 7209	Optimizing Population Health through Healing Environments	2 Credits
NURS 7310	Reframing Health Policy: Toward a Policy of Healing Environments	3 Credits
NURS 7211	Interprofessional Collaboration as Transformational Nursing Leadership	2 Credits
NURS 7312	Informatics and Technologies in Health Care	3 Credits
NURS 7113	Transformational Nursing Leadership: Clinical Applications Seminar	1 Credit
NURS 7X14	Transformational Nursing Leadership: Clinical Applications Practicum	1-6 Credits
(Maximum Per semester)		
NURS 7X15	DNP Project in Transformational Nursing Leadership: Creating a Healing Environment	1-6 Credits (Maximum per semester)
NURS 7X16	Independent Study: DNP	1-6 Credits (Maximum per semester)

## **DNP PROGRAM COURSE DESCRIPTIONS**

NURS 7301 **Creating Healing Environments Foundations of Nursing Art and Science** – This course provides the student with an introduction and orientation to the distinctive characteristics of the UST DNP program shaped by the Catholic intellectual tradition. Students explore the conceptual threads of the program of study and link these to the theoretical and scientific grounding of practice leadership in professional nursing. Conceptual threads include the UST Nursing philosophy, pillars and framework; the IOM Future of Nursing report and its emphasis on transformational leadership; the conceptual model of complex adaptive systems including diversity as its source of creativity and as an innovative patient care context; interprofessional and clinical partnerships; and nurses' engagement in health care environments to create the conditions, relationships, partnerships and practices necessary for healing outcomes for a specified population's health.

NURS 7302 **The Ethical and Social Justice Dimensions of Transformational Healing Relationships** – This interdisciplinary course provides the student with an in depth exploration of the centrality of the human person as nursing's moral and ethical foundation, informed by the Catholic intellectual tradition. Students explore the distinctive themes of the UST DNP program within a working framework of ethical principles and practices that enable the creation of transformational healing relationships among diverse persons involved in a given setting, situation or culture. Using the professional nursing Code of Ethics and the four pillars of the DNP program's conceptual framework, students will explore the ethical dimensions of an holistic healing ministry for nurses in the diverse and complex 21st century healthcare environment, where the nurse serves as an instrument of healing, committed to social justice and healthcare equities pursued through transformational healing relationships. Expansion of consciousness and self-awareness as essential components of ethical healing relationships will be emphasized, giving students an opportunity to craft a personal narrative about these expanding capacities as a dimension of transformational nursing leadership that pursues social justice for patient populations. Students will have an opportunity to identify and explore the potential ethical challenges implicit in the planning and implementation of their DNP Projects and design potential responses to these challenges.

NURS 7303 **Translating Research into Practice: Transformational Leadership in Enhancing Healing Environments** – This course provides the student with a systematic exploration of the nature of research, both in nursing and related disciplines, and its role in creating healing environments in complex adaptive systems through transformational leadership. Grounded in an analysis of the formal processes of inquiry, students will explore clinical research, evaluation research, evidence based practice processes, and quality improvement protocols. Differentiation of these knowledge resources will be analyzed as essential to transformational leadership initiatives, shaped by the creative use of health care information systems and technologies available in healthcare environments. Students will explore potential inquiry-guided leadership initiatives that create change toward best practices and the crafting of transformational policies responsive to patients' and their unique needs. Dissemination of outcomes will be discussed as a final expression of inquiry processes, linking them to transformational leadership research and the potential for expanding the spread of healing environments and the healing ministry of nurses.

NURS 7304 **Relational Dimensions of Healing: Communication and Conflict Engagement** –

This course provides the student with a systematic exploration of the role of right relationship in the creation of healing environments for specific populations. Grounded in an evidence-based analysis of current disruptions in health care environments and their impact, students will explore the ethical, fiscal, quality control, safety and personal cost of such disruptions, and examine and practice specific competencies essential to addressing these disruptions and engaging effectively with relevant participants. Models of collaboration and teamwork as alternatives to or enhancements of current practices will be explored, linking them to the unique value focus of the UST program of study. Unique traits of complex adaptive systems will be linked to communication patterns, diversity as opportunity, and conflict engagement processes. Through the lens of the Catholic intellectual tradition, the role of the transformational nurse leader in pursuing social justice; enhancing quality, cost effectiveness, and patient safety through competent right relationship; creating collaborative partnerships and engaging others in skillful advocacy for patients will be emphasized through group and individual course experiences.

NURS 7205 **Epidemiology and Population Health** – This course provides the student with a review of the basic concepts, principles and methods of epidemiology applied to population focused health care and nursing practice for evaluation

and implementation of evidence based decision-making in health care to investigate inequities, enhance quality, control cost, and predict and analyze outcomes. Emphasis is placed on the use of epidemiologic reasoning in deriving inferences about the multi-factorial etiology of health phenomena from population data and in guiding the design of responsive health service programs. Attention to demographic, cultural and social dimensions of health problems and programs will focus on the ethical use of epidemiological reasoning. Through this course the student will be able to critically read and evaluate epidemiological data, extract implications of these data, and apply their knowledge to decision-making using epidemiological principles.

NURS 7306 Healing Environments in Complex Adaptive Systems – This course provides students with a systematic analysis of existing conceptual maps descriptive of health care organizations and systems, identifying their characteristics and outcomes as these relate to nursing as a healing ministry. With this backdrop, an in depth exploration of the specific conceptual map of complex adaptive systems (CAS) shapes the course as students investigate the creative and humanizing impact of this mental map. Students explore implications of the map for managing diversity, ensuring interprofessional collaboration, reframing policy and practices, initiating transformational changes, and ensuring desired outcomes. The role of healthcare informatics, social media and rapidly changing technologies will be examined within a CAS framework of meaning, both as challenges and opportunities. This examination, informed by the Catholic intellectual tradition, will focus particularly on challenges and opportunities as they relate to issues of social justice in health care. CAS will be discussed as a mental map to relate to and understand communities, environmental and occupational health, cultural variances and the unique needs of the students' self-selected populations of interest.

NURS 7307 Transformational Leadership in Healing Environments – This course is designed to prepare students to deal with the intellectual and practical responsibilities and accountabilities of transformational leadership in healing environments, informed by the Catholic intellectual tradition. Students will learn how to use evidence-based practices to apply nursing's hierarchy of knowledge to real world patient problems, focusing on health care delivery phenomena. These explorations will include the fiscal, risk management, quality control, outcome and safety dimensions of care systems in diverse organizations. The practical processes of development, implementation, refinement and evaluation of practice models and guidelines, standards of care and peer review procedures will be explored through simulations and case studies, providing students with experiences focused on culture sensitive problem solving and the real world challenges of ensuring that nurses can embrace their unique ministry. Students will have the opportunity to apply these experiences to their self-selected population, focusing on health promotion, disease prevention, access to care and gaps in current services. Innovative strategic decision-making will be tested through this process of application.

NURS 7208 Financial Management in Health Care – This course provides the student with a comprehensive review of financial concepts and principles applied to the financial decisions of health care agencies including capital budgeting, capital structure, and budgeting for personnel. Concepts informing financial management in health care include financial performance evaluation, asset valuation, capital budgeting, and both short-term and long-term financial planning, budgeting and forecasting. Students will study the development and interpretation of accounting information as a managerial tool for decision-making. Students will have the opportunity to apply their learning to financial management issues confronting those who lead care programs for their self-selected populations. In addition, the course emphasizes the importance of ethical responsibility in the conduct of business financial operations in health care.

NURS 7209 Optimizing Population Health through Healing Environments – This course is designed to widen the lens students use to understand population health, expanding boundaries to capture global health issues, creating context for national, regional, state, city and local community perspectives as potential healing environments. Study of specific international organizations and NGOs such as WHO and UNICEF, with a focus on creating healing environments will be complemented by the study of the roles played globally by nurses through organizations such as ICN and STT. Nationally, comparable analyses will include the PPACA, CDC, EPA, etc. and the ANA, AACN, AONE and the NLN. State and local expressions of these resources will be identified and explored for intent, impact, and potential partnerships. Guided by the Catholic intellectual tradition and Catholic social teaching, the role of the transformational nurse leader as an actor in these formal structures will be explored, along with the effective use of resources such as epidemiological studies; global, national, state and local data bases; models of and opportunities for interprofessional collaboration; emergent technologies and policy crafting opportunities; and innovative approaches to unanticipated challenges.

NURS 7310 Reframing Health Policy: Toward a Policy of Healing Environments – This course is grounded in and shaped by the relationship between the IOM Future of Nursing report of 2010, the distinctive mission and vision of the PSON and the unique characteristics of the UST DNP program. An evidence-based analysis of extant policy patterns,

both nationally and locally, will serve as a backdrop to the students' exploration of policies shaped by the goal of creating healing environments. Grounded in the Catholic intellectual tradition and Catholic social teaching, students will have the opportunity to investigate a policy issue specific to their self-selected populations and field test a policy role they can assume to address this issue, including germane financing, regulatory, ethical and delivery issues. Students will take the initiative with diverse stakeholders to advocate for the policy and nursing's role in reframing extant health policies. These diverse policy activities will be linked to the students' role as a transformational nurse leader.

NURS 7211 Interprofessional Collaboration as Transformational Nursing Leadership – This course provides the student with a structured process for establishing informed relationships with diverse members of interprofessional health care teams and through the lens of the Catholic intellectual tradition, developing collaborative approaches to transforming health care practices in complex practice, political and organizational settings. A variety of health care professionals will serve as guest faculty to provide students with an expanded understanding of potential collaborations on all aspects of population focused health care programs. Students will experiment with leadership initiatives grounded in an analysis of complex population health care challenges and the design of interprofessional responses to these challenges. The synergistic impact of interprofessional teams on the outcomes of population health initiatives will be documented through student learning experiences.

NURS 7312 Informatics and Technologies in Health Care – This course provides the student with a comprehensive understanding of the essential role of informatics and health care technologies in the transformation of population focused health care services. Students will develop skill in analyzing and communicating to interprofessional teams, patients, and families' information necessary to optimize the use of available technologies and information extracted from health care databases and information systems that may benefit a patient population. Guided by the Catholic intellectual tradition, the emergent ethical dilemmas shaped by the rapid development of complex technologies, digital data sources and social media will be explored, and students will identify and demonstrate transformational leadership competencies essential to grappling with these issues guided by the ANA Professional Code of Ethics. Criteria for the evaluation of available information systems and patient care technologies will be explored by students who will craft professional measures to guide future leadership decision- making.

NURS 7113 Transformational Nursing Leadership: Clinical Applications Seminar – This course provides DNP students with a structured platform for exploration and integration of their experiences in their DNP courses, their applications in clinical practice and their individual population health specialization initiatives. Through group discussion, guided by faculty coaching, students will revisit the core conceptual threads of the DNP program and refine their integration of the threads into their clinical experiences and program specialization activities. The seminar is required when students are enrolled in the clinical practicum course (7X14), and provides a mechanism for managing progression through DNP clinical practice experiences and a focused process facilitating students in identifying and analyzing the challenges associated with transformational nursing leadership.

NURS 7X14 Transformational Nursing Leadership: Clinical Applications Practicum – This course provides students with planned clinical practicum experiences designed to demonstrate skills and knowledge learned in the classroom through self-designed clinical experiences in collaboration with selected clinical partners and their clinical practice coaches. Students will focus their clinical experiences on the roles and competencies of transformational nurse leaders creating healing environments for a self-selected patient population. The clinical practicum provides students with an opportunity to integrate the diverse dimensions of their DNP learning experiences in a "real world" situation and capture for themselves the meaning of these experiences through self-reflective journaling and maintenance of a clinical log. Students will work collaboratively with their clinical partners to ensure all practicum experiences concurrently benefit the student and the clinical partner through the creation of healing environments.

NURS 7X15 DNP Project in Transformational Nursing Leadership: Creating a Healing Environment –

This course provides students with supervised development, completion and dissemination of the DNP Project required for completion of the program of study. The students' learning experiences documented in their on-line portfolios, journals, and clinical log are designed to create a detailed record of their systematic progression toward the design and implementation of their DNP Projects. Students are required to complete a project that integrates all prior learning experiences and demonstrates application of this learning to a population of their choice, evidenced through documented DNP Project outcomes.

NURS 7X16 Independent Study: DNP – This course provides students with an opportunity to create and implement

specific program congruent learning experiences that augment required courses and increase the students' expertise in relationship to their population focus and the healing environments appropriate to this population. Students are required to develop a course goal statement, learning objectives and measures for achievement of desired outcomes and the approval of the faculty member supervising the Independent Study before enrolling in the course.





# DONALD S. NESTI, CSSP CENTER FOR FAITH AND CULTURE

Ms. Jan Skrehot, *Interim Director*, skrehotj@stthom.edu

MASTER OF ARTS IN FAITH AND CULTURE (MAFC)  
COURSE DESCRIPTIONS

# MISSION OF THE NESTI CENTER FOR FAITH AND CULTURE

The Donald S. Nesti, CSSp Center for Faith and Culture brings the Catholic voice to the ongoing conversation about the meaning of life, and the liberty and pursuit of happiness we hold in common as Americans. **The Center seeks to understand and impact in a meaningful way the relationship between and among the many facets of the American way of life in relation to God's ongoing, loving encounter with humanity.** We educate faith-full citizens to be artisans of dialogue and proclamation in articulating a God-centered vision of the world and how that vision strengthens the institutions that govern us as a people.

All programmatic offerings of the Center are imbued with the Basilian Fathers' core values of goodness, discipline and knowledge. Through these programs the Center serves the local and regional Catholic, ecumenical and interreligious communities, our sister university communities, civic society, and various professional segments of our culture.

The Nesti Center for Faith and Culture offers two academic programs: the Master of Arts in Faith and Culture (MAFC) and a Certificate in Faith and Culture.

## MASTER OF ARTS IN FAITH AND CULTURE (MAFC)

### **Program Description**

The Master of Arts in Faith and Culture (MAFC) graduate program attracts students of all faiths and professions, and is designed to form lay professionals, as well as community and church leaders, capable of assisting others in the integration of personal and communal faith and the American way of life as faithful citizens. The MAFC degree program provides opportunities for intellectual, spiritual, pastoral, and human/social growth and development, which prepares students to be virtuous leaders equipped with dialogical skills so they may live as people of faith and charity in response to the challenges and demands of the cultural context. The MAFC, which began in Fall 2010, requires completion of 36 graduate credit hours.

MAFC degree-seeking students must meet admission requirements and submit application materials, including official academic transcripts, letters of recommendation, and an essay describing student objectives and program expectations. Students must also complete an interview and provide a writing sample. Upon acceptance into the MAFC program, students are required to attend an annual MAFC student retreat.

## CERTIFICATE IN FAITH AND CULTURE PROGRAM

The Certificate in Faith and Culture (Certificate) graduate program is designed for students who wish to enrich their academic or professional careers while earning a recognized credential without pursuing an advanced degree in Faith and Culture. The Certificate Program requires completion of 18 credit hours from the MAFC Core Courses and electives.

Certificate students must:

- Complete and submit application materials and satisfy the MAFC Graduate Admissions requirements (see Admission Requirements).
- Attend the annual Faith and Culture student retreat.
- Complete all course work in the curriculum as specified. These are not audit courses.

Certificate students may opt to apply to the MAFC program (change of status) before completion of the Certificate program:

- If accepted, Certificate students may transfer into the MAFC program up to 18 credit-hours which were earned in the Certificate program.
- Students applying for change of status must do so prior to the beginning of the semester in which the change will take effect, but no sooner than the completion of the first nine hours (core courses).

Certificate students transferring to the MAFC program must demonstrate a minimum cumulative GPA of 3.0 or higher in the Certificate program and satisfy all other admission requirements of the MAFC program.

## **Admissions-Requirements and Process**

### Admissions Requirements:

Applicants cannot be officially considered for admission until all the application requirements are satisfied.

1. Applicants to the Master of Arts in Faith and Culture (MAFC) or the Certificate in Faith and Culture (Certificate Program) must:
  - Possess a bachelor's degree or higher in any field of study from a regionally accredited college or university (or at least be in the final semester of completion), and
  - Submit the following materials to Graduate Admissions:
    - o Program Application
    - o Three Letters of Recommendation (all from professional or educational sources)
    - o One to two-page essay on student goals and expectations for the program
    - o Official academic transcripts (sent directly from the academic institutions to the Graduate Admissions Office)
2. Admission is based in part on a combination of undergraduate (or advanced degree) grade point average (GPA), letters of recommendation, an essay on student goals and expectations, a writing sample, and a favorable interview by the CFC Admissions Committee as follows:

#### **Criteria A**

- Hold a baccalaureate degree with a GPA of at least 2.75
- Three Letters of Recommendation (all from professional or educational sources)
- Favorable review by the CFC Admissions Committee

**OR**

#### **Criteria B**

- Hold an advanced degree from an accredited institution
- Three Letters of Recommendation (all from professional or educational sources)
- Favorable review by the CFC Admissions Committee

3. While GRE scores are not required for application to the MAFC program, the CFC Admissions Committee may request these scores and/or additional information from individual applicants in support of academic potential.
4. Though not required, applicants are encouraged to submit further documentation in support of their application, such as:
  - Listing of courses completed in American history, Church history, theology, ethics, philosophy, religious education, or other courses considered of particular relevance to faith and/or culture.
  - Evidence of certification through diocesan programs.
  - Other material which would support the candidate's previous theological or religious education and experience.
5. By way of exception, the CFC Admissions Committee reserves the right to waive specific requirements based on demonstrated overall potential for success.

### Admissions Process and Deadlines:

All required documents must be received by the Graduate Admissions Office prior to consideration by the CFC Admissions Committee.

### Admissions Deadlines:

Application materials must be completed and submitted to the Graduate Admissions Office by the following dates:

## **Applicants with undergraduate or advanced degrees from within the United States**

### **Fall Semester**

April 1 - Priority Deadline

July 1 - Final Deadline

### **Spring Semester**

November 1 - Final Deadline

## **International Students**

### **Fall Semester**

April 1 - Priority Deadline

June 1 - Final Deadline

### **Spring Semester**

October 1 - Final Deadline

## **Application Requirements**

Students desiring to apply for the MAFC degree or the Certificate Program must complete the admissions application by one of the following ways:

- You may apply online at [www.stthom.edu](http://www.stthom.edu) (preferred),
- You may come in to see us and pick up an application,
- Or you may call us at (713) 942-5066, and ask us to send you an application.

## **Admissions Decisions**

### **Regular Admission:**

- The Admissions Committee meets approximately once every two months throughout the calendar year.
- The applicant will be notified in writing of the Admissions Committee's decision.
- Credentials submitted in support of an application become the property of the University of St. Thomas and will not be returned to the student or interested parties.
- If official transcript(s) and references are not received before classes start it is possible under rare circumstances to begin the program with a Conditional Admission Status.\* This requires students to submit unofficial copies of the transcripts, and meet all other admission requirements as outlined in the CFC admissions policy.
- A student may be permitted to register as a Visiting Student for only one course prior to final or conditional admission status.
- Admission to the MAFC or the Certificate Program does not guarantee graduation or certificate conferral.
- Academic Standards include the successful completion of a final Integrating Presentation for MAFC candidates.

### **\*Conditional Admission:**

Students admitted conditionally to the University with incomplete academic files must complete their files before the end of the first half of the semester they were admitted. Those who fail to comply with this requirement will be denied registration for subsequent semesters until the files are complete.

### **Defer Admission:**

Students who are admitted/matriculated into the MAFC or Certificate Program but do not to enroll in classes may have their admission deferred up to one year. Should the student decide to enroll in classes within the year of deferral, the student must contact the MAFC program to have his or her admission finalized and student status activated. If the student does not enroll within the year, the student's application will be withdrawn.

## **Readmission**

An inactive or discontinued MAFC or Certificate student may seek readmission to the MAFC or Certificate Program as by submitting a readmission application. Readmission will be considered after the student submits the readmission application, his or her academic transcript is reviewed, and the student meets with the MAFC program director for advising. Upon readmission, a student's status is activated and he or she is permitted to register for classes.



## **Visiting Students and Auditing Courses**

A student may enroll as a non-degree seeking student for one semester provided he or she has earned an undergraduate degree from a regionally accredited college or university and has a cumulative GPA of at least 2.5. To apply as a non-degree seeking student, a student must submit an application and an official transcript from his or her degree granting college or university. Letters of recommendation and essay are not required. Upon successful completion of course work the student will earn graduate MAFC credit and may request an official transcript showing course and grade.

A non-degree seeking student may enroll in no more than 6 credit hours per semester. A student may enroll in MAFC courses on a non-credit basis by means of audit status. Registration is through the Registrar's Office and is subject to course availability.

## **Orientation and Annual Retreat**

New student orientation is held in August and January. Though not mandated, students benefit from attending Orientation. All MAFC and Certificate Program students are expected to attend the annual retreat usually held in August.

## **Transfer of Credit**

A student may transfer up to 6 credit hours of graduate level work completed at another regionally accredited college or university in which the student earned a grade of B (3.0) or higher. Transferred courses/credits must be equivalent in content and credit hours to the University's listed curriculum offerings in order to apply to the concentration or electives requirement.

## **Academic Standing**

A 3.0 minimum cumulative grade point average is required to remain in good academic standing for both the Master of Arts in Faith and Culture graduate degree and the Certificate program. A student with a cumulative GPA below 3.0 may be placed on academic probation and a permanent notation added to the student's academic record (see Academic Information section for more information).

## **Academic Advising and Enrollment**

Each MAFC student will be assigned an academic advisor of record. The advisor serves to monitor degree progress and certify that degree requirements are being met.

Each MAFC student in good academic standing determines his or her academic load by semester. A student may attend full-time or part-time, as determined by the student's circumstances. Full-time enrollment in a regular fall or spring semester is 9 credit hours. Full-time enrollment in the summer sessions is 6 credit hours. Enrollment in more than 9 credit hours requires permission from MAFC program director and is only granted in special cases. A departmental advising hold is placed on a student's account each semester for a variety of reasons. Students with this hold should contact the MAFC program to schedule an advising appointment with the MAFC program director. To return to the program after not enrolling for at least one fall or spring semester, a student must contact the MAFC program director.

## **Curriculum Requirements/Program of Study**

### Degree Requirements

The MAFC requires completion of **36 graduate credit hours** (12 courses), with an overall grade point average of "B" (3.0 GPA) or better. The MAFC graduate degree consists of

- 18-credit hours Core Course component
- 6-credit hours Core Electives component
- 9-credit hours Area of Concentration (3 Electives) *In place of the area of concentration (Electives), 9 credit hours may be taken from among the Core Electives.*
- 3-hour Service Learning and Leadership Practicum (capstone course). *The Service Learning and Leadership Practicum is intended to provide practical objectives and educational methods for forming faithful citizens in parochial, diocesan, or other community settings.*

18-credit hours Core Course component:

- FC 5301 – Faith and the Dominant American Culture
- FC 5302 – Christian Anthropology
- FC 5303 – Virtue: Personal and Civic
- FC 5304 – Christian Spiritual Journey in the American Context
- FC 5305 – Mission of the Church **or** FC 5307 – Ecclesiology
- FC 5306 – Art & Asceticism of Dialogue

The Area of Concentration is intended to reflect the professional interests and background of the student. These courses may be taken from electives within the MAFC program or from courses in other disciplines within the university with approval from the MAFC Program Director. Possible areas of concentration include:

- Faith and Science
- Faith and Education
- Social and Individual Justice
- Cultural Anthropology
- Diversity and Inclusiveness in the American Context
- Ecumenism and Interreligious Dialogue
- Public Moral Discourse in a Democratic Republic
- Marriage, Parenting, and Relationships
- Faith and Economics
- Faith and Human Development

**Final Integrating Presentation and UST Exit Requirements**

In the final semester of course work, including the Service Learning and Leadership Practicum, MAFC and Certificate candidates are required to successfully complete the following:

1. **Integrating Presentation.** This **final requirement** is designed to enable students to demonstrate key outcomes critical to the Faith and Culture graduate program. In particular, students must demonstrate an ability to identify, articulate, and build upon elements of the American dominant culture that can be expanded by the vision of the Gospel. Students will choose a Faith and Culture theme, agreed upon by the student and faculty, as the subject of a presentation the student makes before a faculty panel. The presentation is followed by discussion. The length of the presentation is determined by faculty prior to the presentation. Presenting candidates will be evaluated by the faculty panel, and will receive either a Pass or Fail grade. Students who fail this presentation have the option of re-presenting the theme the following semester. Failure to complete this presentation bars the student from graduation.
2. All UST **exit requirements**, including Application for Graduation.

**Time Limit**

Students are required to complete all coursework towards the MAFC degree within 10 years from the date of entry into the MAFC program. The vast majority of students complete the degree in 2-5 years.

CENTER FOR FAITH AND CULTURE  
COURSE DESCRIPTIONS

**FC 5301 Faith and the Dominant American Culture**

This course seeks to develop an appreciation of the strengths and challenges of the dominant American way of life as embodied in the Declaration of Independence and the United States Constitution. It studies the roots of the American republic and the formulation of its worldview: its principal values, representative character types, codes of behavior, institutions and symbols. It then views these through the lens of the Gospel worldview in the Catholic tradition. The course is designed to lead students to appreciate what it means to be faithful citizens, American Catholics, enabling them to bring the Catholic voice into civic and political discourse that seeks the good in common.

**FC 5302 Christian Anthropology**

Based on the understanding of the human person as it is articulated in the Second Vatican Council's Pastoral Constitution of the Church in the Modern World and subsequent papal teaching, this course examines the constitutive elements of the human person created in the image and likeness of God. The course reflects on creation, grace, sin, freedom and the communitarian destiny of humankind. The course then will contrast this revealed understanding of persons in community with some of the philosophical understandings of the human person which underlie American individualism.

**FC 5303 Virtue: Personal and Civic**

American political life in attempting to separate religion from politics has at times tried to separate politics from ethics and the development of virtue. The first part of this course will argue that such a separation, however well intentioned, cannot sustain effective civic life and in fact runs the risk of falling into authoritarianism. In classical and medieval times and in the formation of the United States of America, certain personal virtues have been thought to be the foundation for a healthy civic and political life. This course will consider how those virtues still constitute that foundation. The course will show how various political theories are based in suppositions about human nature, and examine those suppositions critically.

**FC 5304 Christian Spiritual Journey in the American Context**

This course seeks to give the student a framework for living, as Americans, life in Christ which is rooted in Scripture and the Tradition of the Church. Special attention will be given to identifying major areas of contrast between the American way of life and the Gospel call to spiritual transformation. Taking Christ's prayer "...that they all may be one..." as the goal of all Christian living, the course seeks to understand the process of transformation that we are urged by St. Paul to undergo when he says "...do not model your behavior on the contemporary world, but let the renewing of your minds transform you, so that you may discern for yourselves what is ... good and acceptable and mature.

**FC 5305 Mission of the Church**

This course presents the origins of the Church in the mission of the Messiah, and the development of Christian understanding of the mystery of the Church. Special attention is given to the ecclesiology of Vatican II: the mystery of the Church with its hierarchical and charismatic gifts, the communion of saints, the Catholic Church's commitment to ecumenism and religious liberty, and the mission of the Church today. Some consideration will also be given to Catholic social teaching as an articulation of the Church's mission.

**FC 5306 Art & Asceticism of Dialogue**

The only means for the Church to evangelize is through dialogue with the world (John Paul II *Redemptor Hominis*). The Church and Christians therefore must be masters of dialogue. This course will focus on developing those oral communication attributes and skills that are essential for understanding how the Catholic voice can be heard in bringing the Good News of the Gospel into public moral discourse.

**FC 5307 Ecclesiology**

This course explores the mystery of the Church as prefigured in Israel and constituted in the ministry of Christ, the historical development of the Church's order and self-understanding, the ecclesiological doctrine of Vatican II, ecumenism and the quest for full Christian unity, the mission of the Church in the contemporary world, and the significance of Mary as symbol, mother, and model of the Church.

### **FC 6320 American Catholicism**

This course provides an introduction to the history of the Catholic Church in the United States. The course will concentrate upon the creation and development of ecclesiastical structures within a democratic environment and the assimilation of the large immigrant population into the American Church. In addition, the course will emphasize the key social, political, ethical, and doctrinal issues observable in the development of the American Church.

### **FC 6321 Bill of Rights**

### **FC 6322 Family in America**

### **FC 6323 Justice: Individual and Social**

This course provides a study Catholic social ethics that begins with its basis and foundation in both the Old and New Testaments, including its close connection with Christian virtue ethics, and then moves to examine modern papal social encyclicals as well as the U. S. Bishops' major pastoral letters "The Challenge of Peace" and "Economic Justice For All." The course aims to deal with the question of how future ministers can prepare to teach and preach about social justice and how one might best foster a spirituality of social care and responsibility.

### **FC 6323 Christ and the Moral Life**

This course provides a study of Catholic social ethics that begins with its basis and foundation in both the Old and New Testaments, including its close connection with Christian virtue ethics, and then moves to examine modern papal social encyclicals as well as the U. S. Bishops' major pastoral letters "The Challenge of Peace" and "Economic Justice For All." The course aims to deal with the question of how future ministers can prepare to teach and preach about social justice and how one might best foster a spirituality of social care and responsibility.

### **FC 6324 Faith & Culture in Biblical Texts**

Faith and Culture in Biblical Texts

### **FC 6325 Ecumenism and Interreligious Dialogue**

This course will focus on the Church's dialogue with other Christian Churches, ecclesial communities and world religions. It will allow the student to appropriate Church teaching as contained in Church Documents (*Unitatis Redintegratio*; *Nostra Aetate*; *Orientalium Ecclesiarum*; *Dominus Iesus*; *Ut Unum Sint*, subsequent Papal documents and statements from the dicasteries for Christian Unity and Interreligious Dialogue). The course will also expose students to the major accomplishments that have resulted from dialogue between the Catholic Church and other mainline denominations. Students will be exposed to various levels and types of dialogue and be given practical opportunities to experience them. Finally, students will consider the implications of collaboration in what scholars refer to as the "Public Church".

### **FC 6326 Christian Leadership**

### **FC 6340 Vision of the Second Vatican Council**

### **FC 6350 Institutions and Associations**

### **FC 6351 Education and Evangelization**

### **FC 6352 Democracy in America**

This course will consider the various aspects of democracy and republicanism, especially through the American experience since 1776. Most of the course will revolve around a very close reading of de Tocqueville's masterpiece, *Democracy in America*, yet it will also draw upon the insights of Edmund Burke and Robert Nesbit. Topics of discussion will include: revolutionary violence; community norms; individual and natural rights; religion as the basis of culture. This course will be offered online primarily using the Blackboard platform as well as video-conferencing for a mixture of live lecture and discussion. Students are required to have a broadband internet connection, a Skype account, and a webcam in order to take the class. All students will log-on according to the course schedule.

### **FC 6354 Faith and Science**

There is growing interest in the relationship between science and religion especially because scientific knowledge has grown exponentially over the past half century. Though they will never converge completely, there is fascinating evidence from the far reaches of the outer universe to the inner workings of the atom that bear striking analogies to theistic religious beliefs. There will be a discussion of the four ways that science and religion can relate: conflict, independence, dialogue, and integration. This course will emphasize the dialogue approach starting with the perspective of the awe of scientists when they made their discoveries. It will be made accessible in language that non-scientists can understand. A dialogue will then ensue on the analogies of those discoveries to theistic religious beliefs with particular emphasis on Christianity and Catholicism. Students will be encouraged to draw their own informed conclusions. The course will begin with assumptions and then propose convergence trends in four broad categories: physics to metaphysics, chemistry to life, biology to consciousness and psychology to mysticism. A mindful discussion of the science of the brain will coincide with the potential heartfelt experience of mysticism. The course is intended for students pursuing an M.A. degree in Faith and Culture (MAFC). It is also meant for non-scientists desiring to understand the consistency of their faith with modern science, scientists and engineers seeking to incorporate their faith into a consistent worldview, and clergy interested in using science in homilies. The objective of the course is for students to have a better understanding of how faith and science in recent times have come to be mutually affirming over a broad range of disciplines including physics, chemistry, biology, and psychology.

### **FC 6355 Faith and Hispanic Cultures**

This course will focus on the increasing impact that Hispanic/Latino cultures and spirituality are having on US society. In the 2010 census, Hispanics now constitute 38% of the Texas population. In contrast to the typical rendering of the United States and the spread of European-American culture as an east to west wave from the 1600s to the present, this course will suggest the implications of the simultaneous spread of Latin American culture in its diverse forms, as a south to north wave from 1492 to the present. In particular, we will focus on the roots of the Latino spiritual imagination both in Latin American theology and popular religion and explore how this understanding of God, the person in community, and the world is renewing the communitarian dimension of both US politics and US Catholicism. In addition to considering the growing impact of Hispanic/Latino cultures on US politics and public policy, the course will explore the challenges of bridging multiple cultures in parishes and transforming educational practices to manifest this ethos of “crossing borders.”

### **FC 6356 Faith and Economics**

This course aims to equip students to identify issues of economic justice and then define effective paths of proper conduct and just action. In this sense the course has two objectives. The first is to develop a broader vision and deeper understanding of economic justice issues in America. The second is more practical; it is to put students within case study situations where they must confront the complexities of economic justice and attempt to devise effective action plans. To achieve these objectives, the course will employ a combination of readings and lectures, plus student projects and case studies. Three sources provide the motivation for this course. First, many people of faith are deeply aware of the economic injustices that exist in American society. By better understanding the Catholic faith’s social justice doctrines and also, the objectives and proper workings of the market economy, a broader, deeper framework will emerge for addressing economic justice issues within the American culture. A second motivation comes from the intensifying cycle of economic scandal which has afflicted the American economy from 1987-present. This course will provide a diagnosis of this cycle and how this points to new frontiers for economic justice activism. The final motivation involves a perception that people of faith often enter their professional lives unprepared for the tensions they will encounter. This course aims to provide students with an opportunity to prepare for such conflicts between their faith and their work life, and practice in advance how to work through the difficulties they present.

### **FC 6358 Peace Making**

### **FC 6359 Catholic Teachings on Education**

A graduate seminar on the special role of Catholic school teachers in spiritual development through an exploration of Church teachings on education.

### **FC 6360 Catholic Perspective on Ecumenical and Interreligious Movements**

The course, which is in English, is for men and women who are in preparation for ministry or religious life, who are in the mission field, who are ecumenical officers or members of ecumenical commissions, or who are looking for a sabbatical experience led by qualified professors and ecumenists.



**FC 6392 Independent Study**

Supervised work done under the direction of a faculty member of the department. Permission of the chair required.

**FC 6393 Special Topics****FC 6399 Service Learning and Leadership Practicum**

The MAFC Program requires that all candidates of the MA degree complete a Service-Learning and Leadership Practicum as a final component of their degree program. This practicum is designed to provide the candidate with the opportunity to integrate and apply, in practical terms, their learning gained throughout the MAFC curriculum. Candidates, in collaboration with an approval of the MAFC Program Director and Site Supervisors, will develop projects in which they will show how they will work in various settings and with various groups to communicate and instruct others how to integrate faith development with civic and social responsibility. The object of the project is to enhance the life of people of faith through the service provided by the candidates. At the end of their project, candidates will provide the MAFC Program Director with a self-evaluation and the evaluation of their performance given by their Site Directors.

**FC 6493 ST. Triune God**



# SCHOOL OF EDUCATION AND HUMAN SERVICES

Dr. Paul Paese, *Dean*, [paesep@stthom.edu](mailto:paesep@stthom.edu)

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MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING (MSCMHC)

MASTER OF EDUCATION (MED)

MASTER OF ARTS IN TEACHING (MAT)

MASTER OF ARTS IN CATHOLIC EDUCATION (MACE)

MASTER OF ARTS IN CATHOLIC EDUCATIONAL LEADERSHIP (MACEL)

DOCTOR OF EDUCATION IN ETHICAL LEADERSHIP (EDD)

COURSE DESCRIPTIONS

# MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

## **Program Description**

The Clinical Mental Health Counseling (CMHC) program prepares students to become effective and culturally competent Licensed Professional Counselors (LPCs). We are committed to professional excellence, the promotion of social justice, and the dignity of the whole person.

The MS CMHC is designed to satisfy the educational requirements for professional licensure established by the Texas State Board of Examiners of Professional Counselors (TSBEPC). Further, the MS program is aligned with the standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the program is preparing to apply for CACREP accreditation.

## **Admissions-Requirements and Process**

Admissions Requirements: All applicants must have a cumulative GPA or last 60-hour GPA of 3.0. Cumulative GPA is determined by review of official transcripts submitted from all institutions attended by the applicant. Applicants who have earned no less than a cumulative GPA of 2.7 may be considered for admission upon meeting one of the following criteria:

- A GRE score of 143 in Verbal Reasoning and 4.0 in Analytical Writing
- Completion of 3 or more courses in counseling- or psychology-related areas, with a cumulative GPA of 3.0, at a regionally accredited higher education institution. The faculty can suggest coursework that would help your academic development and chances of being reconsidered in another admission cycle.

Professional and interpersonal readiness is assessed using the application essay, letters of recommendation, and the one-on-one interview.

When an applicant has completed an undergraduate degree at a university outside of the United States, an official transcript evaluation from an approved evaluation service with a course-by-course analysis and GPA calculation is required. Further, official proof of English proficiency may be required.

Admissions Process and Deadlines: The priority application deadline for fall admissions is March 15 of each year. Applications received after the priority application deadline are considered on a case-by-case basis.

Application Requirements: Selection for admission into the CMHC program is based on a holistic assessment of each applicant's fit with the program and readiness for graduate education. Admissions decisions are based on review of an applicant's cumulative grade point average (GPA), essay, two letters of recommendation, a personal interview, and a timed writing exercise.

## **Admissions Decisions**

CMHC applicants may be placed into one of the following admissions categories:

1. *Regular Admission:* The student has submitted all of the required documents for admission and met all of the program's admission criteria.
2. *Conditional Admission:* The student has either not submitted all of the required documentation for admission or has not met all of the admission criteria. Conditionally admitted students are usually required to complete their first semester of study with a GPA of 3.0 or higher, or will not be permitted to continue in the CMHC program.
3. *Denial of Admission:* The student has not met the criteria for admission to the program. This may include inadequate academic preparation, a mismatch between the applicant's professional goals and the program's features, or a concern about the applicant's ability to demonstrate the professional dispositions expected of mental health professionals.

## **Readmission**

Students who have deferred admission or taken a leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the MS CMHC program. Readmission is not guaranteed and will be based on the admissions standards in effect at the time of reapplication.

### **Visiting Students and Auditing Courses**

When an applicant has previously completed a master's degree in professional counseling from an accredited institution and seeks additional coursework to satisfy the educational requirements of the TSBEP, the applicant may apply to the MS program as a visiting graduate student. The applicant must meet all of the application standards for MS students. Course enrollments will be made available to visiting students on a space-available basis. Visiting students may complete up to 12 graduate units. Students needing more than 12 graduate units to satisfy TSBEP requirements must apply to the MS program as a regular student.

### **Transfer of Credit**

Applicants to the MS who have completed graduate coursework in professional counseling at another accredited institution may request a transfer of credit to the MS curriculum. Courses will be evaluated for transfer credit on an individual basis, with a maximum transfer of 12 graduate units. This 12 unit limit is established by the university and exceeds the amount of transfer credit permitted for other graduate programs. Transfer courses must be equivalent to required courses within the MS CMHC curriculum, as the MS curriculum does not include elective courses. Applicants shall provide the department chair a copy of the course description and syllabus for each course, and a graduate transcript listing the courses must be on file with the Office of Admissions and/or Registrar. Only those courses for which the student was assigned a final grade of B or higher will be considered for transfer. Only those courses completed in the five years prior to admission may be considered for transfer credit.

### **Academic Standing**

At the graduate level, student grades below B represent inadequate mastery of course material or requirements. Students are expected to maintain a grade point average (GPA) of 3.0 or higher throughout the program. When a student's GPA falls below 3.0, she or he is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. In many circumstances, a semester GPA below 3.0 for two consecutive semesters may be grounds for dismissal from the university. Students must also maintain a GPA of 3.0 to graduate from the university.

Further, many courses must be passed with a grade of B or higher to advance to additional coursework. If a grade of B- or below is earned, the course must be repeated. The courses that must be passed with a grade of B or higher are:

- CMHC 5305 Helping Relationships
- CMHC 6335 Practicum I/Crisis Intervention
- CMHC 6340 Practicum II
- CMHC 6345 Practicum III
- CMHC 6350 Practicum IV

### **Curriculum Requirements/Program of Study**

The MS CMHC is a 60-unit, daytime degree offered on the Montrose campus. To fulfill the MS CMHC degree requirements, the following courses must be completed with an overall grade point average of at least 3.0 (B).

- CMHC 5300 Introduction to Clinical Mental Health Counseling
- CMHC 5305 Helping Relationships
- CMHC 5310 Counseling Theories
- CMHC 5315 Ethical, Legal & Professional Issues
- CMHC 5320 Human Growth & Development
- CMHC 5325 Psychopathology & Atypical Behavior
- CMHC 5330 Research Foundations
- CMHC 5335 Appraisal & Assessment Techniques
- CMHC 6300 Human Diversity
- CMHC 6305 Spiritual & Religious Themes in Counseling
- CMHC 6310 Counseling Couples & Families
- CMHC 6315 Group Counseling
- CMHC 6320 Addictions & Recovery
- CMHC 6325 Lifestyle & Career Development
- CMHC 6330 Program Evaluation
- CMHC 6335 Practicum I/Crisis Intervention
- CMHC 6340 Practicum II
- CMHC 6345 Practicum III
- CMHC 6350 Practicum IV
- CMHC 6355 Counseling & Social Justice



**Additional/Special curriculum requirements**

Students enrolled in CMHC 6335, 6340, 6345, 6350 Practica I-IV will complete a total of 700 or more supervised clinical training hours.

In addition to the 20 required courses for the MS, students may also complete two elective thesis courses (CMHC 6370 Research Thesis I: Counseling & CMHC 6375 Research Thesis II: Counseling). These courses are offered in the summer terms. The prerequisite for CMHC 6370 Research Thesis I is CMHC 5330 Research Foundations. Students complete Research Foundations in the Summer I term, followed by Thesis I in the Summer II term.

Under special circumstances, students may also complete an individualized course in an area of interest to the student: CMHC 6360: Special Topics in Counseling & CMHC 6365: Special Problems in Counseling

# MASTER OF EDUCATION (MEd)

## Mission/Goals

The Master of Education Program in the School of Education and Human Services at the University of St. Thomas is designed to develop master classroom teachers, instructional specialists, professional school counselors, and school leaders who demonstrate the ability to translate and apply educational research in instructional settings. Our program is designed to expand and enrich the content knowledge of thoughtful, ethical practitioners who bring multifaceted perspectives to teach and work in a wide range of culturally diverse environments. The School of Education upholds this academic excellence with a framework of social justice and student identification and awareness of their moral compass.

The Master of Education Program is also offered in a hybrid, face-to-face, and online format. In addition, The University of St. Thomas has coordinated an outreach program for certified teachers to earn a Masters of Education Degree in a variety of programs. The Masters of Education Degree is offered at approximately 15 off-campus sites located throughout the Houston metroplex every semester. It is our goal to continue providing the Houston area with qualified and certified educators with Masters of Education degrees.

## General Information

The School of Education and Human Services (SEHS) offers a variety of programs leading to Texas Professional Certificates. Requirements are consistent with Texas Education Agency guidelines and are subject to change. All programs require candidates to hold a Texas Teaching Certificate, and have two years of credible teaching experience as a classroom teacher. In addition to completion of course requirements, candidates must achieve a satisfactory level of performance on state certification examinations in the professional area chosen. Professional certification programs offered include: Educational Leadership (Principal), Educational Diagnostician\*\*, Reading Specialist, and School Counselor\*\*\*.

\*\* Students must already hold a teacher certificate before they can be accepted into the Educational Diagnostician Program.

\*\*\* School Counselor candidates do not require a valid Texas Teaching Certificate at the time of School Counselor certification application.

## Admissions-requirements and process

All MEd students must have completed a baccalaureate degree from an accredited institution. In addition, all students must demonstrate the professional qualities and personal commitment necessary for success in the program. When an applicant has completed an undergraduate degree at a university outside of the United States, an official transcript evaluation from an approved evaluation service with a course-by-course analysis and GPA calculation is required. Further, official proof of English proficiency is required.

To be considered for **Regular Admission** to the MEd Program, please complete the following:

- Application and Application Fee
- Complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- International students must have transcripts evaluated by a transcript service approved by the University. International students must also submit Test of English as a Foreign Language (TOEFL) Scores. The requirements for the TOEFL IBT are:
  - Reading – High 22-30
  - Listening- High 22-30
  - Speaking- Good 26-30
  - Writing- Good 24-30

Although the Texas Education Agency requires the TOEFL scores for students wishing to apply for teacher certification, alternatives for international students NOT seeking certification include:

- A level of 112 issued by the English Language Center, Houston, TX.
- A minimum of 7.0 in each section on the International English Language Testing System (IELTS)

## Graduate Admissions Guidelines

- Posted baccalaureate or advanced degree GPA of 3.0. Applicants with GPA between 2.75 and 2.99—See Alternative Admission Option
- Essay of 250-300 words on career goals and how an MEd will contribute to those goals  
MAT students must pass their respective content test (PACT) as part of the admissions process. Prior to completing the internship, students must pass the rest of their certification tests.

### Alternative Admission Option

- Posted baccalaureate or advanced degree GPA of 2.75 to 2.99\*\*  
A new GPA will be calculated by UST/SOE admissions office using the last 60 credit hours. If the calculated GPA is 2.75 or higher and below 3.0, the student will be required to submit graduate admission test scores. Students may submit either GRE scores or MAT scores. Required scores for the GRE on the new test are 146 on the Verbal, 145 on the Quantitative, and 3.5 on the Analytical Writing. Older versions of the GRE require a combined Verbal and Quantitative Score of 800 and Analytical Writing score of 3.5. The required score for the MAT score is 394.  
\*\* If the Grade Point Average is lower than a 2.75, a formal interview by appropriate program chair to determine suitability is required.

### Conditional Admission

If official transcripts are not received before classes start, students may begin the program with a Conditional Admission status. To be allowed to start with Conditional Admission status, students are required to submit (a) application and fee, (b) unofficial copies of the transcripts, (c) meet the admission testing, if needed, as outlined in the admission policy, and (d) submit the MEd Policy Form. Students with a Conditional Admission status may take six (6) graduate hours towards the MEd Degree before Regular Admission is completed. Students may not take TEA designated teacher certification courses until they meet the requirements for Regular Admission. They may take electives.

### Admissions Decisions

Admission decisions are based on the Admission Policy and evidence indicating that the student has the professional qualities and personal commitment necessary for success in the program designed to develop master classroom teachers, instructional specialists, school leaders, and professional school counselors. Students are normally informed by email within thirty days of receipt of admissions materials. They may fall in the following categories:

1. *Regular/Alternative Admission:* The student has submitted all of the required documents for admission and met all of the program's admission criteria.
2. *Conditional Admission:* The student has either not submitted all of the required documentation for admission or has not met all of the admission criteria. Conditionally admitted students are usually required to complete their first semester of study with a GPA of 3.0 or higher, or will not be permitted to continue in the MAT program.
3. *Denial of Admission:* The student has not met the criteria for admission to the program. This may include inadequate academic preparation, a mismatch between the applicant's professional goals and the program's features, or a concern about the applicant's ability to demonstrate the professional dispositions expected of mental health professionals.

Admissions decisions may be appealed to the Associate Dean of the Graduate Program in the School of Education and Human Services. For admission and retention in the program, candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health as indicators of fitness for the profession

### Readmission

Students who have deferred admission or taken leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the MEd Program. Readmission is not guaranteed and will be based on admissions standards in effect at the time of reapplication.

## **Visiting Students and Auditing**

When an applicant has previously completed a master's degree from an accredited institution and seeks additional coursework, the applicant may apply to the MEd Program as a visiting graduate student. The applicant must meet all of the application requirements for MEd students. Course enrollments will be made available to visiting students on a space-available basis. Visiting students may complete up to 12 graduate units. Students needing more than 12 graduate units must apply to the MEd Program as a regular student.

## **Transfer of Credit**

The School of Education and Human Services will accept up to 6 graduate credit hours in transfer from accredited colleges or universities toward a graduate degree with the approval of the Program Director. Once a student is admitted to the MAT program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student's Program Director. The transfer of courses after admission will only be considered in support of unique educational experiences. Core courses taken outside the University of St. Thomas School of Education and Human Services may not be applied toward a degree. Applications for *Acceptance of Transfer Hours* are available from the School of Education and Human Services.

## **Curriculum Requirements/Program of Study**

General requirements for the Master of Education Degree include 36 credit hours of graduate level (5000 or above level course work). All degree plans must include two specific core courses (6 credit hours) designed to provide the academic foundations necessary for interpretation and application of educational research. No more than four Special Topics or Special Problems courses may be applied to a MEd degree. To fulfill MEd degree requirements, a total of 36 credit hours of graduate level courses must be completed with an overall grade point average of at least 3.0 (B).

## **Curriculum Requirements for MEd Resource Areas**

### **Resource Area: Generalist**

The MEd Generalist Program is a 36-hour program which offers the greatest flexibility in course selection. Students select any 10 courses from the MEd, either clusters in a particular area or a sampling of courses from the areas of leadership, counseling, special education, dual language, reading, or curriculum and instruction.

#### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing
- EDUC 6327 Educational Research Design and Data Analysis

#### **Specialization Courses (27 Semester Hours)**

- EDUC 5310 Clinical Supervision
- EDUC 5311 Classroom Management
- EDUC 5315 Instructional Leadership
- EDUC 5320 Exceptionality in Children and Youth
- EDUC 5330 Curriculum and Instruction
- EDUC 5331 Differentiating Instruction
- EDUC 5335 Multicultural Populations
- EDUC 5338 Adolescent Learning
- EDUC 5339 Human Growth and Development
- EDUC 5348 Student Variability and Assessment including Special Populations
- EDUC 5370 Foundations of Reading
- EDUC 5391 School Law

#### Requirements for Reading Certification:

1. Master's degree
2. Two years of teaching experience as the teacher of record
3. Teacher certificate
4. Successful completion of field experience hours.
5. Successful completion of TExES exam

### **Resource Area: Bilingual/Dual Language**

The Bilingual/Dual Language Master of Education Program will prepare master teachers for positions of leadership in strong, additive bilingual programs. Dual Language is a version of bilingual education whose purpose is to accelerate the successful integration of English Language Learners by teaching them in a rigorous program of studies that combines the native languages of the students with meaningful content instruction and systematic introduction to academic English. The goal of the Dual Language Program is to provide students with the tools needed to plan, design, and implement programs that meet the goals and objectives set forth by the Texas Education Agency and the Center for Applied Linguistics to better serve the linguistic needs of students in grades PK-12.

#### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing
- EDUC 6327 Educational Research Design and Data Analysis

#### **Specialization Courses (27 Semester Hours)**

- EDUC 5314 Theories of Second Language Acquisition
- EDUC 5315 Instructional Leadership
- EDUC 5331 Differentiating Instruction
- BIE/DL 5301 Language Policy and Research
- BIE/DL 5337 Dual Language Methodology
- BIE/DL 5338 Biliteracy Strategies for Dual Language Learners
- BIE/DL 5351 Instructional Strategies for Dual Language Learners
- BIE/DL 5364 Spanish Language Arts for the Spanish Dominant Child
- BIE/DL 5365 Assessment Strategies for Linguistically Diverse Students

### **Resource Area: Curriculum and Instruction**

Curriculum & Instruction (C&I) coursework maintains high standards, academic rigor, intellectual inquiry, and addresses integrity/ethical issues in educational theory, curriculum evaluation, and research methods by examining historical and contemporary trends. Professionals seek new perspectives, specialized knowledge, skills and motivation to work effectively with administrators, teachers, and diverse populations befitting of a C&I specialist.

#### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing
- EDUC 6327 Educational Research Design and Data Analysis

#### **Specialization Courses (27 Semester Hours)**

- EDUC 5325 Diagnosis and Remediation of Reading Difficulties
- EDUC 5330 Curriculum and Instruction
- EDUC 5331 Differentiating Instruction
- EDUC 5335 Multicultural Foundations
- EDUC 5339 Human Growth and Development
- EDUC 5397 Curriculum Planning and Development
- EDUC 6311 Issues and Trends in C&I
- EDUC 6315 Curriculum Assessment & Evaluation
- EDUC 6313 Curriculum Praxis in the 21st Century



## **Resource Area: Exceptionality- Educational Diagnostician**

The Master of Education, Exceptionality, Educational Diagnostician Program leading to a professional educational diagnostician certificate, produces ethical and competent individuals who are prepared to assume the role of educational diagnostician in public school settings. Upon successful completion of this program and the TExES Educational Diagnostician Test, individuals may apply for state certification as an educational diagnostician to administer and interpret standardized achievement and cognitive tests, curriculum based assessments and various other individual measurements. Applicants who already hold a master's degree prior to enrollment may be eligible to take coursework to prepare them for state certification as educational diagnosticians rather than completing the entire 36 hour program. The 36 hour Educational Diagnostician MEd Program is designed for those holding a valid teaching certificate. The program is aligned to the ten Texas Educational Diagnostician Standards for Certification as well as the National CEC Educational Diagnostician Standards and produces ethical and competent individuals who are prepared to assume the role of educational diagnostician in public school settings. Students are also prepared to successfully complete the Texas Educational Diagnostician Certificate examination at the end of the program. A master's degree, a valid educational diagnostician certificate, a valid teaching certificate and two years of creditable teaching experience are required to hold a position as an educational diagnostician in the State of Texas.

Course content for the educational diagnostician program focuses on current theories, practices and legal issues in the field of special education as well as the administration, scoring and interpretation of achievement and cognitive tests. In addition, each student will complete a school-based practicum consisting of a minimum of 160 hours of structured, field-based experiences aligned to the Texas educational diagnostician standards.

### **Core Requirements (6 Semester Hours)**

EDUC 6326	Educational Research and Scholarship Writing
EDUC 6327	Educational Research Design and Data Analysis

### **Specialization Courses (27 Semester Hours)**

EDUC 5320	Exceptionality in Today's Schools
EDUC 5322	Evidence-Based Practices for Students w/Emotional Disorders
EDUC 5331	Differentiating Instruction
EDUC 5339	Human Growth and Development
EDUC 5341	* Psychoeducational Diagnostic Procedures: Achievement
EDUC 5342	** Psychoeducational Diagnostic Procedures: Cognitive
EDUC 5343	*** Practicum in Psychoeducational Diagnosis
EDUC 5344	*** Practicum in Psychoeducational Remediation
EDUC 5345	Evidence-Based Practices for Students with Mild Disabilities

\* Must earn B+ or better in order to take EDUC 5342

\*\* Prerequisite course is EDUC 5341 with a grade of B+ or better

\*\*\* Prerequisites EDUC 5341/5342 with B+ or better.

Requirements for Educational Diagnostician Certification:

1. Master's degree
2. Three years of teaching experience as the teacher of record in an accredited program
3. Coursework specifically related to becoming an educational diagnostician.
4. Successful completion of Ed. Diag. practicum (EDUC 5343/5344)
5. Successful completion of TExES (Ed. Diag. Certification Exam)

## **Resource Area: Educational Leadership**

The Educational Leadership Program leads to a thorough understanding of the nine competencies addressed in the Texas Principal Standards for Certification that align with the national Interstate School Leaders Licensure Consortium Standards. Students are prepared to successfully complete the Texas Principal Certificate Examination at the end of the program. Course work integrates case studies with content and requires significant amounts of writing and presentations in preparation for the role of a campus or district leader. The Principal Certificate is required to hold positions of assistant principal or principal and is frequently necessary for other leadership positions such as a curriculum director or assistant superintendent.

**Core Requirements (6 Semester Hours)**

EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

**Specialization Courses (30 Semester Hours)**

EDUC 5310 Clinical Supervision  
EDUC 5315 Instructional Leadership  
EDUC 5335 Multicultural Populations  
EDUC 5390 Educational Leadership  
EDUC 5391 School Law  
EDUC 5392 The Principalship  
EDUC 5397 Curriculum Planning and Development  
EDUC 6330 Administrative Internship I (Community – 15 weeks)  
EDUC 6331 Administrative Internship II (Operations – 15 weeks)  
EDUC 6306 Introduction to School Finance

Requirements for Principal Certification:

1. Master's degree
2. Two years of teaching experience as the teacher of record
3. Teacher certificate
4. Principal preparation program (includes minimum of 200 hours of classroom instruction plus 160 hour of practicum experience)
5. Successful completion of TExES #068 (principal certification exam).

Teaching Experience: Minimum two years required for Professional Certificates with a valid Teacher Certificate.

**Resource Area: Educational Leadership for Linguistically Diverse Learners**

The Educational Leadership Program for Linguistically Diverse Students is designed to prepare future leaders to work in schools for a linguistically diverse population. This specialized program was developed as a response to the shortage of administrators who are knowledgeable in the various programs that served English Language Learners as well as dual immersion programs currently being implemented in area schools. The Program leads to a thorough understanding of the nine competencies addressed in the Texas Principal Standards for Certification that align with the national Interstate School Leaders Licensure Consortium Standards. Students are prepared to successfully complete the Texas Principal Certificate Examination at the end of the program. Course work integrates case studies with content and requires significant amounts of writing and presentations in preparation for the role of a campus or district leader. The Principal Certificate is required to hold positions of assistant principal or principal and is frequently necessary for other leadership positions such as a curriculum director or assistant superintendent.

**Core Requirements (6 Semester Hours)**

EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

**Specialization Courses (30 Semester Hours)**

EDUC 5310 Clinical Supervision  
EDUC 5315 Instructional Leadership  
EDUC 5390 Educational Leadership  
EDUC 5314 Theories of Second Language Acquisition  
EDUC 5392 The Principalship  
BIED 5301 Policy and Research  
BIED 5337 Dual Language Methodology  
BIED 5365 Assessment Strategies for Linguistically Diverse Students  
EDUC 6330 Administrative Internship I (Community – 15 weeks)  
EDUC 6331 Administrative Internship II (Operations – 15 weeks)

#### Requirements for Principal Certification:

1. Master's degree
2. Two years of teaching experience as the teacher of record
3. Teacher certificate
4. Principal preparation program (includes minimum of 200 hours of classroom instruction plus 160 hour of practicum experience)
5. Successful completion of TExES #068 (principal certification exam)

Teaching Experience: Minimum two years required for Professional Certificates with a valid Teacher Certificate.

#### **Resource Area: Instructional Technology**

The Master of Education Instructional Technology program is geared towards those in education desiring to increase the innovative and leadership capacity needed to increase the effectiveness of educators in using technology. Graduates from this 36 hour program will become innovators and mentors, leading the way to changing how technology is used so as to become a seamless part of the educational process. Graduates will embrace instructional technology, innovate with technology, and anticipate roadblocks and challenges to effective use of technology within the state's public schools and other organizations. This program is best suited for prospective and practicing educators and administrators wishing to enhance their technology skills and advance within their district to serve as technology coaches/mentors, technology coordinators, and technology leaders. Candidates for this program are certified teachers and administrators. In some cases, those interested in corporate training would also benefit from this degree.

This program is an online cohort program. Students will check in online to complete assignments and participate in online discussions and group activities. While there are no face-to-face requirements, there may be some live online sessions and/or conference call sessions required. Students will complete two courses every semester.

#### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

#### **Specialization Courses (30 Semester Hours)**

- EDUC6340 Introduction to Instructional Technology  
EDUC6341 Instructional Technology Methods  
EDUC6342 Instructional Design of Learning  
EDUC 6343 Exploring Emerging Technologies  
EDUC6344 Differentiation of Instruction with Instructional Technology  
EDUC6345 Online and Blended Learning  
EDUC6346 STEM-learning  
EDUC6347 Technology Assessment  
EDUC6348 Technology Leadership  
EDUC6349 Technology Management

#### **Resource Area: Reading Specialist**

The graduate program leading to the professional Reading Specialist certificate is designed to produce master classroom teachers with special expertise in the area of reading and writing skill development. The program requires a total of 36 graduate hours beyond initial certification to include 12 hours in reading, 3 hours in literacy strategies, 9 hours of educational foundations, and a minimum of two years teaching experience in an accredited school.

#### **Core Requirements (9 Semester Hours)**

- EDUC 5303 Cultural Foundations  
EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

**Specialization Courses (27 Semester Hours)**

EDUC 5314 Theories of Second Language Acquisition  
EDUC 5320 Exceptionality in Children and Youth  
EDUC 5325 Diagnosis and Remediation of Reading Difficulties  
EDUC 5331 Differentiating Instruction  
EDUC 6308 Teaching Writing in a K-12 Setting  
EDUC 5370 Foundations of Reading  
EDUC 5377 Emergent Literacy  
EDUC 5380 Content Area Reading  
EDUC 6304 Literacy Coaching

Requirements for Reading Certification:

1. Master's degree
2. Two years of teaching experience as the teacher of record
3. Teacher certificate
4. Successful completion of field experience hours.
5. Successful completion of TExES (Reading certification exam)

**Resource Area: School Counselor Education**

The School Counselor Education Program prepares students to qualify as professional school counselors. The 36 hour Professional School Counselor MEd program is designed for those with 2 years of teaching experience. All of the Counselor Education Program courses probe the dynamics of language, privilege, oppression, interpersonal relationships, including those related to ethnicity, race, class, gender, and distinctive populations. In addition, the Counselor Education Program considers pertinent professional, ethical, and legal issues in the professional school counseling. Research in professional counseling, role-playing, and in vivo experiences are included in the Counselor Education Program. This program meets the State of Texas course requirements for professional school counselor. These requirements are subject to change by the State of Texas, SBEC, and/or TEA.

**Core Requirements (6 Semester Hours)**

EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

**Specialization Courses (30 Semester Hours)**

COUN 5357 Guidance Services  
COUN 5335 Multicultural Populations  
COUN 5339 Human Growth and Development  
COUN 5358 Group Procedures Dynamics of Group Counseling  
COUN 5359 Lifestyles and Career Development  
COUN 5366 Counseling Theories and Approaches  
COUN 5367 Appraisal Techniques  
COUN 6302 Issues and Trends in Counseling  
COUN 5303 Cultural Foundations  
COUN 5368 Practicum

Teaching Experience: Minimum two years required for Professional Certificates with a valid Teacher Certificate.

**Resource Area: Exceptionality- Special Education**

The Master's of Education in Exceptionality- Special Education Program prepares individuals with the knowledge and skills to provide the most effective interventions for students with disabilities in public schools. This 36 hour program is aligned to the TExES Special Education Standards as well as the National CEC Standards for Preparation of Special Educators. Students who already hold a standard Texas teaching certificate will be prepared to successfully complete the Texas Supplemental Special Education Certificate examination at the end of the program.

### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing
- EDUC 6327 Educational Research Design and Data Analysis

### **Specialization Courses (27 Semester Hours)**

- EDUC 5314 Theories of Second Language Acquisition
- EDUC 5320 \* Exceptionality in Today's Schools
- EDUC 5322 Evidence-Based Practices for Students with Emotional Disorders
- EDUC 5325 Diagnosis and Remediation of Reading Difficulties
- EDUC 5331 Differentiating Instruction EDUC 5339 Human Growth and Development
- EDUC 5341 \*\* Psychoeducational Diagnostic Procedures: Achievement
- EDUC 5345 Evidence-Based Practices for Students with Mild Disabilities
- BIE/DL 5362 Techniques of Teaching English as a Second Language

\* EDUC 5320 is a prerequisite for 5322, 5331, 5341, & 5345

\*\* EDUC 5341-prerequisites for this course are 5320, 5322, 5325 & 5345.

Requirements for Supplemental Special Education Certification:

1. Two years of teaching experience as the teacher of record
2. Valid standard teaching certificate
3. Successful completion of TExES supplemental special education certification exam.

### **Resource Area: Special Education Leadership**

The Master's of Education in Special Education Leadership prepares master teachers to work toward becoming special education leaders. Candidates complete a 36 hour program which can also lead to principal certification with additional coursework.

### **Core Requirements (6 Semester Hours)**

- EDUC 6326 Educational Research and Scholarship Writing
- EDUC 6327 Educational Research Design and Data Analysis

### **Specialization Courses (27 Semester Hours)**

- EDUC 5390 Educational Leadership
- EDUC 5320 Exceptionality in Children and Youth
- EDUC 5345 Evidence Practices for Students with Mild Disabilities
- EDUC 5391 School Law
- EDUC 5322 Evidence Practices for Students with Emotional Disorders
- EDUC 5315 Instructional Leadership
- EDUC 5331 Differentiating Instruction
- EDUC 6330 Administrative Internship-Community & Special Programs
- EDUC 6331 Administrative Internship-Operations
- EDUC 5335 Multicultural Populations (Elective)
- EDUC 5314 Theories of Second Language Acquisition (Elective)
- EDUC 5392 The Principalship (Elective)

### **Requirements for Principal Certification:**

1. Master's degree
2. Two years of teaching experience as the teacher of record
3. Teacher certificate
4. Principal preparation program (includes minimum of 200 hours of classroom instruction plus 160 hour of practicum experience)
5. Successful completion of TExES #068 (principal certification exam)

Teaching Experience: Minimum two years required for Professional Certificates with a valid Teacher Certificate.



## **Resource Area: Teachers of English to Speakers of Other Languages (TESOL)**

The Master's of Education in Teachers of English to Speakers of Other Languages (TESOL) prepares master teachers and future leaders for programs where the students enrolled are second language learners. The TESOL program specializes in English language development through content-enriched instruction for language learners in grades K-12 from all linguistic groups. The skills learned in the TESOL program may also be applied when teaching adult second language learners. Second language learners are not required in this program.

### **Core Requirements (6 Semester Hours)**

EDUC 6326 Educational Research and Scholarship Writing  
EDUC 6327 Educational Research Design and Data Analysis

### **Specialization Courses (27 Semester Hours)**

BIE/DL 5301 Language Policy and Research  
BIE/DL 5333 Applied Linguistics  
BIE/DL 5336 Instructional Strategies for Content Areas in ESL  
BIE/DL 5338 Biliteracy Strategies for Dual Language Learners  
BIE/DL 5362 Techniques of Teaching English as a Second Language  
BIE/DL 5365 Assessment Strategies for Linguistically Diverse Students  
EDUC 5303 Cultural Foundations  
EDUC 5314 Theories of Second Language Acquisition  
EDUC 5331 Differentiating Instruction Approved Elective

Teaching Experience: Minimum two years required for degree if planning to teach in the U.S., not required of foreign students.

### **Program/School Level Policies**

The School of Education and Human Services supports the successful progress of all graduate students. In the event that students demonstrate unacceptable progress related to academic or professional dispositions within the graduate program, faculty members will complete a *Fitness for the Profession Dispositions* Form. This report will be reviewed by the Associate Dean of the Graduate Program and Dean for further recommendation. Appropriate action will be taken if a second report is filed on a student and the Associate Dean of the Graduate Program will convene a Student Hearing Committee to discuss recommendation for program continuance or dismissal.

### **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

### **Grade Appeals**

Grade appeals must be made in writing first to the student's professor. If this cannot be resolved at this level, then it is forwarded to the program director or chair. Finally, if this cannot be resolved, it is sent to the Associate Dean of the Graduate Program in the School of Education and Human Services.

### **Appeals for policy waivers**

All appeals for policy waivers must be put in writing to the Associate Dean of Graduate Programs in the School of Education and Human Services.

### **Time Limit**

All requirements for the Master's Program must be completed within the eight year time limit. This includes course work and two years' experience in an educational and/or professional setting. Exceptions and waivers may be appealed to the School of Education and Human Services Advisory Council.

### **Multiple Specializations/Additional MEd Degree**

Students holding a UST Master of Education degree and desirous of earning an additional specialization resource area/M.Ed. must complete a minimum of 18 hours or all courses that constitute the resource area, whichever is greater. The second resource area and date completed will be added to the transcript; the original degree conferral date will remain unchanged.

Students holding a Master of Education degree from another accredited college or university and desirous of earning an additional specialization resource area/M.Ed. must complete a minimum of 18 hours or all courses that constitute the resource area, whichever is greater. They must also complete the 6 hour core of two research classes unless they are seeking Educational Leadership only. At the discretion of the program director, up to 6 graduate hours may be admitted in transfer from the prior institution(s) awarding the prior Master of Education degree.

In all instances of a second specialization and/or degree, all coursework included in the new resource area and/or degree must be completed in a maximum of eight years.

# MASTER OF ARTS IN TEACHING (MAT)

## Program Description

Students in the MAT Program have an opportunity to receive initial teacher certification at the graduate level, are eligible for financial aid, and will receive a graduate degree if they complete all 30 hours of the degree plan. Certifications include elementary education (EC-6), secondary education (4-8 and 7-12) in the core academic disciplines (Math, Science, Social Studies, English, and Foreign Language), EC-12 certifications in Art, Music, and Theatre, elementary and secondary BIED/TESOL, and Technical Applications certifications. Included in the 30 hours required for the degree are 6 hours of internship in which the candidate completes 1 year of supervised teaching as teacher-of-record in either a public or private school. These requirements are consistent with Texas Education Agency (TEA) guidelines.

## Admissions-requirements and process

All MAT students must have completed a baccalaureate degree from an accredited institution. In addition, all students must also demonstrate the professional qualities and personal commitment necessary for success in the program. When an applicant has completed an undergraduate degree at a university outside of the United States, an official transcript evaluation from an approved evaluation service with a course-by-course analysis and GPA calculation is required. Further, official proof of English proficiency is required.

To be considered for **Regular Admission** to the MAT Program, please complete the following:

- Application and Application Fee
- Complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- International students must have transcripts evaluated by a transcript service approved by the University. International students must also submit Test of English as a Foreign Language (TOEFL) Scores. The requirements for the TOEFL IBT are:
  - Reading – High 22-30
  - Listening- High 22-30
  - Speaking- Good 26-30
  - Writing- Good 24-30

Although the Texas Education Agency requires the TOEFL scores for students wishing to apply for teacher certification, alternatives for international students NOT seeking certification include:

- A level of 112 issued by the English Language Center, Houston, TX.
- A minimum of 7.0 in each section on the International English Language Testing System (IELTS)

## Graduate Admissions Guidelines

Posted baccalaureate or advanced degree GPA of 3.0. Applicants with GPA between 2.75 and 2.99—See Alternative Admission Option

Essay of 250-300 words on career goals and how an MAT will contribute to those goals

MAT students must pass their respective content test (PACT) as part of the admissions process. Prior to completing the internship, students must pass the rest of their certification tests.

## Alternative Admission Option

- Posted baccalaureate or advanced degree GPA of 2.75 to 2.99\*\*
  - A new GPA will be calculated by UST/SOE admissions office using the last 60 credit hours. If the calculated GPA is 2.75 or higher and below 3.0, the student will be required to submit graduate admission test scores.
  - Students may submit either GRE scores or MAT scores. Required scores for the GRE on the new test are 146 on the Verbal, 145 on the Quantitative, and 3.5 on the Analytical Writing. Older versions of the GRE require a combined Verbal and Quantitative Score of 800 and Analytical Writing score of 3.5. The required score for the MAT score is 394.

\*\* If the Grade Point Average is lower than a 2.75, a formal interview by appropriate program chair to determine suitability is required.

Students may submit an online application which is available on our website at [www.stthom.edu](http://www.stthom.edu)

## **Admissions Decisions**

Admission decisions are based on the Admission Policy and evidence indicating that the student has the professional qualities and personal commitment necessary for success in the program designed to develop master classroom teachers, instructional specialists, school leaders, and professional school counselors. Students are normally informed by email within thirty days of receipt of admissions materials. They may fall in the following categories:

1. *Regular/Alternative Admission:* The student has submitted all of the required documents for admission and met all of the program's admission criteria.
2. *Denial of Admission:* The student has not met the criteria for admission to the program. This may include inadequate academic preparation/failure to pass content exam, a mismatch between the applicant's professional goals and the program's features, or a concern about the applicant's ability to demonstrate the professional dispositions expected of mental health professionals.

Admissions decisions may be appealed to the Associate Dean of the Graduate Program in the School of Education and Human Services. For admission and retention in the program, candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health as indicators of fitness for the profession

## **Readmission**

Students who have deferred admission or taken leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the MAT Program. Readmission is not guaranteed and will be based on admissions standards in effect at the time of reapplication.

## **Visiting Students and Auditing**

When an applicant has previously completed a master's degree from an accredited institution and seeks additional coursework for certification purposes, the applicant may apply to the MAT Program as a visiting graduate student. The applicant must meet all of the application requirements for MAT students. Course enrollments will be made available to visiting students on a space-available basis. Visiting students may complete up to 12 graduate units. Students needing more than 12 graduate units must apply to the MAT Program as a regular student.

## **Transfer of Credit**

The School of Education and Human Services will accept up to 6 graduate credit hours in transfer from accredited colleges or universities toward a graduate degree with the approval of the MAT Program Director. Once a student is admitted to the MAT program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student's MAT Program Director. The transfer of courses after admission will only be considered in support of unique educational experiences. Core courses taken outside the University of St. Thomas School of Education and Human Services may not be applied toward a degree. Applications for *Acceptance of Transfer Hours* are available from the School of Education and Human Services.

## **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

## **Curriculum Requirements/Program of Study**

General requirements for the Master of Arts in Teaching Degree include 30 credit hours of graduate level (5000 or above level course work). There are two resource areas: Elementary Education and Secondary (4-8, 6-12, EC-12).

### **Curriculum Requirements for Elementary Education Resource Area\***

EDUC 5311	Classroom Management
EDUC 5330	Curriculum and Instruction
EDUC 5335	Multicultural Populations
EDUC 5348	Student Variability and Assessment: Including Special Populations
EDUC 5370	Foundations of Reading
EDUC 5372	Elementary Math
EDUC 5373	Elementary Science
EDUC 6391	Clinical Teaching I**
EDUC 6392	Clinical Teaching II**
3 credit hours of Electives***	

\* The State of Texas requires 30 hours of classroom observations for anyone seeking Texas certification.

\*\* Clinical Teaching I-II are required for degree completion.

\*\*\* Elective courses can be any education or content related course.

### **Curriculum Requirements for Secondary Education Resource Area (4-8, 6-12, EC-12)\***

EDUC 5311	Classroom Management
EDUC 5330	Curriculum and Instruction
EDUC 5338	Adolescent Learning
EDUC 5380	Content Area Reading
EDUC 5335	Multicultural Populations
EDUC 5348	Student Variability and Assessment-Including Special Populations
EDUC 6391	Clinical Teaching I**
EDUC 6392	Clinical Teaching II**
6 credit hours of Electives***	

\* The State of Texas requires 30 hours of classroom observations for anyone seeking Texas certification.

\*\* Clinical Teaching I-II are required for degree completion.

\*\*\* Elective courses can be any education or content related course.

### **In order to complete the internship, the student must meet the following qualifications:**

1. Passage of content exam (required for admission)
2. Completion of 30 hours of classroom observations (any grade, any subject, any school)
3. Passage of all state-required certification exams
4. Completion of at least 12 hours of educator preparation program

To earn a Master of Teaching (MAT) Degree, options for teaching certification at the graduate level are as follows:

1. Option One: complete the entire program in eighteen months by taking courses while teaching as an intern on a probationary certificate.
2. Option Two: complete all courses and then teach as an intern on a probationary certificate.

### **Program/School Level Policies**

The School of Education and Human Services supports the successful progress of all graduate students. In the event that students demonstrate unacceptable progress related to academic or professional dispositions within the graduate program, faculty members will complete a *Fitness for the Profession Dispositions* Form. This report will be reviewed by the Associate Dean of the Graduate Program and Dean for further recommendation. Appropriate action will be taken if a second report is filed on a student and the Associate Dean of the Graduate Program will convene a Student Hearing Committee to discuss recommendation for program continuance or dismissal.



**Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

**Grade Appeals**

Grade appeals must be made in writing first to the student's professor. If this cannot be resolved at this level, then it is forwarded to the program director or chair. Finally, if this cannot be resolved, it is sent to the Associate Dean of the Graduate Program in the School of Education and Human Services.

**Appeals for policy waivers**

All appeals for policy waivers must be put in writing to the Associate Dean of Graduate Programs in the School of Education and Human Services.

**Time Limit**

All requirements for the Master's Program must be completed within the eight year time limit. This includes course work and two years' experience in an educational and/or professional setting. Exceptions and waivers may be appealed to the School of Education and Human Services Advisory Council.

# MASTER OF ARTS IN CATHOLIC EDUCATION (MACE)

## **Program Description**

To better prepare teachers and staff who want to pursue a career in Catholic schools, the University's Center for Faith and Culture and the School of Education and Human Services developed master's degrees that place distinct emphasis on the integration of faith and the American way of life. This degree also offers an additional emphasis on the theology and purpose of Catholic education. MACE is for Catholic school teachers who would like advanced teacher preparation and for public school teachers beginning a career in Catholic Education.

## **Admissions-requirements and process**

All MA students must have completed a baccalaureate degree from an accredited institution. In addition, all students must also demonstrate the professional qualities and personal commitment necessary for success in the program. When an applicant has completed an undergraduate degree at a university outside of the United States, an official transcript evaluation from an approved evaluation service with a course-by-course analysis and GPA calculation is required. Further, official proof of English proficiency is required.

To be considered for **Regular Admission** to the MA Program, please complete the following:

- Application and Application Fee
- Complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- International students must have transcripts evaluated by a transcript service approved by the University. International students must also submit Test of English as a Foreign Language (TOEFL) Scores. The requirements for the TOEFL IBT are:
  - Reading – High 22-30
  - Listening- High 22-30
  - Speaking- Good 26-30
  - Writing- Good 24-30

Although the Texas Education Agency requires the TOEFL scores for students wishing to apply for teacher certification, alternatives for international students NOT seeking certification include:

- A level of 112 issued by the English Language Center, Houston, TX.
- A minimum of 7.0 in each section on the International English Language Testing System (IELTS)

## Graduate Admissions Guidelines

Posted baccalaureate or advanced degree GPA of 3.0. Applicants with GPA between 2.75 and 2.99—See Alternative Admission Option

Essay of 250-300 words on career goals and how an MACE will contribute to those goals

## **Alternative Admission Option**

- Posted baccalaureate or advanced degree GPA of 2.75 to 2.99\*\*
  - A new GPA will be calculated by UST/SOE admissions office using the last 60 credit hours. If the calculated GPA is 2.75 or higher and below 3.0, the student will be required to submit graduate admission test scores.
  - Students may submit either GRE scores or MAT scores. Required scores for the GRE on the new test are 146 on the Verbal, 145 on the Quantitative, and 3.5 on the Analytical Writing. Older versions of the GRE require a combined Verbal and Quantitative Score of 800 and Analytical Writing score of 3.5. The required score for the MAT score is 394.

\*\* If the Grade Point Average is lower than a 2.75, a formal interview by appropriate program chair to determine suitability is required.

## **Admissions Decisions**

Admission decisions are based on the Admission Policy and evidence indicating that the student has the professional qualities and personal commitment necessary for success in the program designed to develop master classroom teachers, instructional specialists, school leaders, and professional school counselors. Students are normally informed by email within thirty days of receipt of admissions materials. They may fall in the following categories:

1. *Regular/Alternative Admission:* The student has submitted all of the required documents for admission and met all of the program's admission criteria.
2. *Conditional Admission:* The student has either not submitted all of the required documentation for admission or has not met all of the admission criteria. Conditionally admitted students are usually required to complete their first semester of study with a GPA of 3.0 or higher, or will not be permitted to continue in the MACE program.
3. *Denial of Admission:* The student has not met the criteria for admission to the program. This may include inadequate academic preparation, a mismatch between the applicant's professional goals and the program's features, or a concern about the applicant's ability to demonstrate the professional dispositions expected of mental health professionals.

Admissions decisions may be appealed to the Associate Dean of the Graduate Program in the School of Education and Human Services. For admission and retention in the program, candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health as indicators of fitness for the profession

## **Readmission**

Students who have deferred admission or taken leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the MACE Program. Readmission is not guaranteed and will be based on admissions standards in effect at the time of reapplication.

## **Visiting Students and Auditing**

When an applicant has previously completed a master's degree from an accredited institution and seeks additional coursework, the applicant may apply to the MACE Program as a visiting graduate student. The applicant must meet all of the application requirements for MACE students. Course enrollments will be made available to visiting students on a space-available basis. Visiting students may complete up to 12 graduate units. Students needing more than 12 graduate units must apply to the MACE Program as a regular student.

## **Transfer of Credit**

The School of Education and Human Services will accept up to 6 graduate credit hours in transfer from accredited colleges or universities toward a graduate degree with the approval of the MACE Program Director. Once a student is admitted to the MACE program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student's MACE Program Director. The transfer of courses after admission will only be considered in support of unique educational experiences. Core courses taken outside the University of St. Thomas School of Education and Human Services may not be applied toward a degree. Applications for *Acceptance of Transfer Hours* are available from the School of Education and Human Services.

## **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

## **Curriculum Requirements/Program of Study**

MACE is a 30 credit hour degree program comprised of 9 core credit hours, and 18 elective credit hours. It offers a combination of Faith and Culture and Education courses. Students must complete 3 credit hours in a practicum course. In order to graduate, MACE students must have at least two years' teaching experience and maintain a 3.0 (B) average.

### **Required courses:**

EDUC 5311 Classroom Management  
EDUC 5331 Differentiating Instruction  
EDUC 5370 Foundations of Reading (EC-6) **OR** EDUC 5380 Content Area Reading (7-12)  
EDUC 5397 Curriculum Planning and Development  
EDUC 6303 Church Teachings on Education  
EDUC 6350 Pedagogy in Catholic Education  
EDUC 6399 Internship in Catholic Education  
FC 5304 Christian Spirituality  
FC 6324 Faith and Culture in Biblical Texts  
FC 6351 Catholic Education and Evangelization

### **Program/School Level Policies**

The School of Education and Human Services supports the successful progress of all graduate students. In the event that students demonstrate unacceptable progress related to academic or professional dispositions within the graduate program, faculty members will complete a *Fitness for the Profession Dispositions* Form. This report will be reviewed by the Associate Dean of the Graduate Program and Dean for further recommendation. Appropriate action will be taken if a second report is filed on a student and the Associate Dean of the Graduate Program will convene a Student Hearing Committee to discuss recommendation for program continuance or dismissal.

### **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

### **Grade Appeals**

Grade appeals must be made in writing first to the student's professor. If this cannot be resolved at this level, then it is forwarded to the program director or chair. Finally, if this cannot be resolved, it is sent to the Associate Dean of the Graduate Program in the School of Education and Human Services.

### **Appeals for policy waivers**

All appeals for policy waivers must be put in writing to the Associate Dean of Graduate Programs in the School of Education and Human Services.

### **Time Limit**

All requirements for the Master's Program must be completed within the eight year time limit. This includes course work and two years' experience in an educational and/or professional setting. Exceptions and waivers may be appealed to the School of Education and Human Services Advisory Council.

# MASTER OF ARTS IN CATHOLIC EDUCATION LEADERSHIP (MACEL)

## **Program Description**

To better prepare teachers and staff who want to pursue a career in Catholic schools, the University's Center for Faith and Culture and the School of Education and Human Services developed master's degrees that place distinct emphasis on the integration of faith and the American way of life. This degree also offers an additional emphasis on the theology and purpose of Catholic education. MACEL is for Catholic school leaders and administrators seeking advanced preparation and public school administrators beginning a career in Catholic Education.

## **Admissions-requirements and process**

All MA students must have completed a baccalaureate degree from an accredited institution. In addition, all students must also demonstrate the professional qualities and personal commitment necessary for success in the program. When an applicant has completed an undergraduate degree at a university outside of the United States, an official transcript evaluation from an approved evaluation service with a course-by-course analysis and GPA calculation is required. Further, official proof of English proficiency is required.

To be considered for **Regular Admission** to the MA Program, please complete the following:

- Application and Application Fee
- Complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- International students must have transcripts evaluated by a transcript service approved by the University. International students must also submit Test of English as a Foreign Language (TOEFL) Scores. The requirements for the TOEFL IBT are:
  - Reading – High 22-30
  - Listening- High 22-30
  - Speaking- Good 26-30
  - Writing- Good 24-30
- Although the Texas Education Agency requires the TOEFL scores for students wishing to apply for teacher certification, alternatives for international students NOT seeking certification include:
  - A level of 112 issued by the English Language Center, Houston, TX.
  - A minimum of 7.0 in each section on the International English Language Testing System (IELTS)

## Graduate Admissions Guidelines

Posted baccalaureate or advanced degree GPA of 3.0. Applicants with GPA between 2.75 and 2.99—See Alternative Admission Option

Essay of 250-300 words on career goals and how an MACEL will contribute to those goals

## **Alternative Admission Option**

- Posted baccalaureate or advanced degree GPA of 2.75 to 2.99\*\*
  - A new GPA will be calculated by UST/SOE admissions office using the last 60 credit hours. If the calculated GPA is 2.75 or higher and below 3.0, the student will be required to submit graduate admission test scores.
  - Students may submit either GRE scores or MAT scores. Required scores for the GRE on the new test are 146 on the Verbal, 145 on the Quantitative, and 3.5 on the Analytical Writing. Older versions of the GRE require a combined Verbal and Quantitative Score of 800 and Analytical Writing score of 3.5. The required score for the MAT score is 394.

\*\* If the Grade Point Average is lower than a 2.75, a formal interview by appropriate program chair to determine suitability is required.



## **Admissions Decisions**

Admission decisions are based on the Admission Policy and evidence indicating that the student has the professional qualities and personal commitment necessary for success in the program designed to develop master classroom teachers, instructional specialists, school leaders, and professional school counselors. Students are normally informed by email within thirty days of receipt of admissions materials. They may fall in the following categories:

1. *Regular/Alternative Admission:* The student has submitted all of the required documents for admission and met all of the program's admission criteria.
2. *Conditional Admission:* The student has either not submitted all of the required documentation for admission or has not met all of the admission criteria. Conditionally admitted students are usually required to complete their first semester of study with a GPA of 3.0 or higher, or will not be permitted to continue in the MACEL program.
3. *Denial of Admission:* The student has not met the criteria for admission to the program. This may include inadequate academic preparation, a mismatch between the applicant's professional goals and the program's features, or a concern about the applicant's ability to demonstrate the professional dispositions expected of mental health professionals.

Admissions decisions may be appealed to the Associate Dean of the Graduate Program in the School of Education and Human Services. For admission and retention in the program, candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health as indicators of fitness for the profession

## **Readmission**

Students who have deferred admission or taken leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the MACEL Program. Readmission is not guaranteed and will be based on admissions standards in effect at the time of reapplication.

## **Visiting Students and Auditing**

When an applicant has previously completed a master's degree from an accredited institution and seeks additional coursework, the applicant may apply to the MACEL Program as a visiting graduate student. The applicant must meet all of the application requirements for MACEL students. Course enrollments will be made available to visiting students on a space-available basis. Visiting students may complete up to 12 graduate units. Students needing more than 12 graduate units must apply to the MACEL Program as a regular student.

## **Transfer of Credit**

The School of Education and Human Services will accept up to 6 graduate credit hours in transfer from accredited colleges or universities toward a graduate degree with the approval of the MACEL Program Director. Once a student is admitted to the MACEL program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student's MACEL Program Director. The transfer of courses after admission will only be considered in support of unique educational experiences. Core courses taken outside the University of St. Thomas School of Education and Human Services may not be applied toward a degree. Applications for *Acceptance of Transfer Hours* are available from the School of Education and Human Services.

## **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

## **Curriculum Requirements/Program of Study**

MACEL is a 36 credit hour degree program comprised of 27 core credit hours and 6 elective credit hours. The program offers a combination of Faith and Culture and Education courses. In addition, students must complete 3 credit hours in an administrative internship course. In order to graduate from the program, MACEL students must have three years' teaching experience.

### **Required courses:**

EDUC 5306	Legal Issues in Private School Education
EDUC 5307	Private School Administration
EDUC 5310	Clinical Supervision
EDUC 5397	Curriculum Planning and Development
EDUC 6303	Church Teachings on Education
EDUC 6355	Principalship in Private School Education
EDUC 6399	Internship in Catholic Education
FC 5304	Private School Finance
FC 6324	Faith and Culture in Biblical Texts
FC 6351	Catholic Education and Evangelization
FC 6326	Christian Leadership

### **Program/School Level Policies**

The School of Education and Human Services supports the successful progress of all graduate students. In the event that students demonstrate unacceptable progress related to academic or professional dispositions within the graduate program, faculty members will complete a *Fitness for the Profession Dispositions* Form. This report will be reviewed by the Associate Dean of the Graduate Program and Dean for further recommendation. Appropriate action will be taken if a second report is filed on a student and the Associate Dean of the Graduate Program will convene a Student Hearing Committee to discuss recommendation for program continuance or dismissal.

### **Academic Standing**

A student is considered in good academic standing if a grade point average of at least a 3.0 (B) is maintained each academic semester. At the graduate level, student grades below a 3.0 represent inadequate mastery of course material or requirements. When a student's grade point average falls below a 3.0, he or she is placed on academic probation until the GPA is raised above 3.0. In some situations, this may require re-taking one or more courses to raise the GPA. If the student's grade point average falls below a 3.0 after two subsequent semesters, the student is dismissed from the program. Students must maintain a GPA of 3.0 to graduate from the university.

### **Grade Appeals**

Grade appeals must be made in writing first to the student's professor. If this cannot be resolved at this level, then it is forwarded to the program director or chair. Finally, if this cannot be resolved, it is sent to the Associate Dean of the Graduate Program in the School of Education and Human Services.

### **Appeals for policy waivers**

All appeals for policy waivers must be put in writing to the Associate Dean of Graduate Programs in the School of Education and Human Services.

### **Time Limit**

All requirements for the Master's Program must be completed within the eight year time limit. This includes course work and two years' experience in an educational and/or professional setting. Exceptions and waivers may be appealed to the School of Education and Human Services Advisory Council.

# DOCTOR OF EDUCATION IN ETHICAL LEADERSHIP (EdD)

## Program Description

The Ed.D. in Ethical Leadership is designed to serve working educators and individuals in organizations who have experience in leadership at the site, district, or county level. The 54-credit hour program is designed in a cohort structure that will admit approximately 27-30 students each summer. A combination of course formats will be offered including (but not limited to) summer and weekend intensives, standard face-to-face weekly evening courses; online studies; hybrid courses that combine online work with face-to-face seminars; some on-the job site-or district-based practice where theory and practice meet, and individualized studies associated with completion of the dissertation. The Ed.D. program is designed for students to be able to complete all degree requirements in three calendar years (nine semesters), including summers.

The Ed. D. Program in Ethical Leadership is an innovative, student-centric program of study that provides a rich scholarly template to analyze administrative practices and promote socially responsible leadership in schools and organizations with an educational purpose. Undergirded by an integrated and coherent curriculum in an accelerated trajectory, this program examines the current spectrum of leadership intensity in organizations by exposing students, via advance study and research to ways of thinking that are compassionate and civic-minded as well as that encourage beliefs in social justice and community service.

Utilizing cutting-edge technology, this three-year, part-time program is interdisciplinary and designed for both public and private educators as well as individuals from fields other than education who already possess a master's or equivalent professional degree. Venturing in a creative doctoral model, our cohort approach distinguishes itself through the use of academic benchmarks that monitor student progress throughout the duration of the program. Supported by a strong knowledge base, our students engage in relevant and meaningful research directed toward the creation of educational communities where all participants learn and thrive.

Our course work sequence creates a rich cross-disciplinary platform for discourse leading to a research focus. Students have the opportunity to explore an array of educational interests, such as multicultural education, working with linguistically diverse populations, technology, organization and leadership, learning, and instruction to name a few. The common emphasis and culminating experience of the course work is the published dissertation.

## Admissions-requirements and process

- A baccalaureate degree and master's degree from accredited institutions of higher education with a GPA in graduate study of 3.25 or above
- Official transcripts from all institutions attended with the exception of UST transcripts - these will be retrieved automatically by the Office of Admissions.
- Two recommendation letters sent directly from the individual writing the recommendation attesting to the leadership ability, social justice commitment and scholarship potential of the candidate.
  - o These letters should come from different sources, e.g., professional and academic.
  - o These may be mailed (address below) or emailed to the Office of Admissions at [admissions@stthom.edu](mailto:admissions@stthom.edu).
- Professional resume
- A written statement of purpose reflecting the understanding of inequities in K-12 schools, higher education, non-profits or other education-related fields, and the challenges facing leaders in bringing about sustained change that will result in equitable outcomes.
- Reflect in your CV, resume and/or statement of purpose:
  - o Demonstration of leadership skills and abilities in P-12 schools or related education-related fields (e.g., school reform networks, policy institutions, higher education, nonprofits, etc.)
  - o Demonstration of professional or personal commitment to ethics and social justice
  - o Professional experiences which demonstrate problem-solving ability and an interest in critically impacting current educational policies and practices

### International Applicants:

Permanent residents are eligible to apply and must submit the following in addition to the information listed above.

- Proof of English proficiency: International applicants (except those who are from countries where English is the only official language, or those who have earned degrees from regionally-accredited U.S. institutions) are required to submit proof of English proficiency. The following options are available to applicants for verification of English proficiency: TOEFL score of at least 90 on the Internet-based test or 580 on the paper-based test.
- Official evaluation of transcripts and diplomas: International applicants must have all transcripts and diplomas evaluated by an accredited evaluation agency. Preferred evaluation agencies are SDR Educational Consultants, World Education Services (WES), and Spantran. Reports must include course-by-course evaluations and grade point average equivalents.
- Front and back copy of valid Permanent Residency card

### **Application Requirements**

Type of Student Targeted and Qualifications Required: This doctoral program is designed for educators, or education-related employees, who have the following experience:

- positional leadership roles (site or district office administrator, department chairperson);
- leadership positions in education-related organizations;
- leadership of site/district/county-based initiatives (e.g., program or curriculum development; substantial assessment experiences [such as leading an accreditation team]);
- facilitation or coaching of site/district/county based group(s) in conducting inquiry, implementing reform efforts or building capacity for change.

Moreover, targeted students will demonstrate through their professional and community experiences and via their resume, a statement of purpose and exhibit a commitment to exploring and addressing social justice and ethical issues as they may impact the achievement of marginalized students in schools. Targeted students have professional experiences that allow them to understand how school systems seem to be currently working and a commitment to bringing about improvements for all students.

### **Admissions Decisions**

Meets all admissions requirements.

### **Readmission**

A student who has not been granted a leave of absence and who fails to register for coursework for a period of three years will be dropped from the program and cannot petition for reinstatement. In this case, the student must reapply through the normal admissions process to gain admission to the program. Readmission does not change the student's original entry date. Time to degree will be calculated from date of first entry.

Students who have not been registered for at least one graduate credit hour at UST that contributes to degree requirements (as determined by the graduate program) in an academic year are considered inactive. To regain active student status, students may petition the Associate Dean of the Graduate School, through their program, for reinstatement. Additionally, students will need to apply for reinstatement and pay reinstatement fees to continue their degree. Reinstatements are available to students who have been inactive for up to three years. Students who have not been enrolled for any credits in their graduate program for a period longer than three consecutive years are not eligible for reinstatement and must apply for readmission to the university.

**Visiting Students and Auditing:** Not Applicable

### **Transfer of Credit**

Six (6) semester hours (the equivalence of 2 courses of advanced level coursework (beyond the Master's degree) as a matriculated student from an accredited institution may be transferred into the doctoral program, subject to the approval of the Ed.D. Program Director. Certification coursework taken beyond a master's degree will not be considered for credit transfer. The coursework must be deemed equivalent to Ed.D. Program coursework. Students must have earned a B or better in the transferred course. Transfer courses may not have been taken more than 8 years prior to graduation from the Ed.D. Program.

## Academic Standing

Continuous Progress Monitoring and Selective Retention All graduate level courses except for Ethical Leadership Doctorate courses must be taken for a letter grade and all students are expected to earn a grade of B- or better in every graded course.

- A minimum grade point average of 3.0 for graduation.
- A course grade of a B- or better is needed in all required coursework. Whenever a student obtains a substandard grade (C+, C, or F) in a course required as part of the student's program plan, the student must meet with his/her advisor to discuss his/her status in the program and develop a Professional Development Plan. This plan for substandard coursework will include retaking the class and earning the grade B- or better. The student has one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate. According to University policy, the original substandard grade remains on the official transcript.
- Four situations can lead to an Program Probation status including: (a) failure to remediate a substandard grade in a course required in the student's program, (b) cannot have a below standard in a given benchmark for two consecutive semesters, (c) a failing grade in any core professional course; and (d) Attendance is imperative; therefore, two or more class absences in a given course, in any semester, may result in being placed on program probation. Failure to remediate probationary status or failure to complete a professional development plan may lead to dismissal from the Program. A student who has been terminated under this policy may appeal the decision by following the University Graduate Student Grievance Policies.

## Curriculum Requirements/Program of Study

EDUC 8310 Ethical Resource Allocation (3 hrs)  
EDUC 8320 Ethical Leadership in Education (3 hrs)  
EDUC 8321 Diversity-Equity Leadership (3 hrs)  
EDUC 8322 Leadership for Social Change (3 hrs)  
EDUC 8323 Educational Politics & Leadership (3 hrs)  
EDUC 8330 Social Justice Principles (3 hrs)  
EDUC 8340 Education Policy Development & Advocacy (3 hrs)  
EDUC 8350 Technology Leadership (3 hrs)  
EDUC 8360 Proposal Seminar (3 hrs)  
EDUC 8361 Quantitative Research Methods (3 hrs)  
EDUC 8362 Qualitative Research Methods (3 hrs)  
EDUC 8363 Statistics (3 hrs)  
EDUC 8364 Mixed Research Methods (3 hrs)  
EDUC 8370 Residency I (3 hrs)  
EDUC 8371 Residency II (3 hrs)  
EDUC 8380 Dissertation I (3 hrs)  
EDUC 8381 Dissertation II (3 hrs)  
EDUC 8382 Dissertation III (3 hrs)

**Total: 54 hrs**



### **Additional requirements**

Each student who has successfully completed all requirements for the Ethical Leadership Doctorate must apply to the Graduate School for graduation. Deadlines for graduation are strictly adhered to by the Graduate School. Students are required to be aware of these dates which are posted on the Graduate School Website. It is the student's responsibility to apply at the online graduation website before the deadline posted for the term in which they plan to graduate.

In order to graduate, the student must meet the following requirements:

1. The student must earn satisfactory grades for all courses taken in the program.
2. The student must satisfactorily complete all applicable University and program requirements specific to the student's program of study.
3. The student must have maintained active student status throughout the program. That is, all students must register for at least one graduate credit in every academic year of their program in an academic year. If the student chooses to enroll for full-time dissertation guidance credits during the summer, enrollment of at least one credit is still required in the fall term immediately following this summer term. According to University policy, failure to do so will require a petition for reinstatement, with accompanying fees.
4. The student must satisfactorily remove all NG, I, and F grades.
5. The student must satisfactorily defend his or her dissertation, complete necessary revisions consistent with dissertation committee review, and electronically deposit the completed dissertation document according to University guidelines and deadlines. The Ethical Leadership Doctorate Program faculty members encourage students to submit their dissertations or parts of these projects for publication. The recommended timeline for this submission is within six months of the dissertation defense.
6. Students must apply to graduation in the fall semester of their third year in the program.
7. Students must provide two bounded dissertations with original signatures. The Doherty Library and the Ethical Leadership Doctoral Department will each receive one dissertation. The Doherty Library will have the dissertations bounded. The current estimated cost is \$12 per copy. Students must provide a check for the bounding costs when the dissertations are turned into the library. If students wish to purchase additional copies, students will pay an additional \$12 per copy requested.

### **Program/School level policies:**

**Grade Appeals:** Follow university policies and guidelines.

**Appeals for policy waivers:** Grievance on the part of any student will be processed as described in the University of St. Thomas Graduate Handbook and Graduate Student Grievance Procedures available at the University of St. Thomas School website. This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or improper handling of financial aid. Allegations of discrimination or sexual harassment will be handled according to the Office of Equal Opportunity.

SCHOOL OF EDUCATION AND HUMAN SERVICES  
COURSE DESCRIPTIONS

**BIE\_DL 5301 Language Policy & Research**

An examination, analysis, and in-depth study of linguistic policies and court cases impacting linguistic minorities in the United States. Analysis of major research studies supporting linguistic programs currently being implemented in K-12 schools.

**BIE\_DL 5332 Inst Strat for Content BIE**

Teaching the content areas in Bilingual Education with an emphasis on integrated thematic instruction in a bilingual setting and addressing specific cultural, conceptual, and linguistic difficulties experienced by the second language learner in the content class.

**BIE\_DL 5333 Applied Linguistics**

General survey and introduction to linguistic structure and use; emphasis is placed on the practical application of theory in the classroom. Includes contrasts with other languages.

**BIE\_DL 5337 Dual Language Methodology**

This course will examine the theory, political aspects, and methodologies employed to teach in dual language programs in both One-Way and Two-Way Immersion settings.

**BIE\_DL 5338 Bi-Literacy Stratr Dual Lang**

A study of the major components underlying a balanced literacy approach, particularly as they pertain to the teaching of literacy to linguistically-diverse populations. Implementation of literacy lessons using the Balanced Approach.

**BIE\_DL 5339 Engl Lang Arts Ling Diver Pop**

Methods and techniques for teaching English literacy and academic language to students whose native language is not English. Students will practice and present literacy lessons.

**BIE\_DL 5341 Children's Lit Diverse Populat**

This course offers a survey of children's literature in English to be taught to children whose native language is not English.

**BIE\_DL 5351 Instr Strat Dual Lang Lrners**

Implementation of dual language methodology to develop academic language and content knowledge in a dual immersion setting.

**BIE\_DL 5362 Tech of Teach Engl as Sec Lang**

Methods and techniques for developing literacy and academic language for the second language learner. Authentic assessment, classroom management, and technology are included.

**BIE\_DL 5364 Span Lang Arts for Span Child**

Methods and techniques for teaching literacy and academic language to Spanish dominant students. Study of authentic literature in Spanish for the primary grades.

**BIE\_DL 5365 Assesmt Strat Linguist Div Pop**

This course is a graduate seminar designed to prepare teachers and administrators to examine the effects of testing and assessment on linguistically diverse populations and to explore alternative assessment measures. The course will be taught in English.

**CMHC 5300 Intro to CMHC**

History and philosophy of the counseling profession, including professional roles, functions, and relationships with other helpers.

**CMHC 5305 Helping Relationships**

Essential interviewing and counseling skills, with an emphasis on individual counseling methods and interventions.

**CMHC 5310 Counseling Theories**

Introduction to the major theories used by professional counselors, including psychodynamic, cognitive-behavioral, humanistic-existential, systems, and post-modern approaches.

**CMHC 5315 Ethical, Legal & Professional**

Ethical and legal standards of professional organizations and credentialing agencies; application of ethical and legal standards to practice.

**CMHC 5320 Human Growth & Development**

Theories of individual and family development across the life span; models of resilience; theories for optimizing development.

**CMHC 5325 Psychopathology & Atypical**

Principles of understanding distress, impairment, and dysfunction in human behavior and social systems.

**CMHC 5330 Research Foundations**

Exploration of qualitative, quantitative, case study, and action research methods; statistical methods used in research and program evaluation.

**CMHC 5335 Appraisal & Assessment Tech**

Concepts and procedures of assessment of individuals' attitudes, aptitudes, achievements, interests, and personal features; statistical concepts related to testing; social cultural, and ethical factors related to measurement.

**CMHC 6160 Special Topics in Counseling**

A special topic is investigated in an individual or group setting with graduate faculty leadership.

**CMHC 6300 Human Diversity**

Study of cultural patterns, including multiple dimensions of difference. Theories of multicultural counseling, identity development and social justice. Counselors' roles in eliminating oppression and promoting dignity of all persons.

**CMHC 6305 Spiritual & Religious Themes**

Introduction to ethical and clinical issues in explicit and implicit integration of spiritual and religious themes in counseling. Culturally sensitive assessment and intervention methods for addressing religious and spiritual themes.

**CMHC 6310 Counseling Couples & Families**

Skills and practices to address relationship and family issues. Theories and models of marriage, partner, and family counseling. Models of family development, structure, and dynamics.

**CMHC 6315 Group Counseling**

Principles of group processes and dynamics, including group leadership styles and group facilitation methods.

**CMHC 6320 Addictions & Recovery**

Introduction to addiction prevention and treatment models and methods. Exploration of self-help and professional interventions.

**CMHC 6325 Lifestyle & Career Development**

Career development theories and decision-making paradigms; career and educational planning and counseling.

**CMHC 6330 Program Evaluation**

Use of research to support evidence-based practice; strategies to design and conduct program evaluation.

**CMHC 6335 Practicum I/Crisis Interv**

Practicum experience of 100 or more clock hours, including 40 or more hours of direct service with clients. Individual and group supervision for counseling work. Introduction to crisis intervention techniques.

**CMHC 6340 Practicum II**

Supervised counseling experience of 200 or more hours, including 80 or more hours of direct service to clients. Individual and group supervision of counseling work.

**CMHC 6345 Practicum III**

Supervised counseling experience of 200 or more hours, including 80 or more hours of direct service to clients. Individual and group supervision of counseling work.

**CMHC 6350 Practicum IV**

Supervised counseling experience of 200 or more hours, including 80 or more hours of direct service to clients. Individual and group supervision of counseling work.

**CMHC 6355 Counseling & Social Justice**

Counselor's roles in cultivating self-awareness, promoting social justice, advocacy and conflict resolution to promote flourishing and dignity of all persons.

**CMHC 6360 Special Topics in Counseling**

A special topic is investigated in an individual or group setting with graduate faculty leadership.

**CMHC 6365 Special Problems in Counseling**

A research problem is investigated under the supervision of a graduate faculty member.

**CMHC 6370 Research Thesis I**

Initiation of the research process (literature review, human subjects process) under the supervision of a graduate faculty member.

**CMHC 6375 Research Thesis II**

Completion of individual research thesis (data collection, data analysis, and presentation of findings) under the supervision of a graduate faculty member.

**COUN 5100 Topics**

A special topic is investigated in a group setting with graduate faculty leadership. This specific topic is subject to the approval of the Graduate Committee. Course may be repeated with a new topic. Only 6 credit hours of topics courses may be applied to the master of education degree.

**COUN 5303 Cultural Foundations**

The course will examine the social foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

**COUN 5335 Multicultural Populations**

Investigation of curriculum needs in a culturally plural society. Explores concept of multi-cultural education; implications for educational programs; effects of cultural differences on teaching and learning.

**COUN 5339 Human Growth and Development**

General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.

**COUN 5357 Guidance Service**

Includes the study of historical trends in counseling, theory, ethics and practice of comprehensive developmental guidance and counseling programs including, but not limited to, a consideration of counselor as advocate, advisor, collaborator, coordinator, and consultant.

**COUN 5358 Grp Procedure Dynamic Grp Coun**

Includes developing proficiency in the theories and techniques of small group counseling including major elements related to group dynamics and methods for conceptualizing and effectively dealing with common group issues. Students participate in an educational group as leader and member.

**COUN 5359 Lifestyle & Career Development**

Includes the study of the major theories of career development and occupational choice including major types of career assessment instruments, procedures of career related decision making, and practice in techniques of career counseling.

**COUN 5365 Socio-Cultural/Family Iss Coun**

Includes the study of the major theories and research involving the counseling of families in social and cultural context. The Locke Paradigm is the framework in which the social, cultural, and family issues in counseling are investigated. Substance abuse issues and treatment are investigated. This course includes the study of substance abuse issues and treatment.

**COUN 5366 Counseling Theories and Approach**

Includes the study of the principles, assumptions, techniques, and procedures associated with the major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

**COUN 5367 Appraisal Techniques**

Includes but is not limited to the study of the principles of standardized testing, measurement, types and uses of assessment, principles of test administration, and skills for interpreting test scores, test bias, and other types of assessment. Differential statistics include but are not limited to measures of central tendency, measures of variability, standard deviation, and z-scores. Inferential statistics include but are not limited to the study of correlation coefficients, confidence intervals related to a mean, significance of sample size, p-value, effect size, power of a test, and ANOVA. Statistics are applied to understanding test score reports.

**COUN 5368 Counseling Practicum**

Counseling Practicum is the first of two semesters required for the capstone experiences. Students will be enrolled in a 3 credit counseling practicum class which meets once a week for one semester. Students must complete supervised practicum experiences that total a minimum of 100 clock hours during the semester. At least 40 clock hours of direct service with actual clients will contribute to the development of counseling skills. Weekly interaction that averages one hour per week of individual or triadic supervision with a site supervisor is required. Consultation regarding counselor practicum students between the counselor educator and onsite supervisor is required every two weeks. Evaluation of the student's counseling performance throughout the counseling practicum, including documentation of a formal evaluation after the student completes the practicum.

**COUN 5369 Prof. Counseling Issues & Ethics**

Includes the principles, assumptions, techniques, and procedures associated with professional issues and ethics in counseling. Skills for applying these issues and ethics in counseling settings are investigated. Students become familiar with salient legal considerations and professional organizations. The relationship between ethical practice and language difference, historical privilege or oppression, and other potential client variables are a focus.

**COUN 6302 Issues and Trends in Counseling**

This course addresses specific topics salient to counseling in the 21st Century. It includes but is not limited to language diversity, gender, substance abuse, eating disorders, suicide, college counseling, Post Traumatic Stress Disorder, veterans and their families, homelessness, poverty, and privilege. This course requires reading from peer reviewed journals, presentation, role playing, taping, a book report, and a major paper. It is taught in a seminar style with students integrating their lived experiences with their preparation for professional work.



### **COUN 6305 Counseling Internship**

Counseling Internship is the second of two semesters required for the capstone experiences. Students will be enrolled in a 3-credit counseling internship class which meets once a week for one semester. This course requires completion of a supervised internship of 600 clock hours in students' designated program areas, begun after successful completion of the counseling practicum. The internship is intended to reflect the comprehensive work experience of professional counselors appropriate to the designated program areas. Students' internship includes all of the following: (1) At least 240 clock hours of direct service, including experience leading groups. (2) Weekly interaction that averages one hour per week of individual or triadic supervision throughout the internship performed by the onsite supervisor. (3) One class per week in the 3-credit Counseling Internship class. (4) The opportunity for students to become familiar with a variety of professional activities and resources in addition to direct services (for example, record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (5) The opportunity for students to develop program-appropriate DVD recording for use in supervision or to receive live supervision of their interactions with clients. (6) Evaluation of students' counseling performance throughout the internship, including documentation of a formal evaluation after students complete their internship by the professor of the counseling internship class in consultation with the onsite supervisor.

### **COUN 6320 Research Seminar - Proposal**

Designed to develop a knowledge base in quantitative and qualitative research in order to conduct and execute investigative projects. Topics include an introduction to research questions or focus and proposal completion; a literature review, ethical issues in research, introduction to research designs and methods, basic data analysis, interpretation of data, strengths and limitations in the conduct of quantitative and qualitative research. (Replaces EDUC 5301)

### **COUN 6321 Res. Seminar - Findings**

Designed to further investigate quantitative/qualitative research designs and research methods appropriate to different research contexts in educational settings. Topics include: representing statistical data and qualitative interpretation to scholarly and practitioner audiences; representation of data, describing data by using inferential and descriptive statistics as well as qualitative approaches, interpreting data and making recommendations. Prerequisite: EDUC 6320.

### **COUN 6326 Educational Research and Sch**

Designed to introduce graduate students in Education to scholarly writing and research process. Topics include exploration of different literary styles in educational research, mastery of APA style, and analysis, synthesis, and critique of peer-reviewed literature.

### **COUN 6327 Educational Research Design**

Designed to introduce quantitative and qualitative research designs, methods, and data analysis techniques in education. Topics include ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of descriptive and inferential statistics, and analysis and synthesis of qualitative data.

### **COUN 6328 Adv. Research Thesis I**

Designed to facilitate the completion of an advanced research thesis proposal. Coursework involves writing a literature review on a selected topic, developing a research proposal, obtaining Human Subjects Committee and individual institution approval to conduct the research, and orally defending the proposal before a thesis committee.

### **COUN 6329 Adv. Research Thesis II**

Designed to facilitate the completion of an advanced research thesis. Coursework involves collecting, analyzing, and interpreting data, developing evidence-based recommendations, and orally defending the final advanced research thesis before a committee.

### **EDUC 5100 Topics**

A special topic is investigated in a group setting with graduate faculty leadership. This specific topic is subject to the approval of the Graduate Committee. Course may be repeated with a new topic. Only 6 credit hours of topics courses may be applied to the master of education degree.

**EDUC 5140 Special Programs**

A research problem is investigated under the supervision of a graduate faculty member. The research proposal is subject to the approval of the Graduate Committee. Approval of Med program director required prior to enrollment. Prerequisite: EDUC 5301.

**EDUC 5191 ACP Internship**

Teaching experience under the guidance of practicing specialist in the field. Student will be supervised individually by a faculty member appointed by the Dean.

**EDUC 5300 Topics**

A special topic is investigated in a group setting with graduate faculty leadership. This specific topic is subject to the approval of the Graduate Committee. Course may be repeated with a new topic. Only 6 credit hours of topics courses may be applied to the master of education degree.

**EDUC 5301 Research & Evaluation**

The role of research and evaluation in improving instruction and assessment of learning models and techniques.

**EDUC 5303 Cultural Foundations**

The course will examine the social foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

**EDUC 5304 Private School Finance**

Introduction to the tools and techniques used by principals to anticipate financing needs and to effectively manage financial resources. Budgeting processes. Discussion of particular problems posed to management of a private school.

**EDUC 5306 Legal Issues in Priv Schl Ed**

Students will examine the legal issues, court cases, and administrative practices related to the legal status of private school education.

**EDUC 5307 Private School Administration**

This course includes several topics related to private school administration including business administration, leadership styles, curriculum development, personnel administration and school-home relations.

**EDUC 5310 Clinical Supervision**

The investigation and application of models for the performance of the role of instructional supervisor or team leader. The skills of planning, data collection, analysis and conferencing are developed.

**EDUC 5311 Classroom Management**

Analysis of the dynamics of the classroom unit and the examination, application and evaluation of the behavior modification, socio-emotional and group process approaches to classroom management. May be taken for early childhood, elementary, secondary, or all-level emphasis.

**EDUC 5314 Theories of Second Lang. Acquis**

Survey of theory of second language acquisition. Study of the sociolinguistic, linguistic, psycholinguistic, and legal foundations of programs serving linguistically diverse populations.

**EDUC 5315 Instructional Leadership**

This course provides an opportunity for participants to develop a working knowledge of instructional design, lesson design, and effective teaching practices in order to serve as an instructional leader in public and private school settings.

**EDUC 5320 Except in Today's Schools**

This course provides an introduction to special education programs and services in today's schools within the framework of inclusion, collaboration and evidence-based instructional strategies.

**EDUC 5322 Evid Based Prac Stu Emo Disord**

This course focuses on evidence based practices for assessing and teaching students with emotional disorders including Functional Behavioral Assessments, Behavioral Intervention Plans, using the RTI process to develop positive behaviors, school wide interventions, as well as other practices.

**EDUC 5324 Prac Teach Stds w Emot Dis**

Firsthand experience in working with children with emotional disorders. Case studies, observation, and minimum of 40 clock hours of direct field experience. Prerequisites: EDUC 5320, 5322, and approval of instructor.

**EDUC 5325 Diag. & Remed. of Rdg Difficul**

Identification and diagnosis of specific reading disabilities and accompanying remediation techniques. Best practices, assessment, and implementation are focal aspects of the course. Prerequisite: EDUC 5370 or 5380.

**EDUC 5330 Curriculum and Instruction**

Examination, analysis and application of the principles of instructional design as related to the role of the classroom teacher within various school settings.

**EDUC 5331 Differentiating Instruction**

Special educators and educational diagnosticians must be able to design and implement lessons that provide access to the general education curriculum for students with disabilities. This course focuses on knowledge and skills needed to differentiate instruction based on the general education curriculum in order to respond to the needs of all learners. Students will learn to design effective differentiated lessons based on learning profile, interests, and readiness.

**EDUC 5335 Multicultural Populations**

Investigation of curriculum needs in a culturally plural society. Explores concept of multi-cultural education; implications for educational programs; effects of cultural differences on teaching and learning.

**EDUC 5338 Adolescent Learning**

Current goals and methodology for secondary schools. Degree plan: Generalist

**EDUC 5339 Human Growth and Development**

General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.

**EDUC 5340 Special Problems**

A research problem is investigated under the supervision of a graduate faculty member. The research proposal is subject to the approval of the Graduate Committee. Approval of Med program director required prior to enrollment. Prerequisite: EDUC 5301.

**EDUC 5341 Psychoeducational Diag Proced**

Administration, interpretation and report writing focusing on legal requirements and individual strengths, areas of need and educational recommendations. Prerequisite: Approval of the instructor.

**EDUC 5342 Psychoed Diagnostic Proced**

Administration, interpretation and report writing focusing on legal requirements and individual strengths, areas of need and educational recommendations. Prerequisites: EDUC 5341 and approval of the instructor.

**EDUC 5343 Pract in Psychoed Diagnosis**

Supervised experience in practical application of diagnostic procedures. Case studies, observation, and direct field experience. Prerequisites: EDUC 5341, 5342 and approval of instructor.

**EDUC 5344 Pract in Psychoed Intervention**

Design and implementation of evidencebased interventions based on identified diagnostic findings. Case studies, observation and direct field experience. Prerequisites: EDUC 5341, 5342 and approval of instructor.

**EDUC 5345 Evid Base Prac Stdnts Mild Dis**

This course focuses on evidence-based approaches and practices for assessing and teaching students with mild disabilities including Response to Intervention (RTI), curriculum-based assessment, progress monitoring, IEP development, and teaching strategies. Prerequisite: EDUC 5320.

**EDUC 5348 Student Variability and Assess**

This course will include an examination of student variability with regard to cognitive, biological, social and emotional development. Special attention will be given to exceptional populations.

**EDUC 5349 Prac Teach Stds Mild Dis**

Firsthand experience with students with mild disabilities. Experience includes assessment, program design, implementation, and support services to parents. Prerequisite: EDUC 5345 or consent of instructor.

**EDUC 5366 Counseling Theories and Approch**

Includes the study of the principles, assumptions, techniques, and procedures associated with the major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

**EDUC 5367 Appraisal Techniques**

Includes but is not limited to the study of the principles of standardized testing, measurement, types and uses of assessment, principles of test administration, and skills for interpreting test scores, test bias, and other types of assessment. Differential statistics include but are not limited to measures of central tendency, measures of variability, standard deviation, and z-scores. Inferential statistics include but are not limited to the study of correlation coefficients, confidence intervals related to a mean, significance of sample size, p-value, effect size, power of a test, and ANOVA. Statistics are applied to understanding test score reports.

**EDUC 5370 Foundations of Reading**

An analysis of the reading process, literacy learning in the beginning and intermediate readers, skills development, and approaches to reading and writing are applied in this course. Admit to Teacher Education (TED student group).

**EDUC 5371 Elementary Social Studies**

An analysis of current social studies goals and instructional strategies utilized in teaching elementary children. Techniques for teaching decision-making skills and citizenship.

**EDUC 5372 Elementary Mathematics**

Design and implementation of effective instruction in mathematical content appropriate to the elementary learner's developmental stage, ability level, previous mathematical competencies and curriculum needs.

**EDUC 5373 Elementary Science**

Analysis of current goals and instructional strategies utilized in teaching elementary science. Methods of teaching scientific attitudes and processes as well as specific scientific concepts and principles.

**EDUC 5377 Emergent Literacy**

Emergent literacy is the study of early literacy development and learners. Students explore current research in early literacy and design curriculum appropriate for young learners.

**EDUC 5380 Content Area Reading**

Analysis of factors contributing to skills development in adolescent readers. Topics will include young adult titles and authors, current research in literacy curricula, adolescent reading interests, and techniques for teaching and reading in the contents areas. Admit to Teacher Education (TED student group).

**EDUC 5390 Educational Leadership**

This course provides an overview of the administrative role in educational settings, examines organizational theories and concepts, and develops skills in conceptual areas of school administration.

**EDUC 5391 School Law**

A course designed to give the student an introduction to school law, to understand the legal aspects of school administration including the legal rights of educators and students, and to be aware of court decisions pertaining to the administration of schools.

**EDUC 5392 The Principalship**

Students will examine the role and responsibilities of the principal as a leader in the elementary, middle, and/or high school.

**EDUC 5397 Curriculum Planning & Development**

The student will develop the skills needed to design and implement curriculum and strategic plans that enhance teaching and learning, align curriculum, curriculum resources and assessments and use various forms of assessment to measure student performances.

**EDUC 6303 Catholic Teachings on Education**

A graduate seminar on the special role of Catholic school teachers in spiritual development through an exploration of Church teachings on education.

**EDUC 6304 Literacy Coaching**

This course will include an examination of the reading specialist as a literacy coach across grade levels and with regard to several different contexts including geographically dispersed, private and public, and multiple grade level settings.

**EDUC 6305 Counseling Internship**

Counseling Internship is the second of two semesters required for the capstone experiences. Students will be enrolled in a 3-credit counseling internship class which meets once a week for one semester. This course requires completion of a supervised internship of 600 clock hours in students' designated program areas, begun after successful completion of the counseling practicum. The internship is intended to reflect the comprehensive work experience of professional counselors appropriate to the designated program areas. Students' internship includes all of the following: (1) At least 240 clock hours of direct service, including experience leading groups. (2) Weekly interaction that averages one hour per week of individual or triadic supervision throughout the internship performed by the onsite supervisor. (3) One class per week in the 3-credit Counseling Internship class. (4) The opportunity for students to become familiar with a variety of professional activities and resources in addition to direct services (for example, record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (5) The opportunity for students to develop program-appropriate DVD recording for use in supervision or to receive live supervision of their interactions with clients. (6) Evaluation of students' counseling performance throughout the internship, including documentation of a formal evaluation after students complete their internship by the professor of the counseling internship class in consultation with the onsite supervisor.

**EDUC 6306 Introduction to School Finance**

This course facilitates student understanding of how public schools are funded, how a campus administrator manages a campus budget, and the importance of equitable funding in meeting the social justice tenet that all children have a right to an education. Activities will include proposing a budget for a hypothetical campus, analyzing a school district's sources of revenue, and interviewing a district leader relative to school finance.

**EDUC 6308 Teaching Writing in a K-12 Set**

This course will include an examination of the writing process, genres specific to writing, and pedagogical preferences for instruction in a Kindergarten through 12th grade setting.

**EDUC 6311 Issues & Trends in Curriculum**

This course emphasizes analysis and appraisal of curriculum reform in efforts to study persistent and critical issues in education that affect the teaching/learning process. Opportunities are provided to study current and social issues that impact Curriculum & Instruction with reference to various specialities of student enrolled.



**EDUC 6312 History of Curriculum Thought**

Analyzes the historical movements in American curriculum thinking and individuals involved as well as attention to the social/cultural/historical institutional context within which they worked. Emphasis is placed on primary and secondary sources/readings and position curriculum thinking has in an evolving national educational system.

**EDUC 6313 Curriculum Praxis in the 21st**

Fundamental dimension of curriculum theory, such as but not limited to the social construction of knowledge, curriculum as cultural mind set, social/historical/political reality, and scholarly discourse are explored. Students will examine the various ideological orientations to curriculum studies, curriculum design, and the opportunity for curriculum development.

**EDUC 6315 Curriculum Assessment & Eval**

This course analyzes the assessment and evaluation process in the context of curriculum instruction, objectives, high stakes testing, to help identify best research practices for effective teaching/learning environment. The course aims to assist curriculum specialists in understanding how instruction, curriculum, assessment and evaluation are interrelated. Emphasis will be placed on various forms of assessment and evaluation in developing a comprehensive program inclusive of both traditional and alternative forms of assessment and evaluation.

**EDUC 6320 Research Seminar - Proposal**

Designed to develop a knowledge base in quantitative and qualitative research in order to conduct and execute investigative projects. Topics include an introduction to research questions or focus and proposal completion; a literature review, ethical issues in research, introduction to research designs and methods, basic data analysis, interpretation of data, strengths and limitations in the conduct of quantitative and qualitative research. (Replaces EDUC 5301)

**EDUC 6321 Res. Seminar - Findings**

Designed to further investigate quantitative/qualitative research designs and research methods appropriate to different research contexts in educational settings. Topics include: representing statistical data and qualitative interpretation to scholarly and practitioner audiences; representation of data, describing data by using inferential and descriptive statistics as well as qualitative approaches, interpreting data and making recommendations. Prerequisite: EDUC 6320.

**EDUC 6324 Univ Design for Learning****EDUC 6326 Educational Research and Sch**

Designed to introduce graduate students in Education to scholarly writing and research process. Topics include exploration of different literary styles in educational research, mastery of APA style, and analysis, synthesis, and critique of peer-reviewed literature.

**EDUC 6327 Educational Research Design**

Designed to introduce quantitative and qualitative research designs, methods, and data analysis techniques in education. Topics include ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of descriptive and inferential statistics, and analysis and synthesis of qualitative data.

**EDUC 6328 Adv. Research Thesis I**

Designed to facilitate the completion of an advanced research thesis proposal. Coursework involves writing a literature review on a selected topic, developing a research proposal, obtaining Human Subjects Committee and individual institution approval to conduct the research, and orally defending the proposal before a thesis committee.

**EDUC 6329 Adv. Research Thesis II**

Designed to facilitate the completion of an advanced research thesis. Coursework involves collecting, analyzing, and interpreting data, developing evidence-based recommendations, and orally defending the final advanced research thesis before a committee.

### **EDUC 6330 Administrative Internship I**

This course is the first part of a two-semester practicum. EDUC 6330 focuses on the internal and external communication in a school community and the variety of special programs found in the school system. The internship will be guided and supervised by university faculty and school administrators. Prerequisite: Recommendation of faculty advisor.

### **EDUC 6331 Administrative Internship II**

This course is the second part of a two-semester practicum that focuses on the daily instructional and facility operations of the school and school system. The internship will be guided and supervised by university faculty and school administrators. Prerequisite: Recommendation of faculty advisor.

### **EDUC 6332 Clinical Teaching I**

Directed study, observation, and clinical teaching in a cooperating school. Twelve weeks, all day, 3 credit hours.

### **EDUC 6333 Clinical Teaching II**

Directed study, observation, and clinical teaching in a cooperating school. Twelve weeks, all day, 3 credit hours.

### **EDUC 6334 Intro to Curriculum & Instruct**

Introduction to instructional responsibilities. Includes recognition of societal expectations, determining objectives, diagnosing a diverse learner population, planning and implementing instruction and creative, varied ways of evaluating learning outcomes.

### **EDUC 6340 Intro to Instructional Tech**

What does it mean to use instructional technology? How can technology be used to improve teaching and learning? These are the questions that will be addressed throughout the course and degree program. In this course, students will begin to demonstrate and share learning through the curation and publication of an online “learning log,” creating a digital repository of all original artifacts. The course will explore several issues in instructional technology. Students will begin to conduct research in an area of interest, composing an annotated bibliography that demonstrates the ability to use APA style correctly. Evaluation of the technology environment of student’s own schools or businesses will provide real-world experience and exposure to the concepts of the course and overall program. This course introduces instructional technology issues and trends. Topics covered form a foundation for future courses. Many topics will be revisited and covered further in later courses. The following topics will be explored in this course with regards to instructional technology: • Assessment • Best practices • Creating/curating digital materials • Digital citizenship • Digital divide/digital equity • Ethics • Evaluation • Implications for education • Management • Professional development • Standards • Teaching and learning • TPACK • Trends and issues

### **EDUC 6341 Instructional Tech Methods**

Using technology in the classroom is not something that can just be “done” because we have technology and therefore must use it. It must be planned. Teachers must have understanding of students and their abilities in order to effectively integrate technology into the classroom. Teachers must be prepared for anything that can happen when using technology, such as device failure, ethical use, evaluation of tools, reducing off-task behavior, and best practices for use. This course explores best practices in technology integration in teaching and learning.

### **EDUC 6342 Instruct Design of Learning**

Instructional design is the development of instructional specifications using learning and instructional theory to ensure the quality of instruction (<https://www.instructionaldesigncentral.com/whatisinstructionaldesign>). In this course, students will explore issues and trends in instructional design, instructional design frameworks, models and theories, and best practices to facilitate choices of learning tools and design of instruction using instructional technology. At the end of the course, two completed design projects based on theory and frameworks using instructional design principles will be added to your online learning log.

### **EDUC 6343 Emerging Technology**

This course is designed to provide the student with a comprehensive examination of emerging technological tools for use in the field. This course will provide the students with opportunities to refine their ability to stay current with trends, emerging and cutting-edge technology as well as develop methods to analyze, utilize and manage the tools for appropriate use in a variety of contexts according to best practice.

### **EDUC 6344 Differential Instruct w/Tech**

This course will integrate the use of technology across curriculums and differentiated instruction with the use of technology. The topics that are covered in this course are about making application of your understanding of Educational Technology and Methods.

### **EDUC 6345 Online and Blended Learning**

Online and Blended Learning is a course for teachers that explains and demonstrates blended learning with interactive activities and locally relevant classroom examples. Participants will gain an overview of blended learning and why it makes sense for 21st century learners. Participants explore features of blended learning and see many examples of blended learning experiences. Participants will be also introduced to the continuum of blended learning to understand the range and flexibility of models as they begin to consider how to transition to a blended learning environment. The course helps teachers transition to blended learning experiences and provides the background rationale, planning strategies, and suggested technology tools. Assessing student learning in a blended course and managing the day-to-day blended environment will be explored. The course will take graduate students through the planning, design, and implementation process of creating a blended/online course, and give them the ability to create blended/online materials and/or courses on their own.

### **EDUC 6346 STEM Learning**

This course examines the programming languages of (Scratch, Python, Java and Robot C) and acquaints students with various methods of integrating their use in the classroom for instruction. The course will familiarize students with coding in these languages. Students will use the engineering design process to develop robotic and gaming applications that are used in the development of instructional units and demonstrate real world applications. A six-week instructional unit for use in middle or high school will be submitted at the end of the course.

### **EDUC 6347 Technology Assessment**

This course emphasizes analysis and appraisal of technology assessments in the teaching, learning and reporting process. It includes an in-depth consideration of the foundations of assessments and how assessments are constructed. Emphasis will be placed on selecting, administering, scoring and interpreting assessments. Opportunities are provided to study current trends in educational assessment technology.

### **EDUC 6348 Technology Leadership**

This course will support school or district-level leaders as they plan and develop ways to integrate technology and establish policies and procedures that foster the implementation and use of technology devices as teaching, learning, and evaluation tools.

### **EDUC 6349 Instruct Technology Mgmt**

This course will focus on organizing and providing leadership in instructional technology programs and integration at classroom, school, and district levels. It will provide a foundation for understanding instructional technology management, including short and long range planning, resource management, implementation and evaluation of instructional technology programs. This course will explore leadership roles that guide the effective use of technology in a learning environment at the school and district level, or in a corporate training program.

### **EDUC 6350 Pedagogy in Catholic Education**

This course is designed to introduce participants to a range of current methodology and curriculum associated with teaching in a Catholic school system. Emphasis is placed on inclusiveness and diversity as opportunities for teaching and learning. Participants will discuss and practice strategies and techniques that incorporate best practices, principles of faith, and a theology of education. The course will look to the person of Jesus Christ primarily and other exemplary models for teaching and learning, discovery and transformation. Christian pedagogy enables the student to “assimilate skills, knowledge, intellectual methods and moral and social attitudes”, all of which help to develop the personality and lead the student to take their place as an active member the community...” The aim of Christian pedagogy is not merely the “attainment of knowledge but the acquisition of values and the discovery of truth (The Catholic School, The Sacred Congregation for Catholic Education).”

### **EDUC 6355 Principalship in Catholic Educ**

This course will provide an overview of the role of the Catholic school principal as spiritual, educational, and managerial leader in the elementary, middle/intermediate, or high school setting. Exercises will be provided in decision making, maintaining required documents, and strategic planning, similar to what principals encounter on site. Special attention will be given to instructional supervision, instructional evaluation, and professional development, with an emphasis on the integration of Catholic identity in the curriculum. An overview of the Catholic school system, primarily within the Archdiocese of Galveston-Houston, will also be provided. Other private school systems are to be explored as necessary. Students will also delve into how the principal relates to teachers, pastors, parents, and the larger community. The course will presume an understanding of the distinctive nature and unique mission of Catholic schools and therefore seek to prepare the principal for effectiveness and success within this context.

### **EDUC 6391 Graduate Teaching Internship**

Practicum experience under the guidance of practicing specialists in the field. Student will be supervised individually by a faculty member appointed by the Dean.

### **EDUC 6392 Grad Teaching Internship II**

Practicum experience under the guidance of practicing specialists in the field. Students will be individually supervised by a faculty member appointed by the dean.

### **EDUC 6399 Internship in Catholic Educ**

This hybrid course will focus on the daily instructional and facility operations of the Catholic school and Catholic school system. The internship (practicum) will be guided and supervised by university faculty and school administrators. This course is designed to provide the student with planned field experiences to enhance their advanced degree program and training in teaching or principal/leadership in Catholic education. The course includes face to face and online instruction.

### **EDUC 8091 Practicum - Prin (EdD) II**

This course is the second part of a two-semester practicum

### **EDUC 8092 Prac - Superintendent (EdD) II**

This course is the second part of a two-semester practicum.

### **EDUC 8310 Ethical Resource Allocation**

This course is designed to provide the student with a broad understanding of the political and economic forces that influence equitable acquisition and management of human, fiscal, and information resources. The role of ethics in policy development and behaviors of educational institutions throughout the budgetary cycle is explored. The ethical dimensions of leadership will further be examined through both traditional and nontraditional paradigms. Students will reflect on personal ethical stances, examine the influence of ethics and values on decision-making, and analyze and critique ethical issues in a variety of contexts to frame their professional ethical perspectives.

### **EDUC 8320 Ethical Leadership in Educ**

This course explores the qualities of an ethical leader and an ethical educational organization, including those in the non-profit sector. Students will develop perceptions of self in relation to trust, respect, integrity, honesty, fairness, equity, justice, and compassion in action using faith and reason. Students will develop the ability to build cross-cultural relationships across multiple constituents for the purpose of improving student performance, promoting social justice, and building community.

### **EDUC 8321 Diversity/Equity Leadership**

This course is designed to engage students in the analysis of structural issues involved with diversity, equity, access, and excellence in complex organizations. Students will reflect and examine topics such as race and ethnicity, class, gender, language, and disability as they relate to equity. Students will gain knowledge and skills to effect positive changes in their respective organizations. Students will develop the ability to build cross-cultural relationships across multiple constituencies for the purpose of improving student performance, promoting social justice, and building community. By studying current research on diversity and equity, candidates will learn to advocate and promote excellence in educational institutions and complex organizations.

### **EDUC 8322 Leadership and Social Change**

This course will bring consciousness to leaders to see beyond the four walls of their organization and examine the U.S. as a 'nation of immigrants' and the complex interactions of a linguistically and culturally pluralistic society in the USA. A focus is placed on individuals discarded by the global economy. This course aims to achieve the following: a) Reflect on the moral and ethical issues raised by examining their personal beliefs in relationship to social justice teachings to address and mitigate inequities; b) Examine, through Critical Pedagogy Lens, the decisions institutions make that perpetuate inequalities and disenfranchise individuals; and c) Advocate for all people through systematic change that promotes success for all stakeholders.

### **EDUC 8323 Educ. Politics & Leadership**

With a focus on scrutinizing how the larger political economy of educational systems, popular culture, and politics of a society impact the dynamics of how educational environments are constructed, this course engages students in a sustained debate about the core questions of political power in education and other education-affiliated public sector agency relationships. Calling for the redirection of the dominant political paradigm governing the U.S., this course examines how relations of power in the context of community pressures and needs, shape and impinge upon the internal workings and purposes of educational institutions. This course also familiarizes students with community power structures and how these political forces shape education legislative provisions leading to a call for political advocacy for enabling the less privileged.

### **EDUC 8330 Social Justice Principles**

With an emphasis on human dignity and social movements for justice, this course surveys social justice through an examination of multiple perspectives, education theory, research, and practice in historical and ideological contexts. Making the theoretical and conceptual argument that social justice matters, students explore primary themes of social justice such as: international perspectives of social justice, race, ethnicity, language, gender, sexuality, social inequalities as well as the politics of social justice. Students also investigate the role of power in society, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs.

### **EDUC 8340 Educ. Policy Devmnt & Advocacy**

This course engages students in critical analyses of educational policy at the local, state, national, and international levels. Policy structures and processes are examined to understand how inequities are perpetuated in educational systems. In addition, examination of advocacy behind ethical consequences, moral dilemmas, social justice, and equity issues resulting from policy are closely analyzed. Students will understand how public policy is generated using critical thinking and analytic reasoning in examining current problems and recommending policy-framing skills for continued renewal and change for the betterment of institutions.

### **EDUC 8350 Technology Leadership**

This course investigates the complex and rapidly changing nature of technology and how the digital divide impacts organizations and society in the 21st Century. The digital divide represents the gap between underprivileged members of society such as the poor, rural, elderly, and handicapped portion of the population who do not have access to computers or the Internet. An introduction to the study of technology leadership with an emphasis on leaders developing a shared vision, planning, promulgating policies, and utilizing resources for the comprehensive integration of technology to address the digital divide are addressed. Learned skills include technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation modeling responsible digital citizenship. Students will develop an understanding of how to create and support technological change through a systems approach by learning management systems, wikis, webinars, image repositories, document sharing, and bookmarking tools.

### **EDUC 8360 Proposal Seminar**

This course navigates the student through the proposal development process. With a focus on describing the problem statement, critically exploring the multiple perspectives in the literature and presenting a discussion on the appropriate methodology to conduct inquiry. During this course, the student demonstrates a command of both the topic area and the methodologies involved in conducting the research project. The student is guided to bring together the knowledge, skills, and insights to develop a full dissertation research proposal. This course is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the gap in the literature that is being addressed with the research.



**EDUC 8361 Quantitative Research Methods**

This course focuses on descriptive and quasi-experimental methods design with mention of experimental design. Students learn the purpose, appropriate research questions and hypotheses associated each method, and strengths and weaknesses of each method.

**EDUC 8362 Qualitative Research Methods**

This course examines the qualitative strategies of inquiry (case study, participatory action research, interpretive practice and social action, grounded theory, narrative theory, ethnography, clinical research) and acquaints students with various qualitative designs and methods. The course will familiarize students with the debates around qualitative inquiry; address ethical dimensions of doing qualitative studies; and students will explore methods for collecting and analyzing qualitative data by conducting a small-scale study.

**EDUC 8363 Statistics**

This course provides a survey of fundamental descriptive and inferential statistics through an introduction of basic concepts and terminology, including chi-square, analysis of variance, Pearson correlation, and regression analysis. Using statistical software as an analytical tool, students investigate educational issues and phenomena applying a variety of statistical methods resulting in understanding the difference between significance and meaningfulness of data.

**EDUC 8364 Mixed Research Methods**

This course introduces the student to a way to integrate both quantitative and qualitative methods to study complex research questions that require a multi-faceted, multi-perspective approach. Students learn how mixed methods complement each other and be able apply mixed methods approaches to data collection and analysis.

**EDUC 8370 Residency I**

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

**EDUC 8371 Residency II**

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

**EDUC 8380 Dissertation I**

Data collection - After preliminary defense of research plan (Chapters 1-3), approval by university Human Subjects Committee, and other required approvals, the student begins the data collection process and begins to revise Chapter 3 to reflect the actual research process.

**EDUC 8381 Dissertation II**

Data analysis – Based on the findings, the student revises Chapters I and II as necessary. Student writes Chapter 4.

**EDUC 8382 Dissertation III**

Dissertation completion and final defense – Student finalizes Chapters 1-4 and writes and revises Chapter 5. Student successfully defends dissertation and revises as necessary.

**EDUC 8390 Independent Study**

The purpose of this course is to afford students an opportunity for self-directed inquiry. Designed as an academic transaction between individual students and instructors, the students read assigned materials, prepare papers, or engage in projects and report frequently to the instructor of record. Independent study is deliberately arranged to promote the student's self-direction and independence in conducting scholarly work. This course will require approvals prior to enrolling as outlined in Independent Study Guidelines. (\*Note: This course is not included in the 54-hour count).

**EDUC 8391 Practicum - Principal (EdD)**

This course is the first part of a two-semester practicum. EDUC 8391 focuses on the internal and external communication in a school community and the variety of special programs found in the district. The practicum will be guided and supervised by university faculty and school district administrators. Prerequisite: Recommendation of faculty advisor.

**EDUC 8392 Prac - Superintendent (EdD)**

This course is the first part of a two-semester practicum. EDUC 8392 focuses on the district-wide aspects of the following: leadership of the educational community, community instructional leadership, and administrative leadership. The practicum will be guided and supervised by university faculty and school district administrators. Prereq: Recommendation of faculty advisor

**PSYC 5337 Abnormal Psychology**

This course studies past and present conceptions of abnormality, the dynamics underlying normal and abnormal behavior, and an examination of the key classification systems utilized in understanding abnormal behavior. Issues related to etiology, nature, development, and treatment of abnormal behavior are reviewed. Graduate project required.

**PSYC 5341 Theories of Personality**

A view of current theories of personality structure, development, and current research are presented through original manuscripts, empirical literature, and case conceptualizations. Theories presented in the course include Trait Structure, Behavioral Genetics, Psychoanalysis, Object Relations, Social Learning, Cognitive Behaviorism, Phenomenology, and Multicultural Perspectives.

**PSYC 6392 Independent Study**



# BACTERIA



# SCHOOL OF ARTS AND SCIENCES

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MASTER IN LIBERAL ARTS (MLA)  
MASTER OF ARTS IN DIPLOMACY & STRATEGIC  
AFFAIRS (MDSA)  
MASTER OF ARTS IN APPLIED SPORT AND  
PERFORMANCE PSYCHOLOGY (MASPP)  
MASTER OF FINE ARTS IN CREATIVE WRITING (MFA)  
MASTER OF SACRED MUSIC (MSM)  
MASTER OF SCIENCE IN APPLIED DATA SCIENCE  
(MSADS)

## CENTER FOR THOMISTIC STUDIES

MASTER OF ARTS IN PHILOSOPHY (MA)  
MASTER OF ARTS IN THEOLOGICAL STUDIES (MA)  
DOCTOR OF PHILOSOPHY (PHD)

COURSE DESCRIPTIONS



# MASTER IN LIBERAL ARTS PROGRAM

Program Director: Ravi Srinivas, srinivas@stthom.edu

## **Mission/Goals**

The Master in Liberal Arts is an exceptional opportunity for those who would like to obtain a master's degree and add to their knowledge, especially in areas not covered in their undergraduate education. The MLA program is designed to supplement and enrich a student's previous education in the liberal arts. Unlike conventional graduate programs with their narrower specializations, the MLA program encourages, in fact by its very nature requires, students to expand their knowledge in various disciplines. The program therefore aims not only at a deeper understanding of each subject studied, but also at an integration of the various aspects of knowledge, art, and life.

In an environment infused by the tradition of Catholic higher education, the MLA program at UST gives students the opportunity to stretch their minds to full capacity, to ponder issues that give full meaning to life and to cultivate wisdom. It invites you to undertake the journey of cultivating the mind in light of truth.

## **Program Description**

The Master in Liberal Arts program encompasses a wide range of disciplines in the liberal arts to include the humanities and social sciences. This program, which began in the fall of 1988, is open to all who have an undergraduate bachelor's degree (GPA 2.5 or better) from a regionally accredited institution. The majority of MLA students admitted earned their undergraduate degree 3-5 years before entering the MLA program. Completion of this program requires 36 credit hours.

## **Admissions-Requirements and Process**

Admissions Requirements: An undergraduate degree from a regionally accredited college or university and an official application to the University of St. Thomas Master in Liberal Arts program. An applicant's undergraduate record should show an overall GPA of at least 2.5. In unusual circumstances a GRE or other suitable proof of academic achievement may be required, but in no case will it be considered a substitute for possession of a degree from an accredited college or university.

Admissions Process and Deadlines: Students may apply for entry into the MLA program by completing the application form available online at [www.stthom.edu](http://www.stthom.edu). Students are admitted on a rolling basis. Priority deadlines for application processing are as follows: July 15 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester. Students are advised to submit all required admissions materials by the appropriate priority deadline in order to ensure timely review and processing. The deadline to apply for full admission is three weeks before the start of the semester. A student whose application is incomplete may be allowed to register for a course by means of conditional status. This is determined on a case-by-case basis. If all admission requirements are not met by the end of the conditional semester, the student will not be eligible to register for the subsequent semester.

Application Requirements: A student cannot be officially admitted into the MLA program until all of the following requirements are satisfied:

1. Official transcripts of all college level work sent to the Office of Graduate Admissions. The transcript from the degree granting institution must show proof of a suitable undergraduate degree conferred, although the degree need not be in the liberal arts.
2. Two current letters of recommendation from academic or professional sources submitted on official letterhead or stationery and mailed directly to the Office of Graduate Admissions. Letters are confidential.
3. An essay describing the applicant's academic goals and interests in the liberal arts.
4. An interview with the MLA program director. In the case of long distance or undue hardship, the interview may be conducted by phone. Once all application materials are received, the applicant will be contacted to schedule the interview.
5. In addition to the application components listed, international students for whom English is a second language should submit a minimum TOEFL iBT score of 79, or minimum IELTS score of 6.5. International students are advised that achieving higher than the minimum required TOEFL or IELTS score may be necessary to be successful in the MLA program. In addition, successful completion of ELS Level 112 exam is also accepted. Applicants who completed their undergraduate degree at a college or university outside the United States are required to submit an independent evaluation of their degree. The evaluation must include degree equivalency, course-by-course analysis, and cumulative grade point average on a 4.0 scale. Evaluations are accepted from agencies who are members of the National Association of Credential Evaluation Services (NACES). Transcripts written in a language other than English must be accompanied by an official translation. International students are individually responsible for satisfying visa requirements.



## **Admissions Decisions**

**Regular Admission:** A student will be fully admitted into the program upon submission of all required application materials and review by the MLA program Admissions Committee.

**Conditional Admission:** In rare cases and on a case-by-case basis conditional admission is extended to individuals to give them an opportunity to demonstrate success in graduate education. These students are subject to prescribed course limits. Those students who successfully fulfill the conditions of their admission will be allowed to continue in the MLA program. Grounds for conditional admission are typically due to past academic performance or preparation.

**Defer Admission:** Students who are admitted/matriculated into the MLA program but do not to enroll in classes may have their admission deferred up to one year. Should the student decide to enroll in classes within the year of deferral, the student must contact the MLA program to have his or her admission finalized and student status activated. If the student does not enroll within the year, the student's application will be withdrawn.

## **Readmission**

An inactive or discontinued MLA student may seek readmission to the MLA program as a degree-seeking student by submitting a readmission application. Readmission will be considered after the student submits the readmission application, his or her academic transcript is reviewed, and the student meets with the MLA program director for advising. Upon readmission, a student's status is activated and he or she is permitted to register for classes.

## **Visiting Students and Auditing Courses**

A student may enroll as a non-degree seeking student provided he or she has earned an undergraduate degree from a regionally accredited college or university and has a cumulative GPA of at least 2.5. To apply as a non-degree seeking student, a student must submit an application and an official transcript from his or her degree granting college or university. Letters of recommendation and essay are not required. Upon successful completion of course work the student will earn graduate MLA credit and may request an official transcript showing course and grade. A non-degree seeking student may enroll in no more than 6 credit hours per semester. A student may enroll in MLA classes on a non-credit basis by means of audit status. Registration is through the Registrar's Office and is subject to course availability.

## **Orientation**

New student orientation is held in August and January. Students who are admitted in the summer and fall should attend the August orientation and students admitted in the spring should attend the January orientation. Orientation is not mandatory; however, information crucial to success in the MLA program is presented.

## **Transfer of Credit**

A student may transfer up to 6 credit hours of graduate level work completed at another regionally accredited college or university in which the student earned a grade of B or better. Transferred courses/credits may apply to the concentration or electives requirement. Transferred courses cannot be used to fulfill the seminars requirement in the MLA program.

## **Academic Standing**

A 3.0 minimum cumulative grade point average is required to remain in good academic standing and graduate with a Master in Liberal Arts degree. A student with a cumulative GPA below 3.0 may be placed on academic probation and a permanent notation added to the student's academic record (see Academic Information section for more information).

## **Academic Advising and Enrollment**

The Director of the Master in Liberal Arts program is the academic advisor of record for all MLA students. The advisor serves to monitor degree progress and certify that degree requirements are being met. It is recommended that each MLA student seek a secondary advisor in his or her concentration.

An MLA student in good academic standing determines his or her academic load by semester. A student may attend full-time or part-time, as determined by the student's circumstances. Full-time enrollment in a regular fall or spring semester is 9 credit hours. Full-time enrollment in the summer sessions is 6 credit hours. Enrollment in more than 9 credit hours requires permission from the MLA program director and is only granted in special cases. A departmental advising hold is placed on a student's account each semester for a variety of reasons. Students with this hold should contact the MLA program to schedule an advising appointment with the MLA program director. To return to the program after not enrolling for at least one fall or spring semester, a student must contact the MLA program.

## **Curriculum Requirements/Program of Study**

### Degree Requirements

The MLA degree requires completion of 36 credit hours (12 courses), with an overall grade point average of “B” (3.0 GPA) or better. All students are required to fulfill the following MLA degree requirements.

a. MLMLA Seminars - 9 credit hours (3 courses)

Completion of 9 credit hours of MLA seminars (three courses with MLMLA designation, excluding Thesis/Project courses) is required of all students. Seminars vary each semester in discipline and topic and are open to graduate students only. Students choose seminars based on academic goals and interests and may take these at any time prior to degree completion.

b. Concentration - 18 credit hours (typically 6 courses)

All MLA students complete a concentration in a particular discipline or area of study. Choices include: Applied Music-Instrumental, Applied Music-Vocal, Art History, Communication, Drama, English, French, History, Human Services Management, Interdisciplinary Studies, International Studies, Irish Studies, Philosophy, Political Science, General Psychology, Russian Studies, Spanish, and Theology. The Interdisciplinary Studies concentration is recommended for those students with broad interdisciplinary academic interests.

Students are required to complete a minimum of 18 credit hours (and a maximum of 21 credit hours) toward their concentration. Demonstration of prior academic proficiency in the chosen area of concentration may be necessary. Any credit hours in the concentration beyond the maximum allowed (7 courses, 21 credit hours) will not count toward the MLA degree requirements. The limit of 21 credit hours in the area of concentration reflects the interdisciplinary nature of the degree, which requires students to take courses in multiple disciplines/areas of study within the humanities and social sciences. Students pursuing the Applied Music, Human Services Management, and Irish Studies concentrations will complete a prescribed set of courses.

A student may choose to pursue two concentrations simultaneous for a total of 45 credit hours. Alumni may elect to pursue a second concentration upon graduation. In order to obtain a second concentration, students are required to complete 12 credit hours (minimum of 4 courses) in residence (in the program). However, the minimum number of credits required to obtain the second concentration is 18 in a single discipline or area of study. A second concentration in the same discipline or area of study will not be awarded to any student, irrespective of the number of additional credits completed. Upon successful completion of 18 credit hours, the second concentration is listed on the student’s transcript.

c. Electives - 9 credit hours (typically 3 courses)

Three additional credit hours may come from a student’s concentration or an elective from another discipline. The 6 remaining hours may come from either 2 electives or a thesis or project. Completion of a thesis or project is optional. A maximum of 6 credit hours may come from “professional” areas; namely, the Cameron School of Business and the School of Education.

### Thesis and Project

The thesis or project is an optional capstone to the MLA program. The student chooses the topic or subject and develops the methodology for completion. The thesis can be in the form of an analytical or research paper. The project can take many forms, such as creative work, original poetry collection or community organized event. The student will complete a thesis or project in consultation with a faculty advisor and must have approval from the MLA program director and thesis or project faculty advisor before registering for the Thesis or Project Master’s Option Course. The thesis or project usually occurs in the final two semesters of the MLA program, and upon successful completion, will count toward six credit hours of the MLA degree requirements. For detailed thesis and project guidelines and requirements, please see the MLA program office.

## Courses

The MLA program lists courses offered by the department that meet accreditation requirements, and the schedule of concentration courses is determined by the academic department. The MLA program practices dual enrollment in concentration courses. Both upper-level undergraduate students and graduate students may take the class; however, the class requirements differ for graduate and undergraduate students. A student may select classes, either day or evening, based on his or her schedule and interests. Evening sessions will be scheduled to meet once or twice a week from Monday to Thursday. Note: not all concentrations can be completed by taking classes only in the evening. Some courses require instructor/department consent to register. This requirement is determined by the academic department. A student interested in a course that requires instructor/department consent should be prepared to describe his or her background in the subject and demonstrate prior knowledge, if requested. All MLA courses are listed under the MLA heading in the appropriate semester course schedule found on the University's website [www.stthom.edu](http://www.stthom.edu). Visit the myStThom semester schedule for official course information. The University's academic calendar is available on the University's website.

MLA seminar course topics are selected to provide a variety of academic choices to students and constitute the interdisciplinary nature of the program. Students are encouraged to enroll in seminars that are in keeping with their interests. Professors from academic departments in the Arts and Sciences are invited to teach. Seminar topics are not repeated across consecutive semesters, and there is no guarantee that a seminar will be offered again during a student's time in the MLA program. Courses taught in the discipline do not require specific background in that discipline. Seminars are restricted to graduate student enrollment only. All seminars are reading and writing intensive. Seminars are offered each fall, spring, and summer semesters.

## Out-of-class Experiences

- a. Directed Reading/Independent Study: Based on approval from the MLA Program director, a continuing student who has completed a minimum of 18 credit hours towards the degree may register for a directed reading/ independent study course under the supervision of a UST faculty member. However, this option is subject to instructor interest and availability for any given semester. A student may complete no more than two directed reading/independent study courses towards the MLA degree.
- b. Internship: Academic departments and advisors collaborate with students to recommend internship opportunities to provide practical knowledge in the academic discipline. A continuing student who has completed a minimum of 18 credit hours towards the degree may enroll in an internship and receive academic credit. Academic departments supervise internships; students should contact the academic department to inquire about internships. Students are responsible for meeting departmental internship course requirements and external internship requirements.
- c. Study Abroad: MLA students are encouraged to take advantage of the study abroad opportunities available throughout the year. Graduate credit earned while on study abroad can apply towards degree requirements. It is recommended that a student interested in study abroad speak with the MLA advisor prior to registering to determine how credit will apply towards the degree requirements. Information about study abroad opportunities is available through the Office of Study Abroad.

## **Additional/Special curriculum requirements**

Prior to graduation, all MLA students must fulfill the capstone requirement. The capstone may be fulfilled by completing a thesis or project, a substantive research or analytical paper written in a MLMLA seminar, or a written version of a paper presented at a conference. The capstone degree requirement is for assessment purposes and is not credit bearing. Academic departments sponsor MLA concentrations and may specify additional non-credit concentration requirements.

## **Time Limit**

Students are required to complete all coursework towards the MLA degree within 10 years from the date of entry into the MLA program. The vast majority of students complete the degree in 2-3 years.

# Master of Arts in Diplomacy & Strategic Affairs Program (MDSA)

Program Director:

## **Mission/Goals**

The mission of the Master of Arts in Diplomacy & Strategic Affairs Program (MDSA), a Master of Arts degree, is to prepare learners with advanced knowledge and skills with which to effectively understand and engage in international and cross-cultural transactions.

## **Program Description**

The Diplomacy & Strategic Affairs program provides an accessible, flexible, and high-quality interdisciplinary education which prepares students for, or advances them in, careers in public service, private sector, and/or non-governmental organizations.

The program provides foundational seminars in theory and application of interdisciplinary approaches to understanding critical issues, and problem-solving for contemporary diplomatic, economic, and strategic inter-state conflicts. Topical seminars provide historical overviews and analysis of cause and consequence of key national issues with an emphasis on solution scenarios.

## **Admissions-requirements and process**

Admissions Requirements: An undergraduate degree from an accredited college or university with a preferred cumulative GPA of at least 3.00 on a 4.0 scale. Official application to the University of St. Thomas MDSA Program. Personal essay of interest; and Official GRE score. GRE will be waived on case-by-case basis given at least one year of documented professional experience in a related field. Should the applicant seek to transfer up to six (6) credit hours of related coursework from a prior graduate program, the official graduate level transcript must also be submitted.

Admissions Process and Deadlines: Students may apply for entry into the MDSA program by completing the application form available through the Online Application form. Students are admitted on a rolling basis. Priority deadlines for application submission are as follows: July 15 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester. A student whose application is incomplete may be allowed to register for a maximum of six (6) credit hours by means of conditional status. This is determined on a case-by-case basis. If all application requirements are not met by the start of the conditional semester, the student will not be eligible to register or remain enrolled. A student will be fully admitted into the program upon submission of all required application materials and review by the MDSA Program admissions committee.

Application Requirements: Official transcripts of all college level work sent to the Office of Graduate Admissions. Two current letters of recommendation from academic or professional sources submitted on official letterhead. Resume or Curriculum Vitae. Two-page essay describing the applicant's academic goals and interests in diplomacy and strategic affairs. Official scores of the Graduate Record Examination (GRE) is required unless. The applicant has at least one year of applied professional experience in a related field. Applicant is applying to the BA/MA dual degree MDSA. Applicant already holds a graduate degree from an accredited college or university in the United States.

In addition to the application components listed, international students for whom English is a second language should submit a printed Test of English as a Foreign Language (TOEFL) iBT score of 79, IELTS score of 6.5, or successfully complete the ELS, Level 112 exam. Applicants who completed their undergraduate degree at a college or university outside the United States are required to submit an independent evaluation of their degree. The evaluation must include degree equivalency, course-by-course analysis, and cumulative grade point average on a 4.0 scale. Evaluations are accepted from agencies that are members of the National Association of Credential Evaluation Services (NACES).

Transcripts written in a language other than English must be accompanied by an official translation. International students are individually responsible for satisfying visa requirements.

## **Curriculum Requirements**

### **Primary Core Requirements (12 credit hours):**

MDSA 5301 – Introduction to Diplomacy & Strategic Studies

MLPOS 5301 – Statistics for Political Science

MDSA 5303 – Advanced Seminar

MDSA 6399 – Capstone Course – Diplomacy & Strategic Studies

### **Secondary Core Requirements (12 credit hours):**

MLINS 5351 – Comparative Political Systems

MLINS 5352 – International Politics

MLINS 5334 – International Political Economy

MLINS 5355 – Intercultural Issues

MLINS 6354 – American Foreign Policy Process

MLINS 6364 – International Law

MDSA 6393 – Special Topics in Diplomacy & Strategic Affairs

MLPOS 5372 – Public Administration Ethics

### **General Electives (6 credit hours):**

MLINS 5-6000 –

MLPOS 5XXX/6XXX – Selected from catalogue

MPPA 5XXX/6XXX - Selected from catalogue

PSYC COMM 5XXX/6XXX - Selected from catalogue



# Master of Arts in Applied Sport and Performance Psychology (MAASP)

Program Director: Lennie Waite; waitee@stthom.edu

## Program Description

The 36-credit hour MA in Applied Sport and Performance Psychology (MASPP) prepares graduate students to work with individuals in sports, performing arts, and health and fitness arenas on psychological factors aimed at improving human performance. Through the coursework, students will learn how to help individuals meet their performance and growth goals using assessment and intervention. The program targets the coursework and applied experience needed to fulfil the Association of Applied Sport Psychology's Certification as a Mental Performance Consultant (CMPC).

Ultimately, graduates will be equipped with the skills to work with athletes of various levels (youth, elite, masters, recreational), coaches, non-port performers (dancers, musicians), business professionals, and tactical occupations (military personnel) to enhance their performance and well-being from a psychological standpoint.

The degree requires completion of 36 credit hours with an overall grade point average of "B" (3.0 GPA) or better.

Twenty-four (24) credit hours are within the PSYC core and twelve (12) credit hours are within the Secondary Core Electives.

## CORE COURSES (24 SEMESTER HOURS)

PSYC 5110 Designing Mental Skills Training

PSYC 5345 Applied Sport and Performance Psychology

PSYC 5355 Professional Ethics and Standards

PSYC 5333 Counseling and Psychotherapy

PSYC 5115 Group Performance Interventions

PSYC 6345 Research and Program Evaluation in Sport and Performance Psychology

PSYC 6330 Diversity and Cultural Considerations in Helping Relationships

PSYC 6105 Field Problems in Sport and Performance Psychology

PSYC 6355 Practicum

PSYC 6399 Capstone

## SECONDARY CORE ELECTIVES (12 SEMESTER HOURS – SELECT 4 COURSES)

PSYC 5337 Abnormal Psychology

PSYC 5339 Human Growth and Development

PSYC 5341 Theories of Personality

PSYC 6333 Industrial Psychology

PSYC 5352 Health Psychology

PSYC 6193/6293/6393/6493 – Special Topics in Psychology

PSYC 6342 Psychology of the Adolescent

PSYC 6392 Independent Study

MBA 5322 Organizational Behavior

MSDS 5311 Introduction to Data Analytics

MBA 5325 Ethical and Moral Business Management

EDUC 5315 Instructional Leadership

EDUC 5352 Leadership for Curriculum Plan Development

## CORE COURSES

PSYC 5110 Designing Mental Skills Training (1 credit hour)

This course focuses on teaching students how to design mental skills training programs for groups, teams, and individuals. Students will explore program development, evaluation, and gain practical experience working in performance settings and designing mental skills training. This course will provide students with a hands-on experience working with individuals seeking to improve their mental skills. Mentorship hours earned during this class will partially fulfill the requirements for the CMPC certification.

PSYC 5115 Group Performance Interventions (1 credit hour)

This course focuses on designing and implementing performance interventions for groups. Students will get hands-on experience working with groups to improve performance and mental skills through designing workshops and other forms of intervention. Students will work with groups under the supervision of a Certified Mental Performance Consultant (CMPC). Mentorship hours and direct client hours earned during this course will partially fulfill the requirements for the CMPC certification.

#### PSYC 5333 Counseling and Psychotherapy (3 credit hours)

This course is designed to provide students with sufficient knowledge of counseling and psychotherapy's major theoretical systems in professional helping relationships. The specific application of theoretical principles is discussed and explicitly analyzed to their appropriateness for helping and consulting diverse groups (e.g., age, gender, ethnic/cultural, personal characteristics, etc.). The application of theories will be assessed through basic listening, interviewing, and assessments, which provide skills-based practice in basic counseling skills.

#### PSYC 5345 Applied Sport and Performance Psychology (3 credit hours)

The purpose of this course is to provide students an understanding of the theory, research, both qualitative and quantitative, and practice of sport and performance psychology. The course will cover topics related to psychological processes that influence human performance in demanding settings, factors related to performance and participation in high performance settings, and techniques and strategies to increase performance.

#### PSYC 5355 Professional Ethics and Standards (3 credit hours)

This course covers ethical standards of professional practice within the field of applied sport and performance psychology. Students will review the AASP ethics code and APA ethics code. Topics will include ethical and legal issues in professional activities in the field of applied sport and performance psychology, guidelines for resolving ethical dilemmas, and professional orientation to sport psychology, including professional roles and functions, credentialing, standards, and professional organizations.

#### PSYC 6105 Field Problems in Sport and Performance Psychology (1 credit hour)

This course focuses on addressing common problems faced within the field of Applied Sport and Performance Psychology. Common issues such as group dynamics, performance anxiety and effects of culture will be addressed regarding individual and team interventions. Students will get hands-on experience skills through designing workshops and other forms of intervention. These hours will be completed under the supervision of a Certified Mental Performance Consultant and will partially fulfill the requirements for the CMPC certification.

#### PSYC 6330 Diversity and Cultural Considerations in Helping Relationships (3 credit hours)

This course examines the influence of diversity and cultural differences on the delivery of counseling and consultation services. Students explore topics relating to diversity, multiculturalism, and cultural awareness (e.g., ethnicity, race, nationality, age, gender, religion, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status). Students will develop a better understanding of effective intervention strategies for addressing individual needs. Topics will include theories, effective multicultural counseling methods, ethical delivery of services, and culturally responsive assessments.

#### PSYC 6345 Research and Program Evaluation in Sport and Performance Psychology (3 credit hours)

The purpose of this course is to provide students an understanding of research methodology, including qualitative and quantitative research designs, and statistical analysis, including issue related to reliability and validity of measurement.

#### PSYC 6355 Practicum (3 credit hours)

The practicum is designed to provide a structured practical experience in the field of sport and performance psychology. During practicum, students will gain field-based experience in a sport performance environment. The experience will challenge graduate students to apply psychological skills training programs to teams and/or athletes. The goal of this course is for students to demonstrate a mastery of the knowledge, skills, and abilities associated with being an effective professional in field of applied sport and performance psychology.

#### PSYC 6399 Capstone (3 credit hours)

The capstone requirement is designed to serve as a reflective project that tracks the progress of the CMPC certification process. Throughout the program, students will work directly with athletic and/or performing arts populations. As part of the applied work, students will reflect on their observation and consultation experiences. This project will be submitted as a portfolio and will include student's reflections on their experiences applying performance knowledge to teams and individuals.

## **SECONDARY CORE ELECTIVES**

### **PSYC 5337 Abnormal Psychology**

This course studies past and present conceptions of abnormality, the dynamics underlying normal and abnormal behavior, and an examination of the key classification systems utilized in understanding abnormal behavior. Issues related to etiology, nature, development, and treatment of abnormal behavior are reviewed. Graduate project required.

### **PSYC 5339 Human Growth and Development**

Explores general processes of development: physical, cultural, interpersonal, and emotional and the interrelationships among these processes across the lifespan. Graduate project required.

### **PSYC 5341 Theories of Personality**

Consists of the study and evaluation of theories of personality. Psychoanalytic, behavioral, existential and humanistic theories will be studied. Emphasis is placed on the structure and dynamics of human behavior and empirical findings related to theories. Graduate project required.

### **PSYC 6333 Industrial Psychology**

This course examines psychological principles that contribute to effective organizations, including aspects of organizational leadership, teamwork, productivity, employee health, personnel decisions, and diversity in the workplace. Students will gain an understanding of the history of the field of I/O Psychology and how the field has changed in the last few decades with regards to technology and diversity in the workplace, among other evolving aspects of work. This course will also cover the different approaches, theories, and methodology currently used in the field of I/O psychology.

### **PSYC 5352 Health Psychology**

The course is designed to introduce the students to the growing field of health psychology. Students will learn how to apply psychological theories and techniques to research on how factors influence health and how psychosocial interventions can improve physical health and/or increase the quality of life.

### **PSYC 6193/6293/6393/6493 – Special Topics in Psychology**

Topics will be selected on the basis of current issues in contemporary psychology and on the basis of faculty research and scholarly interests. Topics will be announced on the UST website. Recent topics include Psychology of Women, Psychology of Religion, Cultural Intelligence, and Psychology of Creativity.

### **PSYC 6342 Psychology of the Adolescent**

The study of the physical, psychological, and social development of the adolescent, from approximately age 13 to young adulthood. Course includes family and peer influences on development; self and identity development; adolescent psychopathology, sexuality and cognition; schools and workplaces as contexts for socialization.

### **PSYC 6392 Independent Study**

Entails extensive reading of scholarly sources to enable majors to secure specialized, individual instruction. The course involves a major paper or project. Permission of the faculty member required.

### **MBA 5322 Organizational Behavior**

The purpose of this course is to provide the student with an in-depth study of concepts relevant to understanding and predicting human behavior in organizations. Topics include personality, motivation, leadership, group processes, decision making, conflict resolution and interpersonal communication. Research in psychology, sociology, human resources and management is synthesized as they contribute to the understanding of individual and group productivity within the

organization. Teamwork, leadership and problem solving are emphasized through experiential learning, and/or case methods. Assignments include written and oral presentations.

#### MSDS 5311 Introduction to Data Analytics

Data analytics is a process that turns data into usable information for answering questions. This course will introduce the process of acquiring, managing and analyzing data. Readily available real–world data sets will be analyzed using supervised and unsupervised learning methods.

#### MBA 5325 Ethical and Moral Business Management

The purpose of this course is to introduce the student to the ethics and morality of business management and to the corporation as a social system. Topics include the difference between ethics and morality, the role of leadership, types of moral theories, the moral foundations of the market, and sustainability. Seminal cases, role-playing, and/or a service learning project are used to enhance student ability to recognize, describe and address ethical and moral issues at the personal, organizational and societal levels.

#### EDUC 5315 Instructional Leadership

This course provides an opportunity for participants to develop a working knowledge of instructional design, lesson design, and effective teaching practices in order to serve as an instructional leader in public and private school settings.

#### EDUC 5352 Leadership for Curriculum Plan Development

This course provides an opportunity for participants to develop a working knowledge of instructional design, lesson design, and effective teaching practices in order to serve as an instructional leader in public and private school settings.





# Master of Fine Arts in Creative Writing (MFA)

Program Coordinator: James Matthew Wilson wilsonjm1@stthom.edu

## Program Description

The 30 credit hour MFA program in Creative Writing prepares graduates as writers of literature (fiction and poetry) and as critics and editors in publishing. The aim of the program is to help aspiring and early-professional writers to gain experience and expertise in the art of writing and to advance them toward publication of book-length manuscripts. The program emphasizes hands-on apprenticeship in the craft of writing, technical mastery, and orientation to the broader western and Catholic literary tradition.

Graduates of the program will achieve mastery in the practice of literary craft and also the experience necessary to make contributions to teaching, editing, and publishing in the contemporary literary world.

All courses are held online, except the short-term residency, which is held on UST Main Campus.

Program approved by the Board of the University, March 4, 2021.

**MFA Requirements: 30 Credit Hours (5 semesters), two concentrations (poetry and fiction)**

## Poetry Concentration

- Graduate Workshop in Poetry (3 credits)
- The Craft of Poetry (3 credits)
- Graduate Residency: Workshop, Seminar, and Evening Lectures on Art and Culture (3 credits)
- Graduate Workshop in Poetry 2 (3 credits)
- The Catholic Imagination in Modern American Literature/European Catholic Literary Revival (3 credits)
- Seminar in the Philosophy of Art and Beauty (3 credits)
- The Poetry of Meditation (3 credits)
- Year 2 Graduate Residency: Workshop, Seminar, and Evening Lectures on Art and Culture (3 credits)
- Graduate Workshop, Seminar, and Evening Lectures on Art and Culture (3 credits)
- Foundations of the Catholic Literary Tradition (3 credits)
- Directed Thesis in Poetry (3 credits)

*Students who elect to complete the degree wholly online will take one additional workshop and one additional seminar in lieu of the Year 1 and Year 2 Residencies. Students may also elect to attend one residency and then complete the degree with one additional seminar.*

## Fiction Concentration

- Graduate Workshop in Fiction (3 credits)
- The Art and Metaphysics of Fiction (3 credits)
- Year 1 Residency
- Graduate Workshop, Seminar, and Evening Lectures on Art and Culture (3 credits)

- Graduate Workshop in Fiction 2 (3 credits)
- The Catholic Imagination in Modern American Literature/European Catholic Literary Revival (3 credits)
- Seminar in Art and the Beautiful (3 credits)
- Elective (3 credits)
- Year 2 Residency Graduate Workshop, Seminar, and Evening Lectures on Art and Culture (3 credits)
- Directed Thesis in Fiction (3 credits)
- Foundations of the Catholic Literary Tradition (3 credits)

*Students who elect to complete the degree wholly online will take one additional workshop and one additional seminar in lieu of the Year 1 and Year 2 Residencies. Students may also elect to attend one residency and then complete the degree with one additional seminar.*

## **Courses**

### 6300 – Graduate Poetry Workshop

Course will be devoted to the exploration of craft techniques and revision processes of poetry with student drafts as the primary texts and the workshop model of compliment and critique as the mode of education.

### 6301 – Graduate Fiction Workshop

Course will be devoted to the exploration of craft techniques and revision processes of short stories and novel excerpts with student drafts as the primary texts and the workshop model of compliment and critique as the mode of education.

### 6302 – The Craft of Poetry

An introduction to the theory and practice of prosody with particular attention to stanzaic and genre forms. Students will study and compose poems in the various major forms of the English Poetic Tradition.

### 6303 – The Art and Metaphysics of Fiction

An inquiry into the nature and aim of fiction ranging from classic to contemporary works: Aristotle's Poetics; Henry James' The Art of Fiction; Flannery O'Connor's Mystery and Manners; William Lynch's Christ and Apollo: The Dimensions of the Literary Imagination; Caroline Gordon's How to Read a Novel; James Wood's How Fiction Works; Douglas Bauer's The Stuff of Fiction: Advice on Craft, Joan Silber's The Art of Time in Fiction, and Charles Baxter's The Art of Subtext.

### 6305 – The Philosophy of Art and Beauty

This course introduces students to a philosophical understanding of the nature of beauty and the fine arts. Principal texts include: Plato's Symposium and Phaedrus; Jacques Maritain's Art and Scholasticism, Etienne Gilson's Arts of the Beautiful; Pseudo-Dionysius' Divine Names.

### 6306 – The Poetry of Meditation

A study of lyric poets alongside texts of philosophy and theology that deepen and complement poetic theory. Students will write imitations of the authors read as exercises in addition to completing scholarly analysis.

### 6307 (Poetry) and 6308 (Fiction) The Residency.

An intensive course consisting primarily of a 10-day residency, during which time students convene for morning workshops in their chosen genres (poetry or fiction); engage in an intensive afternoon seminar on an annual theme (e.g. major authors in contemporary literature; Catholic literature of eastern Europe, Africa, and Asia; the Sacramental imagination); and attend evening lectures and readings by distinguished writers and scholars complementary of the seminar theme.

### 6309 – The European Catholic Literary Revival

Study of major European literary works which embody, in exemplary ways, what makes the Catholic imagination distinctive, expansive, beautiful, and true. Catholic literary tradition. Prospective authors include: Leon Bloy, Georges Bernanos, Paul Claudel, Francois Mauriac, Gerard Manley Hopkins, Muriel Spark, Evelyn Waugh, J.R.R. Tolkien, Chesterton, and Sigrid Undset, T.S. Eliot.

6310 – The Catholic Imagination in Modern American Literature

A study of the major American writers of the Catholic Literary Revival and the contemporary authors who succeeded them. Prospective authors include: George Santayana, Allen Tate, Robert Lowell, Caroline Gordon, Flannery O'Connor, Thomas Merton, Walker Percy, J.F. Powers, Helen Pinkerton, John Finlay, Alice McDermott, Christopher Beha, and Dana Gioia.

6312 – Foundations of the Catholic Literary Tradition

A close reading of foundational and seminal works that form the Catholic West: Virgil, *The Aeneid*; St. Augustine, *Confessions*; Dante, *Divine Comedy*; Manzoni, *The Betrothed*.

6398 (Poetry) and 6399 (Fiction) Directed Thesis

Students will complete an individualized tutorial, working with a faculty mentor, to complete a publishable manuscript (a poetry or short story collection, novel, or other comparable work).

# MASTER OF PUBLIC POLICY AND ADMINISTRATION PROGRAM

Program Director: Dr. Jon Taylor, [taylorj@stthom.edu](mailto:taylorj@stthom.edu)

## **Mission/Goals**

The mission of the Master of Public Policy and Administration Program is to promote excellence in good governance and the advancement of effective and ethical public and non-profit service through training that emphasizes the integration of theory and practice, engages in creative problem solving, and facilitates skills in research and administration.

## **Program Description**

The Master of Public Policy and Administration (MPPA) degree program provides an accessible, flexible, and high-quality interdisciplinary graduate education that prepares students for, or advances them in, careers in public service or non-profit administration. The MPPA provides students with three specific track options in order to tailor the degree to specific student interests and/or needs. These tracks are: Generalist, Public Management, and Public Policy. The Generalist Track is a tailored mix of courses. The Public Management Track emphasizes the fundamentals of public administration. The Public Policy Track stresses the interdisciplinary nature of policy analysis.

Description of program: The MPPA is a 36-credit hour degree program. 33 credit hours will be within the MPPA core (18 hours) and degree tracks (15 hours). In addition, a student must complete either a thesis (3 hours) or a professional report (3 hours) in order to fulfill the requirements for the MPPA degree program. Further, students may choose a generalist track, mixing in a variety of courses, or they may choose a Public Management or Public Policy track. Graduation from the MPPA program, therefore, is contingent on the completion of required core courses, degree track courses, and a professional report course or master's thesis course.

## **Admissions-requirements and process**

Admissions Requirements: An undergraduate degree from a regionally accredited college or university with a GPA of at least 2.75 on a 4.0 scale and an official application to the University of St. Thomas Master of Public Policy and Administration program.

Admissions Process and Deadlines: Students may apply for entry into the MPPA program by completing the application form available online at [www.stthom.edu](http://www.stthom.edu). Students are admitted on a rolling basis. Priority deadlines for application submission are as follows: July 15 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester. A student whose application is incomplete may be allowed to register for a course by means of conditional status. This is determined on a case-by-case basis. If all admission requirements are not met by the end of the conditional semester, the student will not be eligible to register for subsequent semesters. A student will be fully admitted into the program upon submission of all required application materials and review by the MPPA program Admissions Committee.

Application Requirements: The GRE will be required of applicants. The GRE will be waived for students with at least one year of experience in the public or non-profit sector. Official transcripts of all college level work sent to the Office of Graduate Admissions. The transcript from the degree granting institution must show proof of a suitable undergraduate degree conferred, although the degree need not be in the Political Science, Public Policy, or Public Administration. Two current letters of recommendation from academic or professional sources submitted on official letterhead or stationery and mailed directly to the Office of Graduate Admissions. Letters are confidential. Resume or Curriculum Vitae. An essay describing the applicant's academic goals and interests in public policy and/or public administration. An interview with the MPPA program director. In the case of long distance or undue hardship, the interview may be conducted by phone. Once all application materials are received, the applicant will be contacted to schedule the interview.

In addition to the application components listed, international students for whom English is a second language should submit a printed Test of English as a Foreign Language (TOEFL) iBT score of 100, IELTS score of 7.0, or successfully complete the ELS, Level 112 exam. Applicants who completed their undergraduate degree at a college or university outside the United States are required to submit an independent evaluation of their degree. The evaluation must include degree equivalency, course-by-course analysis, and cumulative grade point average on a 4.0 scale. Evaluations are accepted from agencies that are members of the National Association of Credential Evaluation Services (NACES). Transcripts written in a language other than English must be accompanied by an official translation. International students

are individually responsible for satisfying visa requirements.



## **Admissions Decisions**

Admission decisions are based on a combination of your undergraduate GPA, letters of recommendation, work history and an essay describing your academic goals and interests. GRE scores are required unless you have a graduate degree. In rare cases and on a case-by-case basis conditional admission is extended to individuals to give them an opportunity to demonstrate success in graduate education. These students are subject to prescribed course limits. Those students who successfully fulfill the conditions of their admission will be allowed to continue in the MPPA program. Grounds for conditional admission are typically due to past academic performance or preparation.

## **Readmission**

Applicants who decide to defer their admission or withdraw their application have two years from their intended start date to reactivate it, barring any changes to the graduate program admission's standards. Supporting documents and the application fee will remain on file during this period. Any applicants who decide to reactivate after two years will be required to reapply.

## **Visiting Students and Auditing Courses**

A student may enroll as a non-degree seeking student provided he or she has earned an undergraduate degree from a regionally accredited college or university and has a cumulative GPA of at least 2.75. To apply as a non-degree seeking student, a student must submit an application and an official transcript from his or her degree granting college or university. The GRE, letters of recommendation and essay are not required. Upon successful completion of course work the student will earn graduate MPPA credit and may request an official transcript showing course and grade. A non-degree seeking student may enroll in no more than six credit hours per semester.

## **Transfer of Credit**

The University of St. Thomas will accept up to six (6) graduate credit hours transferred from accredited universities toward the Master of Public Policy and Administration degree, provided that the grade in each course is "B" or higher. Transfer courses must be equivalent in content and credit hours to the University's listed curriculum offerings.

## **Curriculum Requirements**

The MPPA degree requires completion of 36 credit hours, or 12 courses, with an overall grade point average of "B" (3.0 GPA) or better. 33 credit hours are within the MPPA core (18 credit hours) and degree tracks (15 credit hours). Completing either a thesis or a professional report fulfills the remaining 3 credit hours for the degree.

### **Core Courses (18 semester hours):**

MPPA 5302 – Decision Making for Public Policy  
MPPA 5315 – Current Issues in Public Policy and Administration  
MLPOS 5371 – Introduction to Public Administration  
MLPOS 5372 – Public Personnel Administration  
MLPOS 5373 – Public Administration Ethics  
MLPOS 5376 – Public Budgeting and Finance

### **Degree Tracks (15 semester hours)**

### **Professional Report/Thesis (3 semester hours):**

MPPA 5392 – Directed Readings: Professional Paper  
MPPA 5398 – Master's Thesis

Additional/Special curriculum requirements: A student must complete either a professional report (3 hours) or a thesis (3 hours) in order to fulfill the requirements for the MPPA degree program. The professional paper is expected to be a public policy or public administration-related case study and can be either quantitative or qualitative in methodology. The thesis can be in the form of either empirical or normative research. The student will complete a professional paper or thesis in consultation with a faculty advisor and must have approval from the MPPA program director and professional paper or thesis faculty advisor before registering for the Professional Paper or Thesis Master's Option Course. The professional paper or thesis usually occurs in the final semester of the MPPA program, and upon successful completion, will count toward three credit hours of the MPPA degree requirements. For detailed thesis and project guidelines and requirements, please see the MPPA program office.

# MASTER OF SACRED MUSIC

Program Director: Dr. Brady Knapp, knappb@stthom.edu

## **Mission/Goals**

The Master of Sacred Music at the University of St. Thomas prepares students for employment as professional Church musicians. The UST Music Department offers an extraordinary educational opportunity for anyone wishing to study and pursue careers in organ and vocal performance, teaching, or church music. The program integrates the musical, liturgical, and pastoral dimensions to ground students professionally in liturgical music as a ministry. Graduates of the program will be prepared to work with clergy and congregations in a full or part-time capacity, as well as to teach. The MSM at the University of St. Thomas is based on Roman Catholic traditions and practice, but is open to and provides training for church musicians from a variety of Christian traditions and experiences.

The Master of Sacred Music program is situated within the Department of Music in the School of Arts and Sciences. The University of St. Thomas provides a philosophical and theological grounding in the Catholic tradition which permeates the campus. Students are exposed to a wide variety of intellectual and artistic experiences at the university, as well as the wealth of musical experiences to be found in a world-class city. Houston is home to a vibrant arts scene, and as the fourth-largest city in the United States, it boasts a rich sacred music tradition in its many historical churches and cathedrals.

The **MSM Music faculty** are active church musicians who are experts in their fields and most serve in large resource parishes leading thriving church music programs all over the Greater Houston area. Within a ten mile radius of the UST campus there are Roman Catholic, Anglo-Catholic, Episcopal, Lutheran, and Presbyterian parishes which support Sacred Music Internships for students, staff singing positions, and Organ Scholar programs. A majority of our UST vocal and organ students have church music employment. Many of Houston's downtown parishes support professional and semi-professional singing ensembles and support active concert series devoted to the promotion of traditional sacred music culture. There are a wealth of opportunities in the city for music making including a significant early music culture, professional and amateur choral ensembles, chamber music ensembles, and various orchestral groups. Houston is home to the world renowned *Houston Symphony Orchestra*, *Houston Grand Opera*, and the *Houston Ballet*, all internationally recognized and award winning organizations known for music making of the highest caliber.

The University of St. Thomas is privileged to enjoy a unique relationship with **St. Mary's Seminary** as the home of the **Graduate School of Theology**. Students in the MSM program may pursue additional theological studies through this department and benefit from access to the Cardinal Beran Theological Library located at the seminary.

Students at UST may participate in the active campus ministry programs offered through the **Center of Faith and Culture**. Participation in the prayer life of the university and social ministries offer a lived experience of the faith. The Center is also home to the **St. Basil School of Gregorian Chant**, which bolsters the sacred music life of the campus.

## **Program Description**

The Master of Sacred Music at the University of St. Thomas is a 32 credit hour graduate degree. The core curriculum consists of seminars in sacred music history, liturgical studies, conducting, and a supervised practicum, with applied concentrations in organ or vocal performance, or choral conducting. A variety of elective courses are available, including Gregorian chant, organ literature, multicultural liturgy, and additional theological studies. Admission to the MSM is based on a successful audition, undergraduate GPA, previous musical education and work history. Students without an undergraduate degree in music must demonstrate proficiency in music theory and history in addition to musical experience.

## **Admissions-Requirements and Process**

Application to the University of St. Thomas is separate from application to the Music Department. Consult the Office of Graduate Admissions for the University application process. Admission to the MSM program is based on a successful audition, undergraduate GPA, previous musical education and work history. Students without an undergraduate degree in music must demonstrate proficiency in music theory and history in addition to musical experience. Placement exams may be required of students without the requisite undergraduate study.

Audition dates are announced on the UST Music website. Auditions are held twice each spring and at other times by appointment. Contact the Music Office to schedule an appointment for audition. Live auditions are strongly recommended.

## Scholarships and Financial Aid

A variety of scholarship and financial aid is available for qualified applicants to the program. The *Matt McCue Memorial Scholarship Fund* was established by the parents of the late Matt McCue, a church musician and graduate of the University of St. Thomas. This scholarship fund provides tuition assistance to students enrolled in the Master of Sacred Music program.

## Curriculum Requirements

The MSM degree program consists of a core curriculum, courses according to specialization, other electives, and ensembles. The core curriculum that is required of all students provides foundational study in the liturgical prayer of the Church and the history of sacred music. Courses are also offered that are specific to the student's specialization in choral conducting, organ or vocal performance. The electives encompass a broad range of topics and are offered on a rotating basis or according to student interest. Ensemble participation is required, for which details are provided below. Students complete a supervised practicum, as well as a degree recital, which is accompanied by a capstone document.

The Master of Sacred Music degree is available in the following specializations: Organ Performance, Vocal Performance, and Choral Conducting. Students are expected to achieve mastery in their chosen field of studies and are also encouraged to take courses beyond their specialization.

## Additional/Special curriculum requirements

**Practicum:** The practicum provides an opportunity for the student to interact with and see the expertise of an experienced church musician at work. Supervised placements are made according to the background and needs of the individual student. Students are assigned a mentor in church music, and will complete a series of written assignments to draw out their experiences in learning from their mentor as well as other skilled organists and conductors. Academic assignments related to the Practicum are explained in the course syllabus. The Practicum seeks to build a network of resources to students of sacred music. Houston as a city provides a wealth of churches with flourishing sacred music programs where students may learn. The Practicum is overseen by the core curriculum professors. Graduation from the program is contingent upon successful completion of the Practicum.

**Recital and Final Project:** Each MSM student will give a minimum of one public recital of sacred music for completion of the degree. Any recital given by a student of the University of St. Thomas must pass a recital permission preview with faculty members from the core curriculum present, as well as their individual teacher. The recital preview is to occur no later than two (2) weeks prior to the performance. Recitals can only be scheduled with the permission of the student's teacher and the Department Chair. Recitals should present approximately 50-55 minutes of music from the sacred repertoire on the student's primary instrument. Conductors must arrange for an ensemble to be present or build a small ensemble of other music department students.

Recital programs must be approved by the individual teacher. A student's own compositions may only be featured on the program if the faculty gives permission before the semester in which the recital will occur. Previews and recitals may not be scheduled in conflict with the following: seminar courses, University Singers concerts, Opera Workshop, Holy Week, or other conflicts as determined by the Department Chair.

The Graduate Recital is accompanied by a capstone document, in the style of a thesis or final project paper. It may take one of two formats: extended program notes or a Master's thesis. For the first option, the document should place into context the works on the recital program, essentially an extended version of program notes. For a thesis, the project description must be approved and a summary given to the thesis supervisor by September 1 of the student's final academic year.

This is an academic document and must conform to the University's writing policy. The preferred style guide is the Chicago Manual of Style, as it is the basis for individualized style guides within the field (the USCCB style guide, Sacred Music journal, etc.) The document should be approximately 40 pages in length, and submitted no later than the date of the recital preview.

## Orientation

Each Fall, prior to the start of the semester, the faculty will establish and communicate the date and time for an orientation and pro-seminar for both current and incoming students. The orientation is required of all students, as it will review the handbook, policies, and important deadlines.

## Academic Advising

Students in the MSM program must meet with the Department Chair for advising prior to enrolling in classes each semester. The advising dates will be announced and communicated. Students who deviate from the recommendations in advising risk delaying completion of the degree program. The curriculum is designed with the best interests of the student at heart, and certain elements are required for all students in sequential order, to provide the best possible foundation in the study of liturgy and music history. The program also offers a broad variety of elective topics, which are possible if students have the credit room available and have completed the core curriculum.

## Graduate Symposium

The Music Department will host a series of short symposia on topics related to the field of sacred music, specifically on interdisciplinary topics and short workshops on subjects not covered in class. Dates and topics will be announced at orientation. Students are expected to attend.

## Deadlines

Recital deadlines and other deadlines established by the faculty are firm. Students must also meet all of the graduation and other requirements established by the University, which are not contained in this handbook. The sacred music faculty aim to work with all of our students, understanding that we are your activists and mentors in a field and institution that values family life and the human person. If difficult circumstances present themselves, please communicate clearly with the faculty.

## Employment Opportunities

MSM faculty advocate for our students in the professional field, and will assist as best we can in supporting students in finding placements following the degree. Many of our students are already employed full or part-time in church music; the faculty can provide additional resources to assist in this area. A job board will be maintained in the music building with the current postings in the Houston area, as well as other postings that have been sent to us.

The MSM degree qualifies students for several different career opportunities in addition to a full-time church musician, such as teachers at every level, administrators, liturgists, ministry directors and work with non-profit organizations.

## Alumni

The University of St. Thomas has an active network of alumni. There are many ways to get involved and build relationships that can assist with future ministry and other opportunities. The St. Basil School of Gregorian Chant also offers an alumni schola through the Center for Faith and Culture/Campus Ministry. Contact the Alumni Association or the St. Basil School of Gregorian Chant for more information

The University of St. Thomas is home to the **Chapel of St. Basil**, a striking modern structure with a distinctive gold cupola, which was designed by internationally renowned American architect Philip Johnson (1906-2005). St. Basil's is prominently situated at the head of the university's academic mall and supports an activity campus ministry and a vibrant worshipping community. The chapel hosts a two manual pipe organ designed by Jack Bethards and Schoenstein & Co. of San Francisco, CA, and it has a splendid acoustic for sacred choral and organ music making and sung liturgies. UST's Music Department sponsors the annual *Father Francis Monaghan Memorial Organ Recital Series*, which features extraordinary concert organists and leading church musicians from across the country.

The **University Singers** is UST's premiere choral ensemble devoted primarily to singing traditional sacred repertoire from the Western canon. The group is an auditioned ensemble made up primarily of graduate and undergraduate music majors and a few superb non-major musicians. The ensemble has produced two albums of sacred music recorded in St. Basil's Chapel and released commercially on the *Naxos & Gothic Records* labels. Both albums have been featured on NPR broadcasts. The *Aquinas Ensemble* is a smaller choral and orchestral chamber ensemble made up of current UST students, highly skilled alumni musicians, local professionals and Music faculty, and is devoted to presenting sacred and early music.

The **MSM Music faculty** are active church musicians who are experts in their fields and most serve in large resource parishes leading thriving church music programs all over the Greater Houston area. Within a ten mile radius of the UST campus there are Roman Catholic, Anglo-Catholic, Episcopal, Lutheran, and Presbyterian parishes which support Sacred Music Internships for students, staff singing positions, and Organ Scholar programs. A majority of our UST vocal and organ students have church music employment. Many of Houston's downtown parishes support professional and semi-professional singing ensembles and support active concert series devoted to the promotion of traditional sacred music culture. There are a wealth of opportunities in the city for music making including a significant early music culture, professional and amateur choral ensembles, chamber music ensembles, and various orchestral groups. Houston is home to the world renowned *Houston Symphony Orchestra*, *Houston Grand Opera*, and the *Houston Ballet*, all internationally recognized and award winning organizations known for music making of the highest caliber.

The University of St. Thomas is privileged to enjoy a unique relationship with **St. Mary's Seminary** as the home of the **Graduate School of Theology**. Students in the MSM program may pursue additional theological studies through this department and benefit from access to the Cardinal Beran Theological Library located at the seminary.

Students at UST may participate in the active campus ministry programs offered through the **Center of Faith and Culture**. Participation in the prayer life of the university and social ministries offer a lived experience of the faith. The Center is also home to the **St. Basil School of Gregorian Chant**, which bolsters the sacred music life of the campus.



# Master of Science in Applied Data Science (MSADS)

Program Director:

## **Admissions-Requirements and Process**

Application to the University of St. Thomas is separate from application to the Music Department. Consult the Office of Graduate Admissions for the University application process. Admission to the MSM program is based on a successful audition, undergraduate GPA, previous musical education and work history. Students without an undergraduate degree in music must demonstrate proficiency in music theory and history in addition to musical experience. Placement exams may be required of students without the requisite undergraduate study.

# CENTER FOR THOMISTIC STUDIES

Dr. Steven Jensen, *Director*, jensensj@stthom.edu

## HISTORY OF THE CENTER

The Center for Thomistic Studies was founded in 1975 at the University of St. Thomas, a Catholic University founded by members of the Congregation of St. Basil and located in the Diocese of Galveston-Houston. English-speaking Basilians in North America have long been connected with fostering the study of Aquinas, most prominently by founding—along with Etienne Gilson—the Pontifical Institute of Mediaeval Studies at the University of Toronto in 1929. In 1976, at the request of the Center’s principal founder, Fr. Victor B. Brezik, CSB, Professor Anton C. Pegis, formerly president of the Institute of Mediaeval Studies at Toronto, accepted the position of Director of the Center. His was the responsibility for designing the program, acquiring a suitable faculty, and supervising the accumulation of library resources. After Dr. Pegis’ sudden death in 1978, Professor Vernon J. Bourke accepted the position of Interim Director from 1978-80. The official announcement of the opening of the Center occurred in October of 1979 at a symposium to commemorate the 100th anniversary of Pope Leo XIII’s encyclical, *Aeterni Patris*. Graduate courses were first offered in the fall semester of 1980. By this time Fr. Ronald D. Lawler, OFM. Cap. had assumed directorship of the Center. In 1982 he was succeeded by Fr. Leonard A. Kennedy, CSB; in 1987 by Fr. Thomas A. Russman, OFM. Cap.; in 1996 by Interim Director Dr. Jerome Kramer; in 1998 by Fr. John C. Gallagher, CSB; in 1999 by Dr. Christopher Martin and in 2000 by Dr. Daniel McInerny. Dr. Mary Catherine Sommers assumed the position in 2002 and served as director until 2014 when Dr. Thomas Osborne succeeded her as the director. The MA and PhD programs in the Center for Thomistic Studies received initial accreditation from the Southern Association of Colleges and Schools in 1980 (MA) and 1982 (PhD) and permanent accreditation in 1985 (MA) and 1988 (PhD).

## STATEMENT OF PURPOSE

In 1879, Pope Leo XIII issued his Encyclical Letter *Aeterni Patris* as a general call to the study of the philosophical thought of the Angelic Doctor, St. Thomas Aquinas. This call brought about nothing less than a revival of Thomism, often called “neo-Thomism”, which became one of the principal intellectual forces shaping the circumstances in the Church and the world that led to the Second Vatican Council, 1962–1965. In the aftermath of the Council, many seemed to think that Thomism had done its work, and that thinkers should now turn to the further task of assimilating the best of late modern thought—as influenced by neo-Thomism—in the light of the Council. In 1998, as the 20th century neared its end, Pope St. John Paul II issued the Encyclical Letter, *Fides et Ratio*, in which he called for a re-commitment on the part of philosophers and theologians to the study of the thought of St. Thomas Aquinas, tempered to fit the exigencies of the twenty-first century. The Center for Thomistic Studies at the University of St Thomas, Houston, is founded upon the Church’s insistence upon the perennial value of the thought of Aquinas in the new millennium, with a commitment to meet the challenges and realize the opportunities pointed out by Pope St. John Paul II as the dawn of a new age in philosophy and intellectual culture. The model of constructive cross-cultural dialogue that Aquinas presents in his writings we take as a model for the pursuit of truth across the ages. In our Center, a living Thomism is studied, both steeped in historical knowledge of tradition and engaged with contemporary culture in shaping the future.

## ADMISSION REQUIREMENTS FOR CENTER PROGRAMS

### REQUIREMENTS FOR ADMISSION, MA PROGRAM

Applicants are admitted to the Center's MA program in philosophy if the Admissions Committee judges that they will be able to carry out the program successfully. The Admissions Committee consists of the Director of the Center and all Center faculty members. Requirements for admission are as follows:

1. Official transcript of an earned bachelor's degree, preferably with an undergraduate major in philosophy or in a related liberal arts field. Students in their senior undergraduate year must furnish this evidence as soon as possible after they complete their degree requirements.
2. At least 18 hours of undergraduate philosophy in courses that would prepare the student for the program at the Center for Thomistic Studies. A maximum of 12 hours of graduate work in philosophy may be accepted as transfer credit towards the M.A. degree at the discretion of the Director.
3. An undergraduate grade point average of at least 3.0 on a 4.0 scale.
4. Official transcripts of all academic work after high school.
5. A record of the General Test of the Graduate Record Examination.
6. Letters of recommendation from three professional educators qualified to evaluate the applicant's academic background and scholastic ability.
7. A writing sample, preferably an essay from a course in philosophy or a related liberal arts field. Students who have written an MA thesis in a related liberal arts field must submit their MA thesis.

### REQUIREMENTS FOR ADMISSION, BA/MA PROGRAM

The BA/MA Program in the Philosophy Department and Center for Thomistic Studies allows qualified UST philosophy majors (or double majors) to earn a BA and an MA in philosophy in 5 years instead of the standard 6.5. Students receive the BA after completing all requirements for a UST undergraduate degree and the MA after completing all remaining requirements of the BA/MA Program. Students may apply in their junior year.

Requirements for admission are as follows:

1. At least 18 hours of undergraduate Philosophy.
2. An undergraduate grade point average in philosophy of at least 3.5 and 3.3 overall GPA.
3. Successful completion of CLASS 1331- 1332 (Latin) or the equivalent.
4. Two letters of recommendation from members of the UST philosophy faculty.
5. GREs are not required.

### REQUIREMENTS FOR ADMISSION, PHD PROGRAM

Applicants are admitted to the Center's PhD program in philosophy if the Admissions Committee judges that they will be able to carry out the program successfully. The Admissions Committee consists of the Director of the Center and all Center faculty members. Requirements for admission are as follows:

1. Students must have an MA degree in philosophy from the Center for Thomistic Studies or from another institution and be judged by the Admissions Committee to be capable of completing the PhD program. Students from other institutions will be required to complete the Center's Core Program in Thomistic Studies. A maximum of 12 hours of graduate work in philosophy may be accepted as transfer credit towards the PhD degree at the discretion of the Director.
2. Transcripts of all academic work after high school, submitted directly by the institutions concerned.
3. A record of the General Test of the Graduate Record Examination.
4. Letters of recommendation from three professional educators qualified to evaluate the applicant's academic background and scholastic ability.
5. A writing sample. Students who have written a thesis as part of their MA program at another institution must provide that thesis as their sample. All others must supply an essay from an MA-level course in philosophy.
6. Fulfillment of the language requirement. Students continuing with MAs from the Center will have already passed the MA-level Latin Examination, but students who have received MA's from other institutions must pass the MA-level Latin Examination no later than the third semester of doctoral study.

**Application forms are available online at the Center website. A \$35 fee is required. There is no deadline date for applications, but students are advised to apply as early as possible— and no later than February 1 to assure full consideration for scholarships.**

## INTERNATIONAL STUDENTS

MA students of the Center who will be in the United States on a student visa must take at least nine credit hours or the equivalent per semester to fulfill the visa requirement that they be full-time students. During the final semester of the MA program, such students are required to take only the credit hours needed to complete the MA, even if these are fewer than nine. Students on student visas are usually not allowed to be gainfully employed outside of the University. Applicants must be accepted into the Center before they can apply for their student visas. The application for visa requires the help of the University's International Student Advisor.

## NON-DEGREE STUDENTS

Students taking a course or courses in the Center for Thomistic Studies, even if not proceeding to a degree, must satisfy both the Director and the course instructor concerning their ability to follow with profit the course or courses in question.

## FINANCIAL AID

The Center offers two kinds of financial assistance. First, there are scholarships awarded for the complete or partial remission of tuition. Second, there are Center fellowships, awarded to excellent full-time students, which provide assistance over and above tuition remission. Fellowships require of students some service to the Center to be assigned by the Director of the Center for Thomistic Studies. These Center assistantships, however, are not teaching assistantships. All applicants for full-time study are considered for scholarships or fellowships. All awards are based upon merit. The term "merit" includes the student's suitability for the graduate program in Thomistic studies, as well as excellent academic performance and, for the entering student, strong GRE scores. BA/MA students are eligible for regular UST financial aid, and the Cullen Undergraduate Scholarships in Philosophy.

## JOB PLACEMENT SERVICE

Students of the Center who wish to teach at a university or college after they receive their doctorate have available the University's Career Services and Testing Office located in Crooker Center. This service is designed to afford students assistance in assembling their dossiers and in mailing them to prospective employers. All the members of the Center, and especially the Director, also commit themselves to helping students find positions in academia through their contacts with colleagues in the field.

## LIBRARY FACILITIES

The students at the Center have access to two libraries at the University. Doherty Library houses the main University library collection. In addition, books at the Cardinal Beran Library of the University's School of Theology are available by loan at the main desk of Doherty Library. The Cardinal Beran Library is housed at St. Mary's Seminary, located on Memorial Drive. Books of both libraries are listed in the Doherty Library catalog. The philosophy collection in the Doherty Library numbers 25,000 volumes, over 11,000 of which are housed in the Hugh Roy Marshall Graduate Philosophy Library. These libraries have extensive on-line resources, including journals and databases. Books may also be obtained on inter-library loan. Students and faculty have exclusive use of the reading room, located on the second floor of Doherty Library. Students may make use of other university libraries nearby, particularly that of Rice University, which also offers a doctoral program in philosophy.

## COLLOQUIUM

The Center colloquium takes place on a weekly basis during the academic year. It consists of a short paper and a discussion, presented by a member of the faculty, a visiting lecturer, or a student. Each doctoral candidate is expected to present at least one colloquium during his or her program. Full-time students of the Center are expected to attend the colloquium.

## THE AQUINAS LECTURE

Each year, usually in the spring semester, a distinguished scholar is asked to give a lecture on some aspect of the Thomistic tradition. The list of past Aquinas lecturers is as follows:

- 2016 Dr. John Haldane – "The Mind and the Soul: Aquinas, Anscombe, and Geach"
- 2015 Professor Rémi Brague – "Aquinas' Doctrine on Providence and Its Current Relevance"
- 2014 Rev. Lawrence Dewan, OP – "Thomas Aquinas Wisdom and Human Dignity: Philosophy and Beyond"
- 2013 Rev. Kevin L. Flannery, SJ – "The Capacious Mind of St. Thomas Aquinas"

- 2012 Dr. Matthew Levering – “Romans 1:20 and Our Natural Knowledge of God”  
 2011 Dr. Peter Kreeft – “Thomist Personalism: A Marriage Made in Heaven, Hell, or Harvard?”  
 2010 Most Rev. J. Michael Miller, CSB – “The Church’s ‘Common Doctor’: Thomas Aquinas and the Contemporary Catholic University”  
 2009 Fr. Leo Elders, SVD – “The Ripest Fruit: Aquinas as Commentator on the Letters of St. Paul”  
 2008 Msgr. John Wipple – “Thomas Aquinas and the Controversy Concerning Unity of Substantial Form in Human Beings”  
 2007 Prof. John Rist – “Practical Reasoning after the ‘Fall’ ”  
 2006 Avery Cardinal Dulles – “The Apologetics of St. Thomas Aquinas”  
 2005 Dr. Germain Grisez – “The Restless Heart Blunder”  
 2004 Dr. Kenneth Schmitz – “The Texture of Being: Paths of Action, Compass of Discourse”  
 2003 Dr. Janet Smith – “Why Aquinas Thinks Natural Sex Is Best”  
 2002 Dr. Alasdair MacIntyre – “Agents, Actions, and the Ultimate Human End”  
 2001 Rev. Mauricio Beuchot, OP – “Thomism in Early Colonial Philosophy in Mexico”  
 2000 Dr. Robert Wood – “What Sensations Won’t Tell You about Individuals: Reflections on Capacity”  
 1999 Rev. Romanus Cessario, OP – “Christian Freedom and Compulsive Behavior”  
 1998 Rev. Leo Sweeney, SJ – “Augustine, Abelard, Aquinas, and the Problem of Evil”  
 1997 Rev. Brian Davies, OP – “Aquinas, God and Being”  
 1996 Rev. William A. Wallace, OP – “The Modeling of Nature”  
 1995 Dr. Michael Novak – “Thomas Aquinas: Harsh Teachings on Heretics”  
 1994 Dr. Peter Kreeft – “The Abolition of Natural Law from the Human Heart”  
 1993 Dr. Mary Rousseau – “Thomistic Personalism and Today’s Families”  
 1992 Dr. Peter Geach – “Knowledge, Belief, Certainty and Testimony”  
 1992 Dr. Elizabeth Anscombe – “Practical Truth”  
 1991 Dr. Ralph McInerny – “The Pagan Basis for the Philosophy of Thomas Aquinas?”  
 1990 Dr. Paul Sigmund – “The Contemporary Relevance of the Social Thought of Aquinas in Europe and Latin America”  
 1989 Dr. Thomas Sullivan – “A Major Problem about Religious Belief”  
 1988 Rev. Albert Moraczewski, OP – “Contemporary Scientists”  
 1987 Rev. Benedict M. Ashley, OP – “Aquinas and the Theology of the Body”  
 1986 Msgr. Edward A. Synan – “St. Thomas Aquinas: His Good Life and Hard Times”  
 1985 Dr. Francis J. Kovach – “Aquinas and Action at a Distance: An Historical-Critical Analysis”  
 1984 Rev. Robert J. Henle, SJ – “St. Thomas and American Law”  
 1983 Dr. Vernon J. Bourke – “Voluntariness and the Insanity Plea”  
 1982 Rev. Joseph Owens, CSsR – “Aquinas and Ideology”  
 1981 Dr. Henry Veatch – “Toward a Christian Philosophy of the Humanities”

#### CENTER ADVISORY BOARD

Delete: His Eminence Francis Cardinal George, OMI – Member of the Center Advisory Board  
 Most Rev. Wilton D. Gregory – Archbishop of Atlanta  
 Most Rev. J. Michael Miller, CSB – Archbishop of Vancouver  
 Most Rev. Joseph A. Fiorenza – Archbishop Emeritus of Galveston-Houston  
 Rev. Romanus Cessario, OP – Professor, St. John’s Seminary, Brighton MA  
 Dr. Jude P. Dougherty – Dean Emeritus, School of Philosophy, The Catholic University of America  
 Dr. Russell Hittinger – Warren Professor of Catholic Studies, University of Tulsa  
 Judge Carolyn Dineen King – Chief Judge, United States Court of Appeals, Fifth Circuit  
 Dr. Robert Royal – President, Faith & Reason Institute  
 Dr. Janet Smith – Fr. Michael J. McGivney Chair of Life Issues, Sacred Heart Major Seminary, Detroit, MI  
 Dr. David Solomon – Director, Notre Dame Center for Ethics & Culture  
 Mr. Micajah Stude – Trustee, Brown Foundation  
 Mr. George Weigel – Senior Fellow, Ethics & Public Policy Center  
 Mr. Kenneth Whitehead – Former U.S. Assistant Secretary of Education for Postsecondary Education



## REQUIESCAT IN PACE

Rev. Victor B. Brezik, CSB – Founder of the Center

Rev. Armand Maurer, CSB – Member of the Center Advisory Board

Rev. Richard John Neuhaus – Member of the Center Advisory Board

Dr. Ralph McInerney – Member of the Center Advisory Board

Add: His Eminence Francis Cardinal George, OMI – Member of the Center Advisory Board

## DEGREE REQUIREMENTS

### DEGREE REQUIREMENTS — MA IN PHILOSOPHY

**1. Language - Latin, pass at MA level**

**2. Courses**

30 hours, of which 18 hours are constituted by the following set of Center core courses and 12 of which are electives.

**Center Core in Thomistic Studies**

(1) PHIL 5314: Thomas Aquinas on Human Nature

(2) PHIL 5304: Thomistic Metaphysics

(3) PHIL 5338: Thomistic Ethics

(4) A fourth course in Thomistic Philosophy chosen from among the following:

PHIL 5309: The Life and Works of Thomas Aquinas

PHIL 5311: Selected Problems in [Thomistic] Epistemology

PHIL 5312: Philosophy of Natural Law

PHIL 5317: Philosophy of Nature

PHIL 5335: Aquinas' Polemical Writings

PHIL 5337: St. Thomas on Justice (Secunda Secundae)

PHIL 5351: The Logical Theory of Thomas Aquinas

PHIL 5359: Essence and Existence in Aquinas

PHIL 5362: Aquinas and the Problem of Evil

PHIL 5363: Law and Grace in Aquinas

PHIL 5369: Thomistic Political Philosophy

PHIL 5392: Twentieth Century Thomist Revival

PHIL 5393: Contemporary Thomism

(5) PHIL 5359: Introduction to Philosophical Latin

(6) PHIL 5340: M.A. Comprehensive Exam Course

Where necessary, and with the approval of the Director of the Center, students may substitute a three-hour elective for one of the courses not in the Center Core.

**3. MA Comprehensive Exam**

A. A three credit-hour Comprehensive Exam Course: involves the student in the reading and outlining of twelve (12) books for the MA exam.

B. A six-hour written examination, divided into two sessions.

C. A one-hour oral exam administered by three faculty examiners.

**4. Master's Thesis**

A master's thesis is required only for those not proceeding on to the doctoral program in the Center. Those pursuing a terminal MA should register for either PHIL 5300 or PHIL 5600.

## LANGUAGE REQUIREMENT

All entering students must either pass the Latin examination at the MA level or take PHIL 5359 Introduction to Philosophical Latin in the first year of studies.

## THE MA COMPREHENSIVE EXAMINATION

1. The MA Comprehensive Examination is taken at the end of the semester in which the student takes the Comprehensive Examination Course. Students must obtain written permission from the Director of the Center in order to schedule the MA Comprehensive Examination in a semester other than the fourth semester of MA study.
2. The candidate takes the two parts of the six-hour written examination either on the same day or on two consecutive days. The first part of the examination will cover ancient and medieval; the second part will cover early modern, late modern, and recent Thomistic material. Students must take the oral examination within one week of the written examination.
3. The MA Comprehensive Examination is organized by the faculty member designated as the Faculty Coordinator. The Faculty Coordinator is responsible for the MA Comprehensive Course for that academic year. The Faculty Coordinator will solicit written questions from all Center faculty and at least two Center faculty members must grade each question. In consultation with the Director of the Center, the Faculty Coordinator will average the grades on the written test. Students must pass the written test with a minimum grade of "B-" in order to proceed to the oral examination. If a student fails the written examination, she/he must retake the exam within six months.
4. The oral component of the examination lasts one hour and is set by three faculty examiners chosen by the Faculty Coordinator in consultation with the Director of the Center. The three examiners determine the grade for the oral examination. If the candidate passes the oral with a minimum grade of "B-", the three examiners compare the written and oral grades and then by vote determine an overall grade for the MA Comprehensive Examination. This grade is entered as the grade for the MA Comprehensive Course. If a student fails the oral examination, he must retake it within six months.

## BOOK LIST FOR THE MA COMPREHENSIVE EXAMINATION

For this examination the student must choose twelve (12) books from the following menu of options:

### **Ancient Greek Philosophy (3 works must be chosen, the *Republic* and *Nicomachean Ethics* are mandatory)**

#### **Required**

Plato, *Republic*

Aristotle, *Nicomachean Ethics*

#### **Additional Text**

Aristotle, *Physics* or *On the Soul*

### **Medieval /Latin Philosophy (3 authors must be chosen, one must be Aquinas)**

Augustine, *Confessions* or *City of God* (selections) or *Free Choice of the Will* and *On Christian Teaching*

Anselm, *Proslogion*

Aquinas: *Metaphysics: De ente et essentia* and *Summa theologiae* Ia, qq.1-7, 12-13, 44-46; *Person: Summa theologiae* Ia, qq. 75-87; *Ethics: Summa theologiae* Ia-IIae, qq. 1-20 or *Summa theologiae* Ia-IIae, qq.55-67, 90-100

Scotus: Selections

Suarez: *Metaphysical Disputations* (selections) Poinset:

*Treatise on Signs* or *De primo cognito*

### **Early Modern Philosophy (2 authors must be chosen, one must be Kant)**

Descartes, *Meditations*

Spinoza, *Ethics* I, II

Hobbes, *Leviathan* (selections)

Locke, *Second Treatise on Government* or *Essay Concerning Human Understanding* (selections)

Hume, *Enquiry Concerning Human Understanding* or *Enquiry Concerning the Principles of Morals*

Kant, *Prolegomenon to Any Future Metaphysics* or *Grounding of the Metaphysics of Morals* or one of the three Critiques.

**Late Modern Philosophy (2 authors must be chosen, one from A and one from B) A.**

Hegel, *Philosophy of Right* or *Phenomenology of Spirit*

Nietzsche, *The Genealogy of Morals*

Kierkegaard, *Fear and Trembling* or *Either/Or*

Heidegger, *Basic Problems of Phenomenology* or *Being and Time* or *On the Essence of Truth*

Husserl, *The Crisis of the European Sciences* or *Ideas* or *Cartesian Meditations*

Gadamer, *Truth and Method*

Marx, *Communist Manifesto* and *Economic and Philosophical Manuscripts of 1844*

Sartre, *Being and Nothingness*

**B.** Peirce, “A New List of Categories” and “A Neglected Argument for the Existence of God”

Frege, “Sense and Reference” and Russell, “On Denoting” and *Introduction to Mathematical Philosophy*, Chapter 16: “Descriptions.” Frege and Russell counted as one author.

Wittgenstein, *Philosophical Investigations*, Part I.

Kripke, *Naming and Necessity* and “Identity and Necessity”

**Recent Thomistic Philosophy (2 authors must be chosen)**

Maritain, *The Degrees of Knowledge* or *Integral Humanism* or *An Introduction to the Basic Problems of Moral Philosophy* or *Existence and the Existent* and *Preface to Metaphysics*

Gilson, *The Unity of Philosophical Experience* or *Being and Some Philosophers* or *Christian Philosophy*

Owens, *An Elementary Christian Metaphysics* Finnis,

*Moral, Political, and Legal Theory* Lonergan, *Insight*

MacIntyre, *After Virtue* or *Three Rival Versions of Moral Enquiry*

Simon, *Philosophy of Democratic Government*

**DEGREE REQUIREMENTS – JOINT BA/MA DEGREE IN PHILOSOPHY**

The BA/MA Program in the Philosophy Department and Center for Thomistic Studies allows qualified UST philosophy majors (or double majors) to earn a BA and an MA in philosophy in 5 years instead of the standard 6.5. Students receive the BA after completing all requirements for a UST undergraduate degree and the MA after completing all remaining requirements of the BA/MA Program.

**THE PROGRAM**

30 hours of graduate philosophy including: (1) PHIL 5314 Thomas Aquinas on Human Nature, (2) PHIL 5338 Thomistic Ethics, (3) PHIL 5304 Thomistic Metaphysics, (4) PHIL 5359 Introduction to Philosophical Latin, (5) PHIL 5340 M.A. Comprehensive Exam Course or PHIL 5300 M.A. Thesis, (6) 15 hrs. of electives.

**1st year:** students take 12 hrs. of graduate philosophy courses, including PHIL 5359 Philosophical Latin, and at least one of the following: PHIL 5314 Aquinas on Human Nature, PHIL 5338 Thomistic Ethics, PHIL 5304 Thomistic Metaphysics.

**2nd year:** students take 18 hrs. of graduate philosophy courses including either PHIL 5340 M.A. Comprehensive Exam Course or PHIL 5300 M.A. Thesis.

# MASTER OF ARTS IN THEOLOGICAL STUDIES (MA)

**NOTE:** *During the 2018-19 academic year, the responsibilities for administration of this degree will transition to the Department of Theology on the Montrose campus.*

## ADMISSION REQUIREMENTS

- B.A. or B.S. degree from an accredited college/university or an equivalent degree.
- Transcripts (including final semester, with degree posted) sent directly by the issuing institution to the UST School of Theology.\*
- Minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale.
- Eighteen (18) hours of undergraduate theology and/or philosophy (with a minimum of 3.0 on a 4.0 scale) or its equivalent.
- Two letters of recommendation: one academic/professional and one personal.
- Completed Application Form.
- Listing of courses completed in theology, ethics, philosophy, or religious education.
- Any evidence of certification through diocesan programs.
- Any other material which would support the candidate's previous theological or religious education and experience.
- Candidates who are not citizens of the United States must present an appropriate visa from the U.S. Bureau of Citizenship & Immigration Services. Applicants should consult with the International Student Advisor at the University of St. Thomas for further information.

\* Transcripts from institutions outside the United States must be evaluated by an accredited evaluation agency.

## PROGRAM DESCRIPTION

The MA is a 36-hour degree program that provides solid academic grounding in the classical theological disciplines of Biblical Studies, Church History, Sacramental Theology, Systematic Moral and Systematic Doctrine. The program establishes a broad foundation upon which the student can develop the academic skills necessary to teach at a high school or undergraduate level or to pursue doctoral research and scholarship.

## DEGREE REQUIREMENTS

Completion of 36 hours of MA transcribed courses with a minimum cumulative GPA of B (3.0). The 36 hours include 30 hours of required courses and 6 hours of elective courses. In total, 6 YMA-level courses must normally be completed.

## LANGUAGE REQUIREMENT

All candidates must demonstrate successful completion of two semesters of undergraduate level modern or classical foreign language prior to the completion of the Master of Arts Program. This can be demonstrated by course work or proficiency testing provided by the School of Theology. Candidates who anticipate pursuing doctoral studies in Sacred Scripture are strongly encouraged to take two semesters of both Greek and Hebrew.

## TRANSFER CREDIT

A maximum of 9 credit hours may be accepted toward the Master of Arts (Theological Studies) degree, provided there is a true equivalency with the School of Theology course offerings.

## TIME LIMIT

Program requirements must be completed within ten years of initial registration.

## EXIT PROCEDURES

The exit procedure for the Master of Arts degree requires the student to pass an exam designed to assess his/her ability to analyze and synthesize material, to draw upon Sacred Scripture, Tradition and the work of contemporary theologians as appropriate; to organize this material into a coherent and well-developed answer; to retain the substance of this answer; and to write, from memory, a version that will be evaluated by faculty.

## CORE REQUIREMENTS

### **Sacred Scripture (3 courses, 9 credit hours)**

Pentateuch

Synoptics

Any YMS or YMA Scripture course

### **Historical Studies (2 courses, 6 credit hours)**

Patristics

Christianity: Historical Survey

### **Systematic Doctrine (3 courses, 9 credit hours)**

Revelation and Faith Christology

Any YMA Doctrine course

### **Systematic Moral Theology (1 course, 3 credit hours)**

YMA Principles and Issues in Roman Catholic

Moral Theology

### **Sacramental Theology (1 course, 3 credit hours)**

YMA History and Theology of the Sacraments

### **Electives (2 courses, 6 credit hours)**

Any 2 YMA courses

**TOTAL = 36 Credit Hours**



## DEGREE REQUIREMENTS - PHD IN PHILOSOPHY

### STUDENTS ENTERING WITHOUT AN M.A.

1. Years 1&2:
  - a. 10 3-hr. courses, including the CTS core:
    - (1) PHIL 5314: Aquinas on Human Nature
    - (2) PHIL 5338: Thomistic Ethics
    - (3) PHIL 5304: Thomistic Metaphysics
    - (4) One course to be chosen from the following:
      - PHIL 5309: Life & Works of Thomas Aquinas
      - PHIL 5311: Selected Problems in [Thomistic] Epistemology
      - PHIL 5312: Philosophy of Natural law
      - PHIL 5317: Philosophy of Nature
      - PHIL 5335: Aquinas' Polemical Writings
      - PHIL 5337: St. Thomas on Justice (Secunda Secundae)
      - PHIL 5351: The Logical Theory of Thomas Aquinas
      - PHIL 5359: Essence and Existence in Aquinas (delete)
      - PHIL 5362: Aquinas and the Problem of Evil
      - PHIL 5363: Law and Grace in Aquinas
      - PHIL 5369: Thomistic Political Philosophy
      - PHIL 5392: Twentieth Century Thomist Revival
      - PHIL 5393: Contemporary Thomism
      - PHIL 6308: Essence and Existence in Aquinas (Add)
    - (5) PHIL 5359: Introduction to Philosophical Latin (if the student does not pass the M.A. Latin Exam upon entrance [3 hrs. of credit-by-examination])
    - (6) PHIL 5340: MA Comprehensive Exam Course (Students may also register for PHIL 5603: MA Comprehensive Exam Preparation Course in order to maintain full-time status.)
  - b. A passing grade on the M.A. Latin Exam and the MA Written & Oral Comprehensive Exams. M.A. is awarded after completion of these requirements. Progression to PhD studies is dependent upon review by the faculty.
2. Year 3: 18 hours of additional courses, including PHIL 5334: Contemporary Logic
3. Year 4: PHIL 5605-06: Doctoral Exam Preparation

Students may register for PHIL 5605 in their 4th semester of studies if they have completed 30 hrs. They should register in PHIL 5606 in all subsequent semesters until their dissertation topic has been approved.

  - a. PhD Comprehensive Exam
  - b. PhD Latin exam
  - c. Additional language exam (Student must pass an exam in French or German. Another language may be substituted at the discretion of the Director of the Center if the student's dissertation work warrants it.)
  - d. PhD proposal oral exam
4. Years 5-9: PHIL 6100: Dissertation & PHIL 6600 Dissertation Continuation

## STUDENTS ENTERING WITH AN M.A.

1. Years 1&2:
  - a. 10 3-hr. courses including these elements of the CTS core:
    - (1) PHIL 5314: Aquinas on Human Nature
    - (2) PHIL 5338: Thomistic Ethics
    - (3) PHIL 5304: Thomistic Metaphysics
    - (4) One course to be chosen among the following:
      - PHIL 5309: Life & Works of Thomas Aquinas
      - PHIL 5311: Selected Problems in [Thomistic] Epistemology
      - PHIL 5312: Philosophy of Natural law
      - PHIL 5317: Philosophy of Nature
      - PHIL 5335: Aquinas' Polemical Writings
      - PHIL 5337: St. Thomas on Justice (Secunda Secundae)
      - PHIL 5351: The Logical Theory of Thomas Aquinas
      - PHIL 5359: Essence and Existence in Aquinas (delete)
      - PHIL 5362: Aquinas and the Problem of Evil
      - PHIL 5363: Law and Grace in Aquinas
      - PHIL 5369: Thomistic Political Philosophy
      - PHIL 5392: Twentieth Century Thomist Revival
      - PHIL 5393: Contemporary Thomism
      - PHIL 6308: Essence and Existence in Aquinas (add)
    - (5) PHIL 5359 Introduction to Philosophical Latin (if the student does not pass the PhD Latin Exam upon entrance [3 hrs. of credit-by-examination]) (6) PHIL 5334 Contemporary Logic
2. Year 3: PHIL 5605-06: Doctoral Exam Preparation  
Students may register for PHIL 5605 in their 4th semester of studies if they have completed 30 hrs. They should register in PHIL 5606 in all subsequent semesters until their dissertation topic has been approved.
  - a. PhD Comprehensive Exam
  - b. PhD Latin exam
  - c. Additional language exam (Student must pass an exam in French or German. Another language may be substituted at the discretion of the Director of the Center if the student's dissertation work warrants it.)
  - d. PhD proposal oral exam
3. Years 4- 8: PHIL 6100: Dissertation & PHIL 6600: Dissertation Continuation

### THE PHD COMPREHENSIVE EXAMINATION

1. All course work must be completed before the PhD Comprehensive Examination is taken.
2. Students preparing for the PhD Comprehensive Examination should register for PHIL 5605: Doctoral Exam the first semester after completing course work and PHIL 5606 for all succeeding semesters until their dissertation topic has been approved.
3. The PhD Comprehensive Examination is taken during the regular semester following completion of course work. Written permission from the Director of the Center must be obtained to schedule the PhD Comprehensive Examination at a different time.
4. The PhD Comprehensive Examination is organized by the Director of the Center or his or her appointee.
5. The PhD Comprehensive consists of two parts: a twelve-hour written examination, divided into two parts: six hours on ancient and medieval philosophy, six hours on early modern, late modern, and recent Thomistic materials. The candidate will take the written examination on two or three different days within two weeks of each other.
6. Questions will be solicited from all faculty in the Center for the written examination. At least two faculty members will grade each question. In consultation with a senior member of the Center, the Director will average the grades on the written test. Students must pass the written test with a minimum grade of "B" to proceed to the oral examination. If failed, the written exam may be retaken once, but must be retaken within one year of the date of the original exam.
7. The oral examination lasts one hour and must be taken within two weeks of the final part of the written examination. The oral examination is set by three faculty examiners chosen by the Director. The three examiners determine the grade for the oral exam. If the candidate passes the oral with a minimum grade of "B", the grades on the written and oral portions are compared and the overall grade is determined by vote. If a student fails the oral examination she/he must retake it within one year.

## BOOK LIST FOR THE PHD COMPREHENSIVE EXAMINATION

For this examination the student must choose twenty-four (24) books from the following menu of options:

### **Ancient Greek Philosophy (6 works must be chosen)**

Plato (Choose 2 works; the *Republic* is mandatory)

*Republic* (Mandatory) and *Symposium* or *Gorgias* or *Timaeus* or *Phaedo*

Aristotle (Choose 3 works. Either *Nicomachean Ethics* or *Politics* is mandatory)

*Nicomachean Ethics* or *Politics* (Mandatory) and

*Physics* or *On the Soul* or *Posterior Analytics* or *Metaphysics* or *Nicomachean Ethics* or *Politics*

### **A sixth work may be chosen from the following:**

Plotinus, *Enneads* (selections)

Porphyry & Aristotle, *Isagoge & Categories*

Epicurus, *Letter to Menoecus* and *Principal Doctrines & Sayings*

Cicero, *De Officiis*

### **Medieval/Latin Philosophy (6 works must be chosen)**

Augustine (1 work must be chosen)

*Confessions* or *City of God*

Aquinas (3 works must be chosen. 1 from each group below):

#### **Group 1:**

*De ente et essentia* and *Summa theologiae* Ia, qq. 1-7, 12-13, 44-46

*Commentary on Metaphysics* (selections)

#### **Group 2:**

*Summa theologiae* Ia, qq. 75-87

*Commentary on De anima* (selections)

#### **Group 3:**

*Summa theologiae* Ia-IIae, qq. 1-5, 55-67, 90-100

*Summa theologiae* Ia-IIae, qq. 1-20

*Commentary on the Nicomachean Ethics* (selections)

### **2 works must be chosen from the following menu of options:**

Scotus, Selections

Suarez, *Metaphysical Disputations* (selections) Poinsett, *Treatise on Signs* or *De primo cognito* Ockham, Selections

Bonaventure, *Journey of the Mind to God*

Averroes, *Long Commentary on the De Anima*, Bk. 3

Avicenna, *Metaphysics of the Healing* or *Physics of the Healing*, Bk. 117

### **Early Modern Philosophy (5 texts must be chosen; one must be by Kant)**

Descartes, *Meditations*

Spinoza, *Ethics* I, II

Leibniz, *Monadology* or *New Essays Concerning Human Understanding*

Hobbes, *Leviathan* (selections)

Locke, *Second Treatise on Government* or *Essay Concerning Human Understanding* (selections) Berkeley, *Three Dialogues*

Hume, *Enquiry Concerning Human Understanding* or *Enquiry Concerning the Principles of Morals* or *Dialogue on Natural Religion*

Kant, *Prolegomenon to Any Future Metaphysics* or *Grounding of the Metaphysics of Morals* or one of the three Critiques

**Late Modern Philosophy (4 works must be chosen, 2 from A and 2 from B) A.**

Hegel, *Philosophy of Right* or *Phenomenology of Spirit*

Nietzsche, *The Genealogy of Morals*

Kierkegaard, *Fear and Trembling* or *Either/Or*

Heidegger, *Basic Problems of Phenomenology* or *Being and Time* or *On the Essence of Truth*

Husserl, *The Crisis of the European Sciences, Ideas*, or *Cartesian Meditations*

Gadamer, *Truth and Method*

Marx, *Communist Manifesto* and *Economic and Philosophical Manuscripts of 1844*

Sartre, *Being and Nothingness*

**B.** Peirce, “A New List of Categories” and “A Neglected Argument for the Existence of God”

Frege, “Sense and Reference” and Russell, “On Denoting” and *Introduction to Mathematical Philosophy*, Chapter 16: “Descriptions.” Frege and Russell counted as one author.

Wittgenstein, *Philosophical Investigations*, Part I.

Kripke, *Naming and Necessity* and “Identity and Necessity”

**Recent Thomistic Philosophy (3 authors must be chosen, Maritain, Gilson and one other)**

Maritain, *The Degrees of Knowledge* or *Integral Humanism* or *An Introduction to the Basic Problems of Moral Philosophy* or *Existence and the Existent* and *Preface to Metaphysics*

Gilson, *The Unity of Philosophical Experience* or *Being and Some Philosophers* or *Christian Philosophy*

Owens, *An Elementary Christian Metaphysics* Finnis,

*Moral, Political, and Legal Theory* Lonergan, *Insight*

MacIntyre, *After Virtue* or *Three Rival Versions of Moral Enquiry*

Simon, *Philosophy of Democratic Government*

**PROCEDURE FOR THE PHD DISSERTATION**

**1. Qualification for the Writing of the Doctoral Dissertation**

To qualify for the writing of a doctoral dissertation, a student enrolled in the Center’s program must complete all course work, language requirements, and the PhD Comprehensive Exam. In addition, the student must have settled upon a director of the dissertation who has agreed to this role. Normally the director will be a member of the Center faculty. In extraordinary cases, with the approval of the Director of the Center for Thomistic Studies, a student may have an external director, or co-directors at least one of whom is a Center faculty member. When a student has completed all the above qualifications and settled upon a dissertation director, that director will so inform the Center Director who will then confirm the choice and formally notify the student in writing that he or she is a “candidate for the writing of a doctoral dissertation.”

**2. The Dissertation Proposal**

A student must present a dissertation proposal for defense within five semesters after completing all PhD coursework.

**3. The Dissertation Board**

In consultation with the student and the dissertation director, the Director of the Center will appoint two members of the Center faculty to serve as a dissertation board under the chairmanship of the dissertation director. In extraordinary cases, with the approval of the Director of the Center for Thomistic Studies, someone from outside the Center can be appointed. Upon appointment to the dissertation board, each member appointed will receive from the Center Director a copy of the dissertation proposal. Normally, this board will review the dissertation proposal and later act as readers of the completed dissertation.

**4. Review of the Dissertation Proposal**

From the date of the completion of appointments to the dissertation board, the board will be given up to two weeks to read the proposal. During this time the student is encouraged to meet with each member of the dissertation board in order to discover and to remedy any deficiencies individual dissertation board members may find in the proposal prior to the formal dissertation proposal review. At the end of the two-week review period, the Center Director sets a time for the formal Dissertation Proposal Review. This formal review will be an oral interview of the candidate by the dissertation board, in which the candidate answers questions about the dissertation proposal by all three members of the dissertation board. They in turn give their advice and recommendations about the proposed dissertation. This review shall last no more than one hour, at the end of which the members of the board will vote on the proposal. Approval of the dissertation proposal must be unanimous. If any member disapproves, the student will revise the proposal and undertake a second review. If the second review is rejected by two or three members of the

board, the student must develop a different dissertation proposal. If only one member disapproves, the student may request that the Director of the Center replace the member who has rejected the proposal with another member of the Center faculty, who then evaluates the proposal and reports the results of his evaluation to the dissertation director for appropriate action. Once the dissertation director has informed the Director of the Center that a three-member dissertation board has approved the dissertation proposal, the Director of the Center will notify the student in writing that he or she is officially qualified to begin writing a PhD dissertation.

**5. Writing of the Dissertation**

Dissertations are to be written in accordance with the Center Style Sheet (Delete the highlighted phrase and replace it with the Chicago Manual of Style). The dissertation will adhere to the maximum word limit of 90,000 words. Beginning with the date of the official notice of the dissertation proposal approval by the Center Director, the candidate has five years within which to complete the dissertation text. At the discretion of the dissertation director, the student can be given a one-year extension of this time limit. Any additional extension can only be given by the Center Director upon the recommendation of the dissertation director.

**6. Evaluation of the Dissertation by the Dissertation Board**

When the dissertation is completed to the satisfaction of the dissertation director, the student will submit the approved text in triplicate to the director. At this point, the dissertation director will distribute a copy to the other members of the dissertation board and notify the Center Director in writing that this has been done. From the date of the formal notification to the Center Director, the members of the dissertation board have five weeks to read the dissertation in full. Delete the following: The Center Director will then call a meeting of the dissertation board and the student so that the board may either suggest revisions or approve the dissertation to be sent to the external examiner. Ordinarily the student will revise the text to the satisfaction of the board before the dissertation is sent to the external examiner. In the extraordinary case that one member of the board rejects the text, and good faith efforts on the part of the candidate to meet his or her objections fail, the student may ask, through the dissertation director, that the Director of the Center appoint a fourth reader. If the fourth reader approves the dissertation for defense, that reader will replace the dissenting reader on the dissertation board and the thesis will go forward to defense. Unanimous approval to go to defense—from either the original or revised board—is required before the dissertation can proceed to defense.

**7. The External Examiner**

Once approved by the dissertation board, the Director of the Center, in consultation with the dissertation director, will appoint an external examiner, knowledgeable in the field of the dissertation, from outside the Center and the University of St. Thomas. The external examiner will read the dissertation and submit a brief written report. If the examiner finds the dissertation worthy of going to oral defense, it will. If the examiner does not, the student will amend the dissertation and it will be resubmitted to the examiner. If good faith efforts at emendation fail, then the Director of the Center will appoint a second external examiner, whose decision about whether or not the dissertation can go to defense will be final.

**8. Public Defense of the Dissertation**

Public and oral defense of the dissertation is the only method for formal, final approval of the doctoral dissertation and the granting of the degree. When the dissertation has been approved by the dissertation board, three copies of the text as approved (i.e., containing any revisions required by the dissertation board) are submitted to the Center Director, who then appoints an examination board and sets the time of the public defense. The examination board consists of at least six members: the three members of the dissertation board which approved the dissertation going to defense; at least two other voting members appointed by the Director of the Center; and a non-voting president of the examination board. One of the voting members of the examination board will be the external examiner. At the time and place appointed by the Center Director, the defense of the dissertation will begin with the external reader presenting his report to the examination board in closed session. Then the public examination will begin. It will take not less than one hour, and not more than two hours. At the conclusion of the defense, the examination board will thank the student and go into closed session for discussion and vote. A majority vote in favor will constitute a pass. By majority vote, the examination board may recommend or require changes in the written dissertation which must be made before the PhD degree is awarded. In the event that the dissertation is failed, a further vote to prorogue the dissertation will be taken. A majority vote to prorogue directs the candidate to make whatever adjustments are necessary, according to the directions set out by the examination board. A prorogued dissertation must be defended within one year. If there is a majority vote against proroguing the dissertation, it is failed with no possibility of resubmission.

**9. Submission of the Dissertation**

The dissertation author must provide two paper copies of the dissertation to the library for our collection and must agree to have his/her dissertation digitized.



## COURSES

### **The following is a list of courses offered since 2006:**

- 5302 - American Philosophy: Peirce, James, Dewey
- 5304 - Thomistic Metaphysics
- 5305 - Philosophy of Religion: Faith & Reason
- 5309 - Life & Works of Thomas Aquinas
- 5312 - Philosophy of Natural Law
- 5314 - Thomas Aquinas on Human Nature
- 5317 - Philosophy of Nature
- 5319 - The Political and Legal Theory of St. Thomas Aquinas
- 5320 - Aristotle's Posterior Analytics
- 5322 - Islamic Background to Thomistic Philosophy
- 5329 - Analytical Thomism
- 5334 - Contemporary Logic
- 5335 - Aquinas' Polemical Writings
- 5338 - Introduction to Thomistic Ethics
- 5340 - Comprehensive Course Exam
- 5341 - Theory of Human Action
- 5344 - The Virtues
- 5345 - Bioethics
- 5348 - Philosophy of Religion: Existence of God
- 5357 - Metaphysics: Aristotle & His Predecessors
- 5359 - Philosophical Latin
- 5362 - Aquinas: The Problem of Evil
- 5366 - Modern Moral Philosophy
- 5370 - Tolerance & Hospitality
- 5379 - Evil
- 5390 - Introduction to Latin Philosophical Paleography
- 5393 - Contemporary Thomism
- 6308 - Essence & Existence in Aquinas & His Commentators (Add)
- 6393 - ST: Augustine & Aquinas
- 6393 - ST: Essence & Existence in Aquinas & His Commentators (Delete)
- 6393 - ST: Edith Stein

SCHOOL OF ARTS AND SCIENCES  
COURSE DESCRIPTIONS

**MLART 5382 20th Century Art**

A study of European and North American art from the late 19th century to the mid–20th century. During this period of extreme change and two world wars, many artists broke from tradition and made art that responded to modernity by depicting contemporary subjects and inventing new forms.

**MLART 5340 Early Medieval Art**

A survey of the stylistic and thematic developments in art and architecture in the late Antique, Early Christian, Byzantine, Carolingian and Ottonian periods. Images are viewed through their religious, political, and cultural contexts.

**MLART 5341 Late Medieval Art**

A survey of Romanesque and Gothic art from the eleventh through the fourteenth century. Included are French pilgrimage churches and cathedrals, sculpture, stained glass windows and manuscripts.

**MLART 5361 Greek Art**

The beginning of Western art and thought are studied as they originate in the Aegean Bronze Age civilizations of Crete and Mycenae and develop through the Greek Classical Period.

**MLART 5362 Roman Art**

Roman art from its origins to the late imperial age of Constantine. Accord is given to the influence of Roman art upon the emerging Early Christian style.

**MLART 5372 Baroque Art**

Western European architecture, sculpture, painting and decorative arts of the late 16th to the 18th century.

**MLART 5381 Nineteenth Century Art**

A study of the major currents in European and American art from late 18th century Neoclassicism through Post-Impressionism.

**MLART 5383 Late Twentieth-Century Art**

Art in the second half of the 20th century from midcentury Modernism through Individual Post-Modern forms of art in the Contemporary world.

**MLART 5391 Early Renaissance Art**

A survey of major works of architecture, painting and sculpture in Italy from the late 13th to the late 15th century.

**MLART 5392 High Renaissn. & Mannerist Art**

A survey of major works of architecture, painting and sculpture in Italy from the late 15th century through the 16th century, including the art of Leonardo da Vinci, Michelangelo and Raphael.

**MLART 6345 Iconography of Christian Art**

An introduction to the visual representation of Christian themes from the Early Christian period to the Renaissance. Symbolic and conceptual developments of Christian subject matter in images are studied as informed by the Scriptures, Christian doctrines, and traditions.

**MLART 6373 Spanish Art: El Greco to Goya**

Painting in Spain under the Habsburg and Bourbon monarchies from late 16th c. Mannerism through 17th c. Baroque into 18th & 19th c. Romanticism. El Greco, Velazquez, and Goya are studied in depth. The art of Ribalta, Ribera, Zurbaran, Murillo and other masters of the “Golden Age” is examined as representative of the country’s artistic centers.

**MLART 6375 Bernini and Baroque Rome**

All the sculpture, architecture, and painting of the seventeenth-century master who made Rome a great Baroque city through his exuberant statues, portraits, churches, chapels, papal tombs, fountains, and extensive architecture and decorations for St. Peter's.

**MLART 6391 Internship in Art History**

On-the-job experience under the guidance of practicing specialists in the art history field. To be supervised individually by a department faculty member with the approval of the program chair.

**MLART 6392 D.R./Independent Study in Arts**

Student research on a selected problem in art history pursued under the guidance of an assigned member of the faculty. To be presented as a formal written paper. Repeatable course. Prerequisite: Department Consent.

**MLART 6393 Special Topics in Art History**

Selected topics of mutual interest to the professor and students. May be repeated for credit when topics vary.

**MLART 6395 Michelangelo**

All the sculpture, painting, and architecture of the great Renaissance master centered in Florence and Rome, including in-depth study of his David, Moses, Pietas, Medici Chapel, Deposition, designs for St. Peter's and for Rome's Capitol, and Pauline and Sistine Chapel frescoes.

**MLCOM 5333 Nonverbal Communication**

Analysis of vocal and nonverbal interaction variables, including gestures, posture, territory/space, paralanguage, facial expressions, eye behavior, environment, touch, clothing and time. Fall, odd years.

**MLCOM 5345 Public Relations I**

Nature of public relations practices in business, education and government. Emphasis on public relations strategies, identifying target public, press relations, cost management and planning public relations programs.

**MLCOM 5346 Public Relations II**

Practical application of public relations theories and strategies; students develop hypothetical persuasive campaigns of "professional" quality.

**MLCOM 5370 Rhetoric and Discourse of the Media**

An analysis of major contributions to rhetorical theory. Study will include criticism, criteria and measures of effectiveness in the media.

**MLCOM 5381 Social Impact of the Media**

Study of the process and effects of mass communication, including audience characteristics, diffusion of innovations, political processes, media violence, social learning, children and television and social effects of emerging media technologies.

**MLCOM 5382 Mass Communication Law**

Analysis and examination of statutory laws, congressional legislation and federal rules and regulations governing the mass media in the United States. Focus on the First Amendment, libel and slander, privacy, copyright, free press/fair trial, obscenity, advertising, antitrust and monopoly, taxation and licensing.

**MLCOM 6340 Investigative Journalism: Innocence Project**

This course is a joint project between the Communication Department and the University of Houston Law Center's Innocence Network. Students will learn investigative journalism techniques such as interviewing witnesses, searching public records, reviewing case files, plus sorting and weighing evidence. Course participants will serve the ends of social justice by striving to uncover and write about unjust convictions.

**MLCOM 6375 Media Ethics**

A systematic, case-study approach to moral dilemmas encountered by media practitioners, including questions of truth, privacy, confidentiality and conflicts of interest.

**MLCOM 6383 Communication Theory**

Analysis of various theoretical models of communication, behavioral science theories and communication research paradigms. Topics include information theory, scientific method, balance and congruity theories, dissonance, perception, attitude change, group dynamics, persuasion, interpersonal communication and nonverbal communication.

**MLCOM 6385 Small Group Interaction**

Principles of current methods and theories of human interaction in group situations, both formal and informal. Emphasis on behavioral antecedents and consequences of messages and on processes of positive group interaction.

**MLCOM 6391 Internship**

Practicum or on-the-job experience under guidance of practicing specialists in the communication field. To be supervised individually by a department faculty member with the approval of the chair. May be repeated for a maximum of 6 credit hours. Fall, Spring, Summer.

**MLCOM 6392 D.R./Indpndnt Stdy Communicati**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty. Substantial research paper or audio/video production required. May be repeated for a maximum of 6 credit hours. Prerequisite: Department Consent.

**MLCOM 6393 Special Topics**

Selected topics of mutual interest to the faculty member and students.

**MLDRA 5111 Rehearsal and Production**

Participation backstage and on-stage in Drama Department productions.

**MLDRA 5137 Children's Theatre Laboratory**

A production and performance laboratory which will involve students in a play for young audiences. May be repeated for credit. Fall.

**MLDRA 5329 Screenwriting**

Theories and techniques of writing feature films and teleplays, including structure, dialogue and characterization. Students write scenes and a short screenplay. *Prerequisite: permission of faculty member.*

**MLDRA 5331 Playwriting**

The study of dramatic structure, dialogue, action and characterization. The students write short scenes and a short play.

**MLDRA 5333 Scene Design**

The principles of scene design for the stage. Emphasis is on the execution of designs through drafting.

**MLDRA 5337 Children's Theatre**

Theory and practice in the art of performing for young audiences. The students will participate in a major production for children.

**MLDRA 5338 Creative Drama**

An examination of methods used to teach theatre arts in the elementary classroom. Emphasis is on sensory awareness, pantomime and story dramatization. The students will participate in and lead creative drama sessions with children.

**MLDRA 5340 Theatre History I**

Theatre History I provides an understanding of how key shifts in human communication shaped developments in the history of theatre and performance. Focusing on artifacts from antiquity through to the restoration, this course explores the methodologies employed by contemporary theatre historians in an effort to create a truly global perspective on drama, theatre and performance.

**MLDRA 5341 Theatre History II**

Theatre History II is organized to provide an understanding of how key shifts in human communication shaped developments in the history of theatre and performance. Focusing on artifacts from the restoration through to the post-modern era, this course explores the methodologies employed by contemporary theatre historians in an effort to create a truly global perspective on drama, theatre and performance.

**MLDRA 6111 Rehearsal and Production**

Participation backstage and on-stage in Drama Department productions.

**MLDRA 6331 Directing**

The fundamentals of play directing. Emphasis is on play analysis, production techniques and the relationship between director, script and actor. The students will direct a one-act play.

**MLDRA 6333 Improvisation for the Actor**

Theory and practice in improvisational acting as an approach to characterization and ensemble playing.

**MLDRA 6334 Styles of Acting**

Theory and practice in the styles of acting: Greek, Shakespeare, Restoration, Farce, Absurd, Epic and Artaud.

**MLDRA 6392 D.R./Independent Study in Drama**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty. Fall, Spring.

**MLDRA 6393 Special Topics in Drama**

Selected topics of mutual interest to the faculty member and students, such as costume history and design, advanced stage makeup and stage movement.

**MLELEC 5301 Critical Thinking**

Critical thinking is an examination of how to determine the differences between effective and ineffective ideas — between how something does or does not “make sense.” This course studies the quality of thinking used in reaching conclusions. Thinking that is clear and accurate results in behavior and communication that is effective, appropriate and responsive to the situation. Thinking that is confused, foggy or distorted can lead to misunderstandings, frustration, inappropriate responses, inconsistency and even ill will.

**MLELEC 6301 History, Theory, & Future of N**

This course examines the origins and societal roles of nonprofit organizations in a global environment including social, political, economic, cultural, and ideological issues. Additionally, it addresses types and characteristics of nonprofit organizations, along with the trends and projections for the future of the third sector.

**MLELEC 6312 Advocacy and the Third Sector**

This course discusses nonprofit organization advocacy with a focus on government relations and community organizing; examines major public policy issues and trends that impact the sector on the national, state, and local levels; examines the rights and responsibilities of nonprofit organizations in the advocacy process; explores the importance of advocacy to nonprofit organizations' missions, the legal parameters of nonprofit involvement, and the proper techniques for establishing an effective presence in the political process and the conditions that promote and hinder the sector's effectiveness; discusses how laws are passed, implemented, and interpreted; and, explores ways to research policy and third sector issues.



**MLELEC 6315 Nonprofit Enterprise**

This course analyzes ways in which a nonprofit maintains an entrepreneurial atmosphere to raise funds and to serve constituents. It identifies the major ethical, legal and managerial issues that surround nonprofit enterprise.

**MLELEC 6320 Social Marketing**

Social marketing focuses on a systematic approach for designing, planning, and executing marketing plans to allow organizations to present and promote ideas, programs, services, or behaviors that enhance organizational performance or create social change.

**MLELEC 6372 Social Justice, Community Orga**

Identifies community organizing, social justice, social movements within historical and contemporary contexts. Explores self-identity as component in forming social justice context and community organizing approaches. Analyzes organizing skills relating to power, negotiation, group processes, leadership.

**MLENG 5305 Literature in the Bible**

Study of the Bible as a unique masterpiece of world literature. Examination of the forms and genres of various parts of the Bible and the distinctive quality of its literary artistry.

**MLENG 5306 Modern Catholic Writers**

Study of authors whose Catholicism makes up a significant component of their works. Works studied may range from the nineteenth to the twenty-first century and may include all genres. May focus on the early twentieth century English Catholic literary revival. Authors studied may include Newman, Hopkins, Belloc, Chesterton, Claudel, von le Fort, Bernanos, Waugh, Tolkien, Flannery O'Connor, and Percy.

**MLENG 5307 Creative Writing:Poetry**

Workshop on writing poetry; emphasis on discussion of students' writing. Limited enrollment. Prerequisite: Instructor Consent.

**MLENG 5308 Creative Writing: Fiction**

Workshop on writing fiction; emphasis on discussion of students' writing. Limited enrollment. Prerequisite: permission of faculty member. Prerequisite: Instructor Consent.

**MLENG 5309 Modern Irish Literature**

Study of Irish poetry, fiction, and drama from the Irish Revival/Modern period through the contemporary renaissance.

**MLENG 5310 Chaucer**

The Canterbury Tales; the nature of Chaucer's literary achievements. Spring.

**MLENG 5316 Shakespeare**

A selection of comedies, tragedies, history plays and romances; intellectual and social backgrounds; the theater milieu. Fall, Spring.

**MLENG 5318 Opening to Transc:Redisc Sym**

Study of the images and symbols that express the tensions inherent in human existence: body and spirit; time and evil; the Catholic tradition within literature and art.

**MLENG 5320 16th Century Poetry and Prose**

A selection of Early Renaissance writings from More through Hooker; emphasis on the high achievements of the 1580's and 1590's in the Age of Elizabeth.

**MLENG 5324 17th Century Poetry and Prose**

A selection of Late Renaissance writings; emphasis on Donne, Jonson and their followers in "metaphysical" and neoclassical poetry; major contributions to devotional and secular prose.

**MLENG 5326 Milton**

Intensive study of Paradise Lost; minor works and selected prose; Milton as Puritan and Humanist.

**MLENG 5330 The Augustan Age**

Major works of Dryden, Pope and Swift; selected plays of the Restoration and 18th century; intellectual background and aesthetic theory of the Enlightenment.

**MLENG 5335 Professional Writing & Editing**

Professional Writing & Editing

**MLENG 5340 English Romantic Poets**

Selected works of Blake, Wordsworth, Coleridge, Byron, Keats and Shelley; historical and intellectual backgrounds; aesthetic theory. Fall, even years.

**MLENG 5341 Literary Criticism**

Classical and contemporary theories of literature and schools of criticism. Required of English majors and English joint majors, and recommended to minors in their junior year. Oral seminar presentation required as a grade component.

**MLENG 5344 Victorian Poetry**

Selected works of Tennyson, Arnold, Browning and some notable minor poets; historical and intellectual backgrounds, aesthetic theory.

**MLENG 5345 Nineteenth Century Novel**

Study of the British novel from Jane Austen to Joseph Conrad. Authors to be studied may include the Bontes, Dickens, George Eliot, Hardy, and others.

**MLENG 6307 Advanced Creative Writing**

This course will be offered every other year for undergraduate and graduate students who plan to attend graduate school in creative writing, or who simply prefer an advanced workshop in which to hone skills as a poet or fiction writer.

**MLENG 6310 American Lit. I**

Selected works of the Colonial and Romantic period, with emphasis on Anne Bradstreet, Edward Taylor, Jonathan Edwards, Franklin, Emerson, Hawthorne, Thoreau, Whitman, Melville and Frederick Douglass. An exploration of the Puritan Vision (and critics of it) as well as Transcendentalism and the evolution of distinctively American literature. Fall, odd years.

**MLENG 6311 American Lit II**

Growth of realism and naturalism. The impact of the two world wars. A detailed study of contemporary writers.

**MLENG 6319 Shakespearean Topics**

Focused study of selected aspects of Shakespeare dramatic artistry and influence; organized around special topics, genres, or themes.

**MLENG 6321 Arthurian Literature**

Selected plays and major trends from Ibsen to contemporary dramatists.

**MLENG 6322 Literature in English by Women**

Historical survey of texts written in English by women authors. Introduction to the feminine literary tradition and to feminist criticism.

**MLENG 6323 Literary Magazine**

A production class, responsible for publication of the English Department's formal literary magazine. Activities include solicitation of works, editing, page layout, graphic design and negotiation with printers. Permission of faculty member required. Spring.

**MLENG 6324 Modern British Novel**

Study of the British novel from the beginning of the twentieth century to the present.

**MLENG 6325 Modern American Novel****MLENG 6326 Advanced Rhetoric**

Study and application of rhetoric from both historical and practical perspectives. Includes reading and discussion of major texts that address patterns of discourse, communication, and other issues of rhetoric in a classical and a modern context.

**MLENG 6339 Dante**

Intensive study of the poetry of Dante Alighieri, read in translation, including “La Vita Nuova” together with the three canticles of the “Commedia: the Inferno, Purgatorio, and Paradiso.”

**MLENG 6360 Advanced Writing(Non-Fiction)**

Instruction and practice in writing for various purposes and audiences. The skill of editing and critiquing as a means of improving writing skills. Prerequisites: writing sample, permission of faculty member. Spring.

**MLENG 6391 Internship in Writing/Editing**

A one-semester internship in advanced writing and editing under the supervision of the department.

**MLENG 6392 D.R./Independent Study in Engl**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty.

**MLENG 6393 Special Topics**

Selected topics of mutual interest to the faculty member and students.

**MLFINA 5377 Funding Human Services Org**

The course covers the planning, acquisition, and distribution of resources for human services organizations, including the unique aspects of financing for non-profit organizations. A key focus of the course is understanding financial management, including the essential concepts of working capital, fixed asset acquisition, and debt management. Students in this course will be required to take a grant-writing workshop. Prerequisite: ACCT 1301 or ACCT 1342 or other equivalent accounting course.

**MLFRN 5324 Phonetics**

Study of the sounds of French. Theory and correction of diction. Fall, even years.

**MLFRN 5334 Oral Communication I**

A conversation course designed to develop fluency in speaking French. For non-native speakers. Fall, odd.

**MLFRN 5335 Oral Communication II**

An advanced conversation course designed to develop fluency in speaking French. For non-native speakers. Spring, even.

**MLFRN 5337 Adv Grammar & Guided Comp**

An advanced composition course designed to refine writing skills. Some creative writing is expected. Open to native speakers. Spring, odd years.

**MLFRN 5338 Intro Research & Lit Analysis**

Written and oral analysis of various French texts. The student will also receive guidance in doing research, preparing bibliographies and producing original papers.

**MLFRN 5339 Business French**

Provides the directed student with the specific vocabulary, structure, and cultural insight to deal effectively with the growing French speaking component of U.S. or international commerce.

**MLFRN 5340 Translation**

Provides the student with the specific vocabulary, structure and cultural insight in order to effectively interpret the message intended in translating French/English or English/French. While incorporating the necessary grammar and vocabulary, the course emphasizes the translation of the underlying message and its implications based upon cultural context.

**MLFRN 6293 Special Topics**

Selected topics of mutual interest to the professor and students.

**MLFRN 6331 Survey of Francophone Lit**

An overview of Francophone literature. Spring.

**MLFRN 6333 Survey of French Lit I**

The main works of French literature from medieval period to the middle of the 19th century. Fall, odd.

**MLFRN 6334 Survey of French Literature II**

The main works of French Literature from the middle of the 19th century to the present. Fall, odd.

**MLFRN 6338 Historical Linguistics**

A study of the historical background of modern French and the main features and trends of phonetic, morphological and syntactical developments that have made the language what it is today. Spring.

**MLFRN 6371 French Culture**

France, its physical and human aspects; its political, economic, religious and cultural life.

**MLFRN 6372 Francophone Culture**

Francophone Culture

**MLFRN 6393 Special Topics in French**

Selected topics of mutual interest to the professor and students.

**MLGEL 6393 Special Topics In Geology**

Selected topics of mutual interest to the professor and students. May repeat for credit.

**MLGEO 5333 Urban Geography**

The historical development of the urban environment on a global basis. Special attention focuses on the internal spatial structure of cities, their functions and problems.

**MLGEO 6330 Geography Of Natural Resource**

A spatial analysis of the earth's natural resources, including mineral and energy resources as well as forests, fisheries and agricultural lands. Special attention focuses on political, economic and environmental aspects of the exploitation and use of resources.

**MLHIS 5302 History of the Common Law**

An introduction to the development of the principal English legal institutions and doctrines. On demand.

**MLHIS 5303 Europe: The Middle Ages**

The development of European civilization in the Middle Ages; the culture of Christendom (300-1300). Fall.

**MLHIS 5304 Europe: The Early Modern Age**

The European Renaissance, the Protestant and Catholic Reformations and the Age of the Baroque. The dividing of Europe in religion and politics (1300-1715). Spring.

**MLHIS 5331 Age of Revol:Europe 1715-1870**

Enlightenment, French Revolution and Napoleon, political and cultural revolutions of Liberalism, Romanticism, Socialism and Nationalism. Fall.

**MLHIS 5340 Colonial Latin America**

A study of ideas and attitudes, institutions and events in Latin America from the preconquest era to the wars for independence.

**MLHIS 5343 Latin America since Indep.**

A topical examination of the history of one or more Latin American nations since independence, with a concentration on the persons, events and institutions that help to explain current developments in Latin America.

**MLHIS 5350 Revolutionary America**

A study of colonial origins and revolutionary results such as how Great Britain lost an empire and how Americans created the first democratic republic. This course will focus on society, politics and culture from 1607-1789. Fall, odd years.

**MLHIS 5353 Civil War in US 1840-1877**

A study of the contributing factors that help explain the coming of the Civil War, and the resulting failure of attempts to reconstruct the South along desired lines. Spring, even years.

**MLHIS 5354 U.S.Gilded Age & Progress.Era**

A course that explains how the U.S. dealt with the massive transformation of society that challenged its basic values and assumptions, led to the U.S. as a world power and culminated in the reform era of the progressives. Fall, odd years.

**MLHIS 5365 History of Ireland Since 1600**

Irish History from the end of the reign of Elizabeth I to the recent Time of Troubles. Special emphasis on the influence of English History, the revolutions of the 18th century, the development of Irish nationalism, the emergence of an Irish nation under the leadership of de Valera and the unsettling issues in the time of troubles. Fall, even years.

**MLHIS 5367 New Deal & World War II**

To develop a deeper and more complex understanding of the interactions of economics, political, social, cultural, and military issues during the New Deal and World War II eras in American history.

**MLHIS 6319 Medieval & Imperial Russia**

A study of the major forces and figures that shaped Russian history through the Kievan, Mongol/Appanage, Moscovite and Imperial Russian periods to the mid-19th century. Fall, odd years.

**MLHIS 6320 Russia Since Alexander II**

Intellectual and political thought and Russian historical development from Alexander II through the collapse of the Soviet Union. Spring, even years.

**MLHIS 6328 The Family in America**

Love, marriage, children, old age and death from the colonial period to the present. Fall, even years.

**MLHIS 6337 Magic & Witchcraft to 1700**

A study of the occult (astrology, divination, magical healing, necromancy, witchcraft) and its place in the development of Western civilization from late antiquity through the “witch craze” of early modern times. The practice of the occult arts will be related to the political, social and religious history of Europe. Fall, even years.

**MLHIS 6346 U.S. War & Society**

To gain a deeper understanding of the development of the United States military within the context of American culture and society from colonial times through the present.

**MLHIS 6353 Environmental Thght in America**

A history of the attitudes the U.S. as a nation has had toward the environment and the historic forces that helped shape these attitudes. Fall, even years.



**MLHIS 6392 D.R./Independent Study in Hist**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty. Fall, Spring.

**MLHIS 6393 Special Topics in History**

Selected topics of mutual interest to faculty and students.

**MLINS 5351 Comparative Political Systems**

An overview of the world's political cultures, systems, behavior, and institutions. The objective is to develop a background with which to assess and explain differences in political culture, governmental structures and political behavior, and to appreciate the effects these factors have on international relations.

**MLINS 5352 International Politics**

Theories of international politics and the decision-making process that generates foreign policy. An examination of the role of power in the modern world, the utility of force in conflict resolution versus the multilateral, collaborative approach. An introduction to the way current international politics is increasingly related to the world economic situation with special attention to the role of multinational corporations, international trade and finance.

**MLINS 5354 Int'l Political Economy**

This course examines the interrelationship between political and economic factors in international relations. Theoretical perspectives on the relationship between international economics and politics, trade policies, trends in integration of political and economic systems, the role of multinational corporations and economic organizations in the modern world.

**MLINS 5355 Intercultural Issues**

A survey of world cultures, the factors distinguishing them from one another and the impact that cultural differences have on international relations. Special emphasis is placed on current cultural issues of major concern to the international community.

**MLINS 5357 Regional Study of Europe**

An interdisciplinary survey of Europe, focusing on the geographic, historical, cultural, economic and political factors most affecting the role of this region in the international community today.

**MLINS 5359 Regional Study of Latin Amer.**

An interdisciplinary survey of Latin America, focusing on the geographic, historical, cultural, economic and political factors most affecting the role of this region in the international community today.

**MLINS 5360 Regional Study of E. Asia**

An interdisciplinary survey of East Asia focusing on the geographic, historical, cultural, economic and political factors most affecting the role of this region in the international community today.

**MLINS 5363 Regnl Study N. Africa&Mid East**

An interdisciplinary survey of the Middle East, focusing on the geographic, historical, cultural, economic and political factors most affecting the role of this region in the international community today.

**MLINS 6354 Amer.Foreign Policy Process**

The foreign-policy-making process and factors influencing U.S. international behavior since 1945. Special emphasis on foreign policy issues affecting United States' interests in the coming decade.

**MLINS 6359 Latin American Cultures**

This course is an in-depth examination of how values and beliefs shape cultural regions. Discussion and readings focus on the specific values that have impacted social organizations and social relations in Latin America.

### **MLINS 6360 Perspectives on Modern China**

This course presents the history of modern China from 1860s to today. The course begins with China's forced opening to the West after the Opium Wars and concludes with China's transition at the start of the 21st Century. While emphasizing the chronological record of China's development, discussion also focuses on the changing images of China at home in the West over one and a half centuries. Reliance upon text material is accented by frequent use of film to bring these images and events to life.

### **MLINS 6361 Global Energy**

This course explores the political, social and economic issues surrounding the global exploration, supply and consumption of energy. The politics of energy examines the national, multinational, and transnational actors that compete for energy resources. The relationship between energy and security is investigated with special attention to the Middle East, China, India, and the United States. The social consequences of the search for and use of fossil fuels is examined, as well as the economics of fossil fuels, biomass, and renewal energy resources. Considerable attention will be granted to studies forecasting future supply and demand, as well as the cost benefit analysis of alternative energy sources.

### **MLINS 6364 International Law**

Beginning with the customs and sources of international jurisprudence, this course introduces essential legal terminology and distinctions focusing on the lawful exercise of power by nations. Relevant topics include international organizations and methods of dispute resolution, especially armed conflict, human rights, global environmental law, and law of the sea, air and space.

### **MLINS 6367 International Security**

This course exposes students to a focused look at security studies of peace and war, with application to understanding the source and nature of conflicts over time. State and systemic security is approached from a perspective broader than traditional conventional security by examining economic, health, and environmental challenges to states.

### **MLINS 6369 Seminar Intl Dev Studies**

This course sees individuals as active agents of change in any given society. Through an integrated analysis of economic, social and political activities involving a variety of institutions and many interactive agencies it seeks to understand and analyze the roles and interconnections between certain crucial instrumental freedoms and their prospects for development. In part, these include economic opportunities, political rights, social facilities, transparency guarantees, and protective security. Course format will present opportunities for exploring development, including a formal debate on the role of societal arrangements.

### **MLINS 6370 Global Health**

The study of global health requires the examination of predominant health issues and current health policy from the local to international perspectives and analysis. The increasingly open flow of resources, including human capital, and the potential of the catastrophic impact of epidemics and pandemics has transformed health from a domestic to a multi-national concern and challenge. Emphasis will be on the international health regime characterized by the institutional rules, norms, and organizations that address global health. Specifically, this course examines and discusses topics in health – and organization-related issues, including a current survey of global health problems, surveillance of diseases and injuries, basic methods for outbreak investigation, international health policies and treaties, and introduction to organizational theories relevant to global health.

### **MLINS 6372 Intl Org and Global Governance**

A course that inquires into global governance as a policy arena and examines the contributions that international organizations make. Economic and cultural integration over recent decades have given rise to new problems facing requiring concerted solutions. In addition to states increasing numbers of intergovernmental and non-governmental organizations seek input into the shaping of global policy. How ell do they do? The course asks “what is global governance?” and “what should it be?” It then delves into the workings of several intergovernmental and non-governmental organizations and evaluates their potential for finding innovative answers to the challenges facing the world community.

**MLINS 6374 Seminar in Middle East Studies**

This course compliments Regional Study: North Africa and the Middle East by examining the dynamics, debates, and crises that mark the modern Middle East. Topically it includes women and gender in the Middle East; the economics of oil; water as a scarce and contentious resource; Muslim fundamentalism; the Arab-Israeli conflict; the politics of armament. Topics rotate from semester to semester. It will strengthen methods and analytical capabilities for understanding the complexities of current affairs in this strategic world region.

**MLINS 6376 Contemporary Taiwan**

This course is a survey of the contemporary history, politics, economics, and external relations of the Republic of China on Taiwan, known to most of the world as simply Taiwan. While founded on mainland China in 1912, the Republic of China we know today has been shaped largely by events after 1949. On the verge of total defeat near the end of China's civil war, the Nationalist government reestablished itself on the island of Taiwan. Since 1949, Taiwan has transitioned from abject poverty to one of the wealthiest societies in the world; from fascism to liberal democracy; and from near universal diplomatic recognition to nearly complete diplomatic isolation. This course will explore the immense challenges faced by Taiwan's people and government and investigate the manner in which such an imperiled island managed such a fascinating process of change. Highlighted as well is the prominent role played by the United States in guaranteeing the regional security necessary for Taiwan's ascendance. Prerequisite: 60+ credit hours

**MLINS 6377 Government-Business Rel**

This course explores the country risks businesses and non-profits face in the developing world, including government instability, the lack of government capacity, insecurity, dysfunctional legal systems, corruption, human rights violations, poverty, poor infrastructure, and a low level of social services, including poor education and health care. We will look at how entities evaluate these risks before entering a country and how they manage these risks once on the ground. We will also discuss the ethical issues encountered in doing business in developing countries. The course will provide a foundation for anyone interested in doing business or otherwise working in developing countries. While the course is organized around specific risks, it will also review the broader issues common to developing countries. Prerequisites: INST 1351 and INST 1352

**MLINS 6392 D.R./Indpdnt Stdy Int'l Stds**

Student research on a selected problem in the field under the guidance of an international studies faculty member.

**MLINS 6393 Special Topics**

Selected topics in international studies.

**MLIRS 5309 Modern Irish Literature**

Study of Irish poetry, fiction, and drama from the Irish Revival/Modern period through the contemporary renaissance.

**MLIRS 5365 History of Ireland Since 1600**

Irish History from the end of the reign of Elizabeth I to the recent Time of Troubles. Special emphasis on the influence of English History, the revolutions of the 18th century, the development of Irish nationalism, the emergence of an Irish nation under the leadership of de Valera and the unsettling issues in the time of troubles. Fall, even years.

**MLIRS 5366 Hist & Pol Persp on Irish Law**

This course is a study of the indigenous Irish culture and how political and religious movements in Ireland and around the world shaped the Irish identity and history. Emphasis will be placed on Ireland in an international context, including the effects of Christianity, conquest, imperialism, war and rebellion, nationalism, independence and self-government on the Irish identity and history. This course explores how law reflects society and provokes change among people of different racial, political, cultural and religious backgrounds.

**MLIRS 5367 Irish Diaspora: Irish Am Exp**

This course will examine the causes of transatlantic migration of the Irish and Northern Irish people and the development of a subculture of Irish Americans in the United States in the context of key periods of departure. The course will address the political, social, legal, cultural and economic aspects of life in Ireland and Northern Ireland that gave rise to emigration. We will investigate how the Irish and Northern Irish made a mark on American society, politics, law and culture. We also will use the Irish American experience as a case study for other immigrant experiences today.

### **MLIRS 5368 N Ireland: Conflict & Peace**

This course is divided into three parts: (i) Historical Context, (ii) the “Conflict”, and (iii) the “Peace”. The historical context explores some of the key events that led to the conflict and the current situation in Northern Ireland. This part begins with a look at the British plantations and settlements throughout Ireland, Britain’s first colony. The historical context reviews some of the laws imposed upon Ireland to subvert Irish heritage and culture, such as outlawing the Catholic religion and the Irish language as well as taking away Irish Catholic civil rights. The course reviews the conquest of Cromwell, the rebellions of the Irish, such as the United Irishmen, and the laws imposed on the Irish by the British in response. The course explains the Act of Union, which made Ireland part of the United Kingdom and took away Ireland’s Parliament, Ireland’s desire for self-determination, the 1916 Easter Rising seeking independence, the partition of Northern Ireland from Ireland and the Irish Civil War of 1922. The Conflict portion reviews the current dispute between the various political parties in Northern Ireland and the groups they represent: nationalists (who want to reunite Northern Ireland with Ireland) and unionists (who want to keep Northern Ireland separate from Ireland and united with Britain). The Conflict also reviews the use of physical force (violence) to achieve these goals versus constitutional, peaceful means (the ballot box & dialogue). The Peace portion discusses the various agreements and movements among Britain, Ireland and Northern Ireland from 1922 to today to stop the violence and to bring peace to Northern Ireland, as well as Britain and Ireland. The course also covers current events in Northern Ireland, such as ongoing elections and other governmental, political, social and cultural issues.

### **MLIRS 6339 Celtic Spirituality**

Systematic study of the concepts and practices of the Christian spiritual life, with a special emphasis placed upon an understanding of Celtic Spirituality and the influences of Anglo-Saxon spirituality on it. This study will be undertaken by a reading and study of selected texts by the great spiritual masters and writers of the Church from the Celtic and Anglo-Saxon tradition.

### **MLIRS 6392 Independent Study**

Student research on a selected problem or issue in the field that integrates previous course work in Irish Studies under the guidance of an Irish Studies faculty member.

### **MLIRS 6393 Irish Studies**

Selected topics in Irish studies.

### **MLMGMT 5340 Leadership Theory and Practice**

This course introduces students to theories and practice of leadership, with foci in business organizations and the role of leadership in developing ethical organizations. Students study the history of leadership theories, the role of leadership in organizational success, ethical leadership, and profiles of great leaders. [Cross list with MGMT 5340]

### **MLMGMT 5977 Management of Human Service Or**

Management of Human Service Organizations

### **MLMGMT 6377 Ldrshp & Strategic Management**

Focusing on strategy and leadership, this course addresses the challenges of management in human services organizations (for-profit, non-profit, and public entity). The course takes an entrepreneurial perspective and provides students with the conceptual and analytic base needed to build and lead a new or established organization. The course exposes students to several analytic tools and processes (e.g., mission and vision, change management, strategic planning, organizational life-cycles and scaling, and partnerships and alliances). (Cross list with MGMT 4377).

### **MLMGMT 6379 Prgrm, Design, Assmnt & Eval**

This course is designed to provide an overview of different types of program evaluation, including needs assessment, process evaluation, and an analysis of program impact and outcomes. The course will also provide a review of ethical issues in outcomes evaluations, and how to report findings to stakeholders and the larger public. Students in this course will prepare a written proposal for the evaluation of an existing program, including selecting the appropriate measurement tools, study design, and simple statistical analyses. [Cross list with MGMT 4379]

**MLMGMT 6391 Internship/Practicum Hmn Svc**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair. [Cross list with MGMT 4391]

**MLMGMT 6392 Directed Study**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty. [Cross list with MGMT 4392]

**MLMKTG 5978 Marketing & Comm for Human Svc**

Marketing and Communications for Human Services Management

**MLMLA 5300 History of Ideas**

Individual works, thematically related and deemed fundamental to the study of the liberal arts in Western culture, will be chosen by the seminar professor. The course's objective is to introduce the student to some basic texts, as well as to graduate level research and writing methodologies.

**MLMLA 5350 Hst of Envir Thght in the US**

A history of the attitudes the U.S. as a nation has had toward the environment and the historic forces that helped shape these attitudes. Fall, even years.

**MLMLA 6330 John Henry Newman**

A study of the thought and influence of John Henry Newman through a selection of his writings and an examination of the historical circumstances that led to their composition. Spring, odd years.

**MLMLA 6360 Renaissance Culture&Society**

The course studies the period 1300-1550 in order to ascertain its specific nature as a period of European history and its contributions to the development of Western civilization. The course will examine the contributions of this period in the areas of scholarly pursuits (Humanism), philosophy, political thought and religion, as well as in the literary and fine arts. An attempt will be made to place these developments in their political and socio-economic contexts.

**MLMLA 6393 Special Topics**

Selected topics of mutual interest to faculty and students.

**MLMLA 7089 MLA Project Continuation**

MLA Project Continuation

**MLMLA 7099 MLA Thesis Continuation**

Continuation of the thesis.

**MLMLA 7388 MLA Project I**

This is the course designator for projects.

**MLMLA 7389 MLA Project II**

This is the course designator for projects.

**MLMLA 7398 MLA Thesis I**

This is the course designator for research papers.

**MLMLA 7399 MLA Thesis II**

This is the course designator for research papers.

**MLMUS 5106 University Singers**

A group of singers who perform music of many styles and periods. Open to all members of the University community with permission of faculty member.



**MLMUS 5108 Wind Ensemble**

An ensemble of wind, brass and percussion instruments that performs music from the 18th century to the present.

**MLMUS 5109 Opera and Musical Theater Work**

This workshop is designed for students to explore and perform a varied repertoire from opera and musical theater in fully-staged productions. Open to all members of the University community with permission of faculty member.

**MLMUS 5114 Applied Music Lessons**

Private study in piano, voice or other instrument.

**MLMUS 5120 Orchestra**

An ensemble of strings, winds, and percussion that performs music from the Baroque period to the present. Open to all members of the university community with permission of the music director.

**MLMUS 5237 Vocal Pedagogy**

Instruction in the techniques of vocal instruction.

**MLMUS 5307 Sacred Music Seminar II**

An examination of the beginnings of Church hymnody, the Western sacred vocal repertoire of French and Italian composers of the Romantic period, and British and American 20th and 21st century sacred music, including the African-American spiritual and Gospel repertoire.

**MLMUS 5335 Orchestral Conducting**

Study of the director's role relative to instrumental music, including rehearsal techniques, auditions, tone, balance, articulation, phrasing and interpretation. Practical experience in rehearsing an orchestral ensemble. Selection of appropriate literature.

**MLMUS 5336 Choral Conducting**

Study of the director's role relative to choral music, including rehearsal techniques, auditions, tone, balance, diction, phrasing and interpretation. Practical experience in rehearsing choral ensemble. Selection of appropriate literature.

**MLMUS 5351 Art Song**

A historical survey of the art song, *Leider*, *chanson* and vocal chamber music repertoire from the Baroque period to the present.

**MLMUS 6192 D.R.:Independent Study in Music**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty.

**MLMUS 6392 D.R./Indep Study**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty.

**MLMUS 6393 Special Topics**

Selected topics of mutual interest to the faculty member and students.

**MLPHL 5314 Business Ethics**

A second course in ethics with emphasis on the moral issues that arise in modern business life. Among issues to be considered are the role of profits, property rights, workers' rights, fairness in hiring, truth-telling and whistle-blowing.

**MLPHL 5318 Bioethics**

A second course in ethics with emphasis on the moral issues that arise in modern health care. Issues to be discussed include patient autonomy, life issues, the right to refuse treatment and the right to health care.

**MLPHL 5333 Logic**

(Traditional Logic) A practical study of the rules of correct reasoning, both inductive and deductive, together with analysis of the concept, the proposition and fallacies.

**MLPHL 5338 God in Philosophy**

A study of the teachings of some of the major philosophers, including St. Thomas Aquinas, concerning the existence and attributes of God and the consequences of theism and atheism in philosophy.

**MLPHL 6318 Contemporary Philosophy**

A study of recent philosophical developments from Kant and Hegel to the existentialists and pragmatists. Fall, day.

**MLPHL 6324 Faith and Reason**

A study of the relationship between faith and reason. Examines possible conflicts between what reason (or science) discovers and what faith believes. Considers classical, modern, and contemporary authors. Prerequisite: PHIL 2314 or 2316/3316

**MLPHL 6329 Pascal**

This course will study the thought of the 17th century genius Blaise Pascal. In the course the *Pensees* will be examined closely; the student shall understand how Pascal addresses the question of the relationship of the human being to God in light of fundamental features of human existence.

**MLPHL 6364 Philosophical Themes in Lit**

Philosophical reflection on themes of good and evil, sin and grace; suffering and fortitude; personal identity and authenticity; the human and the divine; time and eternity; love and death; fidelity and betrayal; the tragic and the comic. Exploration of these themes is carried out with the aid of enduring works of the imagination: novels, short stories and poetry. Close reading and discussion of texts such as *The Brothers Karamazov* (Dostoevsky); *Til We Have Faces* (C.S. Lewis); *Four Quartets* (T.S. Eliot); *The End of the Affair* (Graham Greene); *Wise Blood* and selected short stories (Flannery O'Connor); *Brideshead Revisited* (Evelyn Waugh); *The Moviegoer* (Walker Percy); *Go Down, Moses* (William Faulkner) *One Day in the Life of Ivan Denisovich* (Solzhenitsyn). Prerequisite: PHIL 2314 or 2316/3316

**MLPHL 6392 D.R./Independent Study in Phil**

Student research on a selected problem in the field, pursued under the guidance of an assigned member of the faculty.

**MLPHL 6393 Special Topics**

Selected topics of mutual interest to the faculty member and students.

**MLPOS 5300 Methods in Social Research**

An introduction to basic research methodology in the social and behavioral sciences.

**MLPOS 5301 Statistics for Social Sciences**

This course is designed to introduce students to the basic quantitative methodology in the social sciences and to teach them research design from the conception of an idea to the analysis and interpretation of data.

**MLPOS 5302 History of the Common Law**

An introduction to the development of the principal English legal institutions and doctrines.

**MLPOS 5304 The Marshall Court**

A historical analysis of the work of the United States Supreme Court between 1789 and 1835.

**MLPOS 5305 Comparative Legal Systems**

A comparative study of common law legal systems and civil law systems from Europe and Latin America.

**MLPOS 5325 Govt. & Politics of Russia**

This course is a survey of post-Soviet Russian politics. It examines the efforts to create a new Russian governmental and political system following the general problem of "transitions" toward more open political and economic systems in former communist settings and in countries that did not have communist governments.

**MLPOS 5331 Texas Politics**

Designed for the students whose backgrounds and interests prepare them to do in-depth research and study of selected topics.

**MLPOS 5332 Urban Govt. & Politics**

This course covers the context in which city governments operate, the politics and policymaking process of urban places, and the service delivery issues confronting municipalities. The course is designed to assist the student in obtaining an in-depth understanding of the politics of local public problems.

**MLPOS 5333 Law & Society**

How the values and attitudes of society influence the content and enforcement of the law, and how the law influences the mores and behavior of society.

**MLPOS 5334 Campaigns and Elections**

Students are offered the opportunity to actively participate in the campaigns of candidates. Academic research is combined with “on-the-job” training. Classroom analysis and critique of the individual campaigns round out the course.

**MLPOS 5335 IntGrps, Pol Parties&PolPart**

An examination of the role that political parties, interest groups, and other pressure groups play in the American political process and in political participation.

**MLPOS 5337 Politics and the Media**

This course analyzes the impact of the media on the American political system. There is an examination of the evolution of the media from the earliest days of the republic to its place of central importance in elections and governing today.

**MLPOS 5338 Internet and Politics**

This course is designed to provide the student with broad theoretical and practical knowledge of the far-reaching implications of the Internet and the Information Revolution on federal, state and local government operations as well as the American political system.

**MLPOS 5350 U.S. Congress**

Advanced study of the U.S. Congress.

**MLPOS 5352 International Politics**

Theories of international politics and the decision-making process that generates foreign policy. An examination of the role of power in the modern world, the utility of force in conflict resolution versus the multilateral, collaborative approach. An introduction to the way current international politics is increasingly related to the world economic situation with special attention to the role of multinational corporations, international trade and finance.

**MLPOS 5353 The Presidency & Exec. Branch**

This course will focus on the role of the presidency in the American political system. Emphasis will be placed on the office and powers of the President, the expansion of the constitutional presidency and the changing nature of presidential politics.

**MLPOS 5354 Emergency Management**

This course focuses on the evolution of U.S. disaster policy and the practice of emergency management, with particular attention to the roles of local governments and nonprofit agencies in disaster management. The course examines the major policy issues, including the utility of the “all-hazard” or comprehensive model of emergency management, the role of the military in disaster operations, state and local capacity building, and the design and implementation of hazard mitigation policies and programs.

**MLPOS 5355 American Constitutional Law**

An analysis of the development and evolutionary interpretation of the United States Constitution through study of decisions by the United States Supreme Court from 1789 to the present.

**MLPOS 5356 American Constitutional Law II**

Examines the American constitutional law of criminal justice and criminal procedure as it relates to the administration of criminal substantive law, and the procedural law of: arrest, stop and frisk, search, confessions, identification, preliminary hearings, bail, indictment, plea bargaining, venue, discovery, trial, sentencing, appeal, and habeas corpus.

**MLPOS 5357 Public Policy Analysis**

An introduction to public policy analysis and policy making with emphasis on the examination of selected policy issues.

**MLPOS 5358 Pub. Opinion & Voting Behavior**

The political behavior of the mass public in modern democratic systems, especially the United States. Major areas of emphasis will include: political socialization and learning, public opinion and attitude formation, participation and voting behavior.

**MLPOS 5360 Intro Justice & Peace Studies**

A basic overview of justice and peace studies, based on the seven main principles of Catholic Social Teaching. Among the topics that will be reviewed in conjunction with these principles are the dignity of the human person, communitybuilding, human rights, economic development, culture, class, and gender concerns, conflict resolution and care for the environment.

**MLPOS 5362 Minority Politics**

An examination of political participation by minorities (African-American, Asian- American, Latin-American, Native American, women, and other minorities) in American politics, and of the impact of public policies on minority groups. Particular reference will be made to Texas and U.S. Southwest politics.

**MLPOS 5363 Latino Politics**

A survey of the forms of political participation and types of public policies that affect Latinos in the United States. Particular reference will be made to Texas and U.S. Southwest politics.

**MLPOS 5371 Introduction to Public Admin**

An overview of the basic components of administration in government and nonprofit organizations. Topics covered include executive branch structures, federalism, budgeting, policymaking, personnel administration and ethics.

**MLPOS 5372 Public Personnel Administration**

An introduction to civil service systems in the United States. Particular emphasis will be placed on the following topics: the history of the U.S. Civil Service, position classification systems, equal employment opportunity, employee recruitment, in-service training, performance appraisals, employee motivation and collective bargaining.

**MLPOS 5373 Public Administration Ethics**

An examination of individual, professional and institutional ethical issues that arise in public and nonprofit organizations.

**MLPOS 5374 Public Orgs: Theory & Behavior**

An examination of how bureaucracy has become the central form of organization in terms of how governments administer public policy in a mass society. Particular emphasis will be placed on the degree to which society has become bureaucratized and on what democratic alternatives are available to temper the excesses of bureaucracy.

**MLPOS 5375 Federalism and Intergov Relat**

This course examines the origins, foundations and 200-year history of the American system of national, state and local governance. The course will especially focus on how national, state and local governments interact through the intergovernmental process. Specific topics the course will cover include: court cases on federalism, fiscal aspects of federalism, models of federalism, comparative federalism and the future of federalism.

**MLPOS 5376 Public Budgeting & Finance**

This course examines the techniques and politics of raising and spending public funds. It discusses topics such as deficits politics, legislative and executive powers and the budgetary role of the courts. It assesses the impacts of taxing and spending policies and explores issues relevant to national, state, and local governments.

**MLPOS 5377 Administrative Law**

A study of the implementation of statutes by the executive agencies of government, covering law enforcement, economic and social regulation, taxation, education, distribution of welfare benefits, land management and many other activities of government.

**MLPOS 6301 Polit.Theory:Plato to Machiave**

An introduction to the development of political ideas from ancient times to the Renaissance. Students will study Greek, Roman, Medieval and Renaissance political thinkers.

**MLPOS 6302 Pol Thry:Hobbes to Present**

An introduction to the development of political ideas from the Reformation to the present day. Students will study the liberal and communitarian frameworks of political theory.

**MLPOS 6303 American Political Theory**

An introduction to the development of American political ideas from the colonial period to the present. Gender and minority perspectives are an integral part of the course.

**MLPOS 6304 Contemporary Political Theory**

An introduction to the development of political ideas in the 20th and 21st century. A comparison between Western and non-Western political theory is an integral part of the course.

**MLPOS 6305 Religion and Politics**

A basic review of the history and/or fundamental issues entailed in the interrelationship of religion and politics. In particular, the course will focus on the impact religion has on political participation, political institutions and political culture.

**MLPOS 6310 Constitutional Politics Seminar**

A critical analysis of major confrontations in constitutional politics and theory with the goal of understanding how constitutional issues are sorted out in a federal system of government.

**MLPOS 6354 American Foreign Policy Proces**

The foreign policy-making process and factors influencing U.S. international behavior since 1945. Special emphasis on foreign policy issues affecting United States interests in the coming decade. Fall.

**MLPOS 6391 Internship in Polit. Science**

Practicum or on-the-job experience under the guidance of practicing specialists in the field. To be supervised individually by a department faculty member with the approval of the chair.

**MLPOS 6392 D.R./Independ Stdy in Pol Sci**

Student research on a selected problem in the field pursued under the guidance of an assigned member of the faculty.

**MLPOS 6393 Special Topics**

Selected topics of mutual interest to the faculty member and students.

**MLPSY 5337 Abnormal Psychology**

A study of past and present conceptions of abnormality, the dynamics underlying normal and abnormal behavior and an examination of the key classification systems utilized in understanding abnormal behavior. Issues related to etiology, the nature of development and symptoms of abnormal behavior are reviewed. Fall.

**MLPSY 5339 Human Growth & Development**

Explores general processes of development: physical, cultural, interpersonal, emotional and the interrelationships among these processes across the lifespan.

**MLPSY 5341 Theories of Personality**

Consists of the study and evaluation of theories of personality. Psychoanalytic, behavioral, existential and humanistic theories will be studied. Emphasis is placed on the structure and dynamics of human behavior and empirical findings related to theories.



**MLPSY 5351 Industrial Organization Psyc.**

Explores the psychology of organizations, with applications in business and industry, and is rooted in research methodology and theories of scientific psychology. Topics include the nature, design and development of organizations; personnel psychology, with an emphasis on psychological testing; motivation; decision-making; leadership; and conflict within the organization. Spring.

**MLPSY 5352 Health Psychology**

The course is designed to introduce the students to the growing field of health psychology. Students will learn how to apply psychological theories and techniques to research on how factors influence health and how psychosocial interventions can improve physical health and/or increase the quality of life.

**MLPSY 6337 Counseling and Psychotherapy**

An introduction to the theory and practice of counseling and psychotherapy, including psychoanalysis, ego therapies, behavior therapy, family therapy and humanistic/existential therapy.

**MLPSY 6342 Psychology of Adolescent**

The study of the physical, psychological and social development of the adolescent, from approximately age 13 to young adulthood. Course includes family and peer influences on development; self and identity development; adolescent psychopathology, sexuality and cognition; schools and workplaces as contexts for socialization.

**MLPSY 6391 Internship in Psychology**

A one-semester internship related to the student's special interest and preparation in undergraduate psychology with academic and field supervision. Seniors in good academic standing may apply.

**MLPSY 6392 D.R./Indep Study in Psychology**

Entails extensive reading of scholarly sources to enable majors to secure specialized, individual instruction. The course involves a major paper or project.

**MLPSY 6393 Special Topics**

Topics will be selected on the basis of current issues in contemporary psychology and on the basis of faculty research and scholarly interests. Topics will be announced in the semester course bulletins. Recent topics include Psychology of Women, Psychology and Politics, Organizational Development, and Psychology of Creativity.

**MLSPA 5324 Spanish Phonology & Phonetics**

An analysis of the Spanish phonological and phonetic. Intensive proactive in pronunciation and written transcriptions.

**MLSPA 5331 International Business I**

Provides the student with the specific vocabulary, structure and cultural insight in order to effectively deal with the growing Spanish-speaking component of U.S. or international business.

**MLSPA 5335 Advanced Oral Communication**

Designed to develop fluency in speaking Spanish the non-native speaker. Lively discussion of current news published in Hispanic newspapers and magazines, and comparison of themes in modern society.

**MLSPA 5337 Advanced Composition**

Advanced Composition (BIED 3337) Emphasis on composition practice, including grammar usage and style. Structural analysis of Spanish grammar. A comparative study of English and Spanish; points of departure and similarities. Appropriate for students of all aspects of language, including translation, bilingual education and target-language teaching.

**MLSPA 5340 Translation I**

Provides the student with the specific vocabulary, structure and cultural insight in order to effectively interpret the message intended in translating Spanish/English or English/Spanish. The course emphasizes the translation of the underlying message and its implications based upon cultural context.

**MLSPA 5341 Medical Professions I**

Provides the student with the specific vocabulary, structure and cultural insight to effectively deal with the growing Spanish-speaking component of the U.S. or international medical scene. The course emphasizes interaction between the health professional and the Spanish-speaking patient/client, as well as access to Spanish language medical sources.

**MLSPA 5343 Print Media**

Provides the directed student with the specific vocabulary, structure, and cultural insight to effectively deal with the growing Spanish-speaking component of the U.S. or international print media scene, while incorporating the necessary grammar and vocabulary, the course emphasizes cultural interaction and journalistic practices in the Spanish-language media, as well as access to Spanish-language media professionals and sources. Fall.

**MLSPA 5361 20th Century Hispanic Lit**

An introduction to the great modern writers of Spain and Latin America; a study of theater, poetry, short stories, novels and essays from Jacinto Benavente to Gabriel Garcia Marquez.

**MLSPA 5362 Hispanic Theatre Workshop**

Readings and study of contemporary Hispanic theater and in-depth experience of theory and practice in same.

**MLSPA 5363 Masterworks of Mexican Lit**

An overview of six major Mexican writers from Sor Juana Ines de la Cruz to Carlos Fuentes; a comparison of styles, viewpoints and themes. Summer in Merida.

**MLSPA 6330 Creative Writing**

Designed for students who wish to practice writing their own fiction. We will explore what makes a short story, a play, a poem work, paying close attention to narrative structure, plot, beginnings/endings, character development, theme etc. We will read short stories, one-act plays, poems and images as a point of departure for the discussion. Emphasis on discussion of students' writings.

**MLSPA 6331 Srvy of Span American Lit**

An overview of Spanish-American literature from the Spanish conquest to the 20th century.

**MLSPA 6332 International Business II**

Continues with and builds upon International Business I objectives. Focuses on the business content of specific areas of commerce: legal aspects, import/export, insurance and economics. Offers insights into professional training and social expectations for the business professional in the Hispanic world.

**MLSPA 6333 Survey of Spanish Lit I**

The main works of Spanish literature from Mio Cid to the end of the 17th century.

**MLSPA 6336 Hispanic Women**

Encourages the development of students with enhanced gender and ethnic consciousness of the Hispanic world. The student will develop a familiarity with, an appreciation for, and an ability to interpret and evaluate Hispanic literature and studio art by women, keeping gender and ethnic consciousness in mind.

**MLSPA 6371 Spanish Culture**

Study of history, sociopolitical events, art, literature and customs of Spain. Provides the student with the specific cultural insight in order to deal effectively with the growing Spanish-speaking component of the U.S. or international scene.

**MLSPA 6372 Hispanic American Culture**

Study of history, sociopolitical events, art, literature and customs of the Spanish American countries and the growing latino population in the U.S. or international scene.

**MLSPA 6392 Dir Reading/Indep Study in Spa**

Supervised work done under the direction of a faculty member of the department.

### **MLSPA 6393 Special Topics in Spanish**

Selected topics of mutual interest to the faculty member and students.

### **MLTHE 5323 Teachings Protestant Tradition**

Introduction to the Christian faith from a Protestant perspective: articles of the Nicene Creed, role of the Bible, providence, faith, conversion, sanctification, Baptism and Lord's Supper. Prerequisites: THEO 1300/3300 & 2300/3310. Fall.

### **MLTHE 5332 Theology of The Sacraments**

Study of the sacramental principle: relationship of the sacraments to Christ and the Church; and biblical, historical and doctrinal introduction to the seven sacraments, with special emphasis on their role in Christian life. Spring.

### **MLTHE 5339 Christ the Savior**

Basic themes concerned with the person and work of Jesus Christ as they emerge in scripture and tradition; emphasis on Jesus' public ministry, the paschal mystery, and the Christology of both the early and contemporary Church; modern problems regarding the meaning of salvation. Spring.

### **MLTHE 5346 Christian Vocat:Paths&holiness**

All Christians called to holiness; common principles and various paths by which this vocation is realized; lay men and women; ordained ministry; consecrated life. As needed.

### **MLTHE 5351 Prophets of Ancient Israel**

Prophecy in the Old Testament in its historical and religious contexts; critical methods of studying the prophets; current interpretations of the prophetic books. Prerequisites: THEO 1300/3300 & 2300/3310. Fall, odd years.

### **MLTHE 5352 Paul: His Letters and Theology**

The Pauline letters in their historical and religious contexts; critical methods of studying the letters; current interpretations of Pauline theology. Prerequisites: THEO 1300/3300 & 2300/3310. Spring.

### **MLTHE 5353 Pentateuch**

The Torah in its historical and religious contexts; the development of pentateuchal criticism; critical methods of studying the Pentateuch; theologies of the different traditions and their relations to biblical theology as a whole. Prerequisites: THEO 1300/3300 & 2300/3310. Spring, odd years..

### **MLTHE 5354 Synoptic Gospels**

The synoptic gospels in their historical and religious contexts; critical methods of studying these gospels and their relations to biblical theology as a whole. Fall.

### **MLTHE 5355 The Book Of Psalms**

Contemporary exegetical approaches to Psalms, including the genre of "psalm" with a comparison to similar literature from the ancient Near East; types of psalms; relation of the Psalter to temple and synagogue worship; interpretations of individual psalms. Fall, even years.

### **MLTHE 5365 Gospel and Letters of John**

The fourth gospel and the epistles of John; critical methods of Johannine study; current status of Johannine scholarship; theological messages of the gospel and epistles. Fall.

### **MLTHE 5375 Eastern World Religions**

Study of the major Eastern religions: Hinduism, Buddhism, Confucianism and Taoism. Fall.

### **MLTHE 5378 Intro to Judaism**

Major ideas, customs, ceremonies and traditions of Judaism. (This course is sponsored by the Jewish Chautauqua Society.) Prerequisites: THEO 1300/3300 & 2300/3310. Spring, odd years.

**MLTHE 5382 God, One and Triune**

The one God and his attributes; mystery of the Trinity and development of the Church's understanding of this mystery; participation in the triune life of God. Fall.

**MLTHE 6320 Luke-Acts**

Exegetical examination of Luke and Acts in light of their relationship, including: Luke-Acts scholarship (Cadbury to the present) and the critical method it engendered; genre of Acts; literary and theological unity of Luke and Acts. Spring, even years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6323 Teachings of Jesus**

Survey of the utterances of Jesus as found in the synoptic gospels (Matthew, Mark and Luke) and the Gospel of Thomas. Background issues are discussed (synoptic problem, redaction criticism, etc.), but principally the course examines key aspects of Jesus' utterances: their extent, form, authenticity, interpretation and theology. Spring.

**MLTHE 6324 Christian Ethics of the Law**

A theological examination of ethical issues relating to the making and application of the law: e.g., the concept of justice; legal positivism and the relation of civil and criminal law to ethics and the legitimacy of the adversary system; obligations relating to confidentiality, equal access to legal services, punishment and sentencing, contracts; the practice of law as a Christian calling. Fall, even years.

**MLTHE 6334 Social Justice and the Church**

Catholic teaching on social, political and economic issues: freedom; law; conscience; marriage and family; political authority; just war and nuclear arms; human dignity and rights; work; private property and social justice. Spring, odd years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6337 Grace and the Human Condition**

Christian understanding of the human condition and God's transforming grace; human nature as fallen and elevated; justification and new life in Christ. Spring. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6347 Fathers of the Church**

Lives and thoughts of the great saints and scholars of the first millennium who shaped the Church's teaching and life. Reading their works is essential to the course. Among those to be discussed are the Desert Fathers, Origen, Basil, Ambrose and Augustine. As needed. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6348 Theology of the Body**

Introduction to the writings of John Paul II on the sacramental nature of creation, and in particular, the human body, male and female. Marriage as sacrament of the Communion of Persons in the Trinity. The ethics of human sexuality as integral to the responsible relationship between persons and the theology of the total, reciprocal gift of persons. Spring, odd years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6351 Wisdom in Israel**

Introduction to the wisdom literature of the Old Testament: Job, Psalms, Proverbs, Qoheleth, Song of Songs, Wisdom and Sirach. Spring, even years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6367 Mariology**

Mary's role in the salvation of humanity. Mary in scripture and in the tradition of the Church. The teaching of the contemporary magisterium: Pius XII, Vatican II, Paul VI, John Paul II. Mary in contemporary theology. Spring, even years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6378 Selected Questions in Judaism**

The way in which Jews have read the Hebrew Scriptures through the ages. (Jewish Chautauqua Endowed Lectureship in Honor of Rabbi Robert I. Kahn) Spring, even years. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6392 D.R./Independent Study in Theology**

Student research on a selected problem in the field, pursued under the guidance of a faculty member. Requires permission of the department chair. Offered irregularly. Prerequisites: THEO 1300/3300 & 2300/3310.

**MLTHE 6393 Special Topics**

Selected topic of mutual interest to the faculty member and students. Offered irregularly.

**MPPA 5002 Graduate MPPA Elective****MPPA 5302 Decision Making for Public Policy**

The objective of this course is to make the student a better producer, consumer, and evaluator of public policy analyses. It will strengthen decision making ability and skills regarding public policy issues. The course does not focus on methodology per se, but rather looks at the results of methodology as they frame and shape public policy issues. Thus the focus of the course is on the role of managers and executives in systematically seeking, organizing and analyzing information to address policy problems.

**MPPA 5303 Public Leadership: Principles**

This course is designed for students seeking to become effective public leaders—as government officials and staff, issue advocates, or social entrepreneurs. Students will be challenged to think critically about the moral responsibilities and ethical dilemmas of public leadership; to understand the competing demands on leaders trying to accommodate politics, institutional constraints, and the multiple agendas of interested parties; to examine your own capacity for leadership; and to discover new ways to think about and exercise leadership for the public good.

**MPPA 5304 Comparative Public Policy & Administration**

Comparative Public Policy and Administration

**MPPA 5306 U.S. Health Policy**

This course analyzes key contemporary issues in healthcare policy. This course includes design and structure of the U.S. healthcare system, policy initiatives and the roles of government, the private sector, consumers, and advocacy groups in setting policy agenda, historical, socioeconomic, political, environmental forces that influence the U.S. healthcare system, financing, and delivery of personal and public health services; health services, policy concepts, and terminology, including health determinants, access to care, system integration, policy development, federalism.

**MPPA 5309 U.S. Science & Tech Policy**

Prior to WW II, the American government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in American life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments, including the commercialization of academic research, raise important questions about the appropriate role of science and scientists in a democracy. In particular: How can we reconcile the need for scientific and technological expertise on the one hand, and for the democratic control of science on the other? We consider different theoretical approaches to this issue, and illustrate the dilemmas it poses with a number of empirical examples.

**MPPA 5310 Policy Development & Implementation**

This course emphasizes the importance of a working knowledge of public-sector policymaking and the analysis of public policy problems in order to understand how public policy is formulated, decided upon, and implemented, and the impact that the political, economic, cultural and bureaucratic context has on the policymaking process and outcomes. Emphasis is on agenda setting, program design, and implementation.

**MPPA 5311 Program Evaluation in Public Management**

a) This course addresses public sector policy and program evaluation through examination of methodological considerations for design, data collection, analysis, and dissemination. The course emphasizes the history of evaluation, the social indicators movement, the politics of program evaluation, goal identification, performance measurement, methods of analysis, participants in the evaluation process, and the problems with partisanship.



**MPPA 5314 State and Local Government**

This course studies the structures, functions, policy processes, funding sources and administrative practices of state and local governments. It compares and contrasts the distinctions and analyzes their strengths and weaknesses.

**MPPA 5315 Current Issues in Public Po**

This course (offered only periodically) will examine various selected current edge topics in public management.

**MPPA 5316 Federalism and Public Policy**

This course discusses how federalism and intergovernmental relations affect public finance, policy, and administration. Salient issues of intergovernmental relations in the areas of environmental protection, welfare distribution, education, homeland security, immigration, and health care.

**MPPA 5392 Directed Readings: Prof Paper**

This course satisfies the non-thesis option for the Master of Public Policy and Administration degree. A problem or topic in either public policy or public administration will be selected. The student will write a substantial paper, one of professional quality, for submission to the student's supervising faculty advisor.

**MPPA 5398 Masters Thesis I**

The purpose of the MPPA thesis is to give students experience conducting the kind of inquiry that will be useful in their professional career. Under the supervision of a thesis chair, students will select a public administration or public policy problem, prepare a proposal detailing the research question, complete the research, write their thesis with full documentation and defend their work before the Chair and second reader.

**MPPA 5399 Masters Thesis II**

The purpose of the MPPA thesis continuation is to assist the student in the completion of the thesis begun under MPPA 5398. It is expected that if a continuation is used by the student that there is extensive research that requires extended time for thesis completion. The course can only be used to fulfill the MPPA degree capstone requirements.

**MSM 5114 Private Music Instruction**

Private study Organ, piano accompaniment, or voice

**MSM 5201 Research Methodology**

The Bibliography course is usually taken during the first year of study and is taught by the music librarian. It introduces students to the resources necessary to do research in music courses.

**MSM 5224 Applied Voice/Keyboard**

Private study in area needed to strengthen student's skills.

**MSM 5300 Sacred Music Seminar I**

Masses, Passions and Requiems. An historical survey of Western sacred vocal repertoire, from Gregorian chant to the development of polyphony in Masses, Passions and Requiems by composers such as Leonin and Perotin, Shutz, Bach and Mozart.

**MSM 5301 Survey of Sacred Choral Lit**

Historical survey of choral repertory from the 14th century to the beginning of the 20th century.

**MSM 5302 Children's Choirs**

Techniques for working with children singing in choirs. Including a survey of children's liturgical music literature. Home-schooled students may often be used as a resource.

**MSM 5303 Chant**

A study and practice of chant. An historical survey of Gregorian chant and its place in the liturgy. Latin chant and chant in other languages.

**MSM 5304 Diocesan Choir**

Participation in Diocesan Choir rehearsals, singing at masses, and other services.

**MSM 5305 Theory Seminar**

This is a synthesis course in which students will need to apply Music Theory Knowledge to analyze, criticize, compose and arrange music works.

**MSM 5306 Survey of Organ Literature**

Historical survey of organ literature and its application in a liturgical church setting.

**MSM 5307 Sacred Music Seminar II**

An examination of the beginnings of Church hymnody, the Western sacred vocal repertoire of French and Italian composers of the Romantic period, and British and American 20th and 21st century sacred music, including the African-American spiritual and Gospel repertoire.

**MSM 5308 Multicultural Liturgy**

A study of liturgical resources and practices available for the ever evolving multicultural church.

**MSM 5311 Diction**

A study of English, Latin, French, German, Italian and Spanish pronunciation. Presenting texts through music that are comprehensible for the worshiper.

**MSM 5312 Conducting**

The director's role in presenting liturgical choral music, including rehearsal techniques, diction, balance, phrasing, interpretation and working with instruments.

**MSM 5313 Anatomy/Function-Singing Voice**

Techniques for singing as a soloist/cantor and the role of the voice in a choral setting. The student should have at least two semesters of previous collegiate-level private studio voice study for success in this course. A pianist/organist should have two semesters of voice lessons as a prerequisite and is required to accompany a student singer during several voice lessons. Students will be required to teach a short sequence of lessons to a non-major student, and demonstrate teaching for the class.

**MSM 5320 Liturgy I**

The Roman calendar, liturgical year, 3-year cycle of readings, the role of music in liturgy, liturgy of the mass.

**MSM 5321 Liturgy II**

Other forms of liturgy including liturgy of the hours, weddings, funerals and ordinations, role of cantors, chant, singing of psalms, hymnody, and documents of the Church.

**MSM 5330 Practicum**

1) MSM students will be invited to two or three larger Houston-area parishes with thriving amateur choral programs for adults and children to observe rehearsals and liturgies directed by professional church musicians. 2) MSM students will be mentored by musicians who have worked in the field and better understand how clergy and church musicians collaborate to prepare meaningful and thoughtful music appropriate for the liturgical year. They will accomplish this by attending worship committee and/or liturgy planning meetings; by learning fundamentals of administration, including planning, finances and budgeting; by developing procedures for forming a choir and engaging the congregation in the musical life of the church. 3) MSM students will write a paper on a topic related to observations made. 4) The MSM student will be required to plan and conduct or accompany a mass with appropriate liturgical music in the Chapel of St. Basil on the UST campus, with the permission of the clergy of the Chapel. 5) It is strongly suggested that the student sing with the RC Diocesan Choir as well as being more fully connected to the larger diocesan community. In the Houston area there often are opportunities also to sing larger oratorio and mass settings with an orchestra.

**MSM 6393 Special Topics**

Graduate level treatment of selected topics of mutual interest to the faculty member and students.

**PHIL 5300 MA Thesis Direction**

**PHIL 5302 American Phil: Peirce & James**

**PHIL 5303 Plato's Rep. & Arist De Anima**

**PHIL 5304 Thomistic Metaphysics**

As the culmination of this trio of fundamental courses in Thomistic philosophy, this course in metaphysics, the highest of the philosophical sciences according to Aquinas, has as its first task the nature of metaphysical inquiry itself. This inquiry will involve a crucial set of distinctions, including the distinctions between natural philosophy and metaphysics, substance and accident, essence and existence, act and potency. The Thomistic texts for this course are chosen at the discretion of the instructor.

**PHIL 5305 Phil of Relig.: Faith & Reason**

**PHIL 5307 Modern Philosophy**

**PHIL 5308 God in Philosophy**

**PHIL 5309 The Life and Works of Thomas A**

This course will study the life of Thomas Aquinas, the historical, intellectual and institutional context of his writings and the impact of his thought during his lifetime and in the period between his death and canonization. Students will become familiar with the major instruments for studying the work of Aquinas, e.g., biographical and historical materials, critical editions of Aquinas and his sources, the Index Thomisticus, and bibliographies, e.g., Thomistica, journals, etc.

**PHIL 5312 Natural Law**

**PHIL 5314 Thomas Aquinas on Human Nature**

This investigation of Aquinas's philosophy of the human person will have as its primary focus Aquinas's solution to the question of how the human soul can be identified both as the form in the human form-matter composite and as a subsistent entity capable of surviving the corruption of the body. Among other key issues to be discussed are the nature of the passions and the relationship between the intellect and will. Readings from the Prima pars of the Summa theologiae will play a central role in the discussion, with other readings from the Thomistic corpus chosen at the instructor's discretion.

**PHIL 5317 Philosophy Of Nature**

**PHIL 5320 Aristotle's Posterior Analytic**

**PHIL 5322 Islamic Bkgrd to Thom.Phil.**

**PHIL 5324 Cosmo Argum. for Exist of God**

**PHIL 5329 Analytical Thomism**

**PHIL 5333 Logic**

(Traditional Logic) A practical study of the rules of correct reasoning, both inductive and deductive, together with analysis of the concept, the proposition and fallacies.

**PHIL 5334 Contemporary Logic**

**PHIL 5337 St. Thomas on Justice**

**PHIL 5338 Intro to Thomistic Ethics**

Building on the achievements of the course in Thomistic anthropology, this course highlights the human person as agent, as moving toward ends or goods, and finally toward the ultimate end which Aquinas calls beatitudo: happiness. The nature of the ultimate end will thus be the centerpiece of the course discussion, with other key concepts and distinctions which contribute to Aquinas's understanding of the ultimate end coming strongly into play, e.g., the nature of the human act, the distinction between right and wrong action, the nature of and the distinctions between the virtues, and the role of law in human happiness. Discussion will be focused on but need not be limited to questions in the Secunda pars of the Summa theologiae.

**PHIL 5340 MA Comprehensive Course Exam**

The MA Comprehensive Exam Course, and the MA Comprehensive Examination toward which it aims, is taken in the semester after all other courses have been finished, which will normally be the fourth semester of study. It is a directed readings course supervised by a Center faculty member, designed to help students prepare the readings for the MA Comprehensive Examination.

**PHIL 5341 Theory of Human Action****PHIL 5344 The Virtues****PHIL 5345 Bioethics****PHIL 5351 Independent Study****PHIL 5356 Political Philosophy****PHIL 5357 Metaphy: Arist. Predecessors****PHIL 5359 Philosophical Latin**

The objective of this course is to produce facility in reading medieval, philosophical Latin, and in particular the Latin of Thomas Aquinas. Every student in the Center must take this course unless granted a waiver by the Director of the Center for Thomistic Studies. The course must be taken in one semester during the first year of graduate study. The format and content of the course will be set by the faculty member who is responsible for teaching the course that year. It will be taught as part of the regular course load by a member of the Center faculty or another person competent to teach the course. The grade in the course will be determined by the outcome of the Latin test, with grades determined in the following way: Pass at the MA level = "A-". Pass at the PhD level = "A". No grade will be given for the course until the Latin test is passed at one of these two levels. For an entering student who passes the Latin exam at the PhD level this course is waived.

**PHIL 5362 Aquinas/The Problem of Evil****PHIL 5365 Advanced Bioethics: Dir Rdgs****PHIL 5366 Modern Moral Philosophy****PHIL 5369 Thomistic Polit Philosophy****PHIL 5372 Scotus: Selected Problems****PHIL 5374 Phil Theo: Abrt, Bvntr & Erly Aqu****PHIL 5379 Evil****PHIL 5380 Phenomenology**

### **PHIL 5383 Wittgenstein's Philosophy**

### **PHIL 5390 Intro to Latin Phil Paleograp**

### **PHIL 5393 Contemporary Thomism**

This course will consider the work of John Finnis, Alasdair MacIntyre, and Servais Pinckaers, who are arguably the three most significant Thomists of the past twenty-five years. Each represents a different background and scholarly community. John Finnis has a background in analytical jurisprudence and has been influential in the revival of natural law in political philosophy and philosophy of law. Alasdair MacIntyre's background is in Anglo-American philosophy, sociology and the New Left. His book *After Virtue* was enormously influential in philosophical circles and he has since developed a more Thomist position. He has had great influence in moral philosophy, both Protestant and Catholic theology, and political philosophy. Servais Pinckaers is a francophone Dominican and his theological formation was at LaSartre and Rome. He was a professor at the University of Fribourg. His attempt to revive Thomist moral theology is the best known. Although the content of his work is closer to that of MacIntyre than that of Finnis, his Dominican background and theological concerns set him off sharply from MacIntyre. The course will focus on these figures' various approaches to such themes as moral goodness, practical reasoning, the common good and justice.

### **PHIL 5398 Metaphysics Jacques Maritain**

### **PHIL 5600 Thesis Direction**

### **PHIL 5601 Thesis Direction(Continuation)**

### **PHIL 5603 MA Comprehensive Exam Prep**

MA students would register for this 6 hour, non-tuition bearing course in the 4th semester of their MA program along with PHIL 5340: MA Comprehensive Exam Course ( a regular tuition bearing course, part of 30 hour MA) in order to maintain a full-time enrollment status.

### **PHIL 5605 Doctoral Exam Preparation I**

A six-credit course to be taken by Ph.D. candidates who have completed course work and are either studying for Ph.D. Comprehensive Exams or preparing for their Dissertation Proposal Defense.

### **PHIL 5606 Doctoral Exam Preparation II**

A six-credit course to be taken by Ph.D. candidates who have completed course work and are either studying for Ph.D. Comprehensive Exams or preparing for their Dissertation Proposal Defense.

### **PHIL 5621 Ph.D Thesis II (Continuation)**

### **PHIL 6100 Ph.D Dissertation**

### **PHIL 6306 The End of Life:Suffering&Hope**

### **PHIL 6308 Essence and Existence**

Thomists distinctively hold the position that in creatures essence and existence are related to each other as potency to act. Since act is really distinct from potency, essence and existence are really distinct. This course will look at Thomas' views on essence and existence in the context of later developments of the Thomistic position and criticisms.

### **PHIL 6312 Phil.of knowledge**

### **PHIL 6318 Contemporary Philosophy**

### **PHIL 6354 Philosophy of St.Augustine**



**PHIL 6390 MA Thesis Direction**

Candidates for a BA/MA degree in the Center for Thomistic Studies must take either PHIL 6390, MA Thesis Direction or 5340 MA Comprehensive Exam Course. Students choosing PHIL 6390, in consultation with a faculty adviser, will select an MA paper submitted for a previous CTS course to be developed into a thesis according to a plan agreed upon by both. The course is aimed at helping the student develop skills in research and writing. The acceptability of the paper is not essentially tied to length, and the faculty will accept quality papers in the 30 to 40 page range. The M.A. thesis must be approved by two readers, one of whom is the faculty adviser who approved and supervised the project.

**PHIL 6392 Independent Study****PHIL 6393 Special Topics in Philosophy****PHIL 6600 PhD Dissertation Continuation****POSC 5304 Comparative Public Policy & Ad****THEO 6339 Celtic Spirituality**

Systematic study of the concepts and practices of the Christian spiritual life, with a special emphasis placed upon an understanding of Celtic Spirituality and the influences of Anglo-Saxon spirituality on it. This study will be undertaken by a reading and study of selected texts by the great spiritual masters and writers of the Church from the Celtic and Anglo-Saxon tradition.





MARY,

Mother of Priests



# SCHOOL OF THEOLOGY

Dr. Sandra Magie, *Academic Dean*, [smagie@stthom.edu](mailto:smagie@stthom.edu)  
Fr. Paul Lockey, *Associate Dean*, [lockey@stthom.edu](mailto:lockey@stthom.edu)

MASTER OF DIVINITY ORDINATION TRACK (MDIV)  
MASTER OF DIVINITY NON-ORDINATION TRACK (LMDIV)

## CENTER FOR PASTORAL STUDIES

Dr. Sandra Magie, *Academic Dean*, [smagie@stthom.edu](mailto:smagie@stthom.edu)

MASTER OF ARTS IN PASTORAL STUDIES (MAPS)  
MASTER OF ARTS IN SACRED SCRIPTURES (MASE)

## AFFILIATIONS

**The University of St. Thomas School of Theology is a member, sponsor or affiliate of the following:**

Academy of Homiletics  
American Academy of Religion  
American Theological Library  
Association of Catholic Colleges and Universities  
Association of Continuing Higher Education  
Association of Governing Boards of Universities and Colleges  
Association of Graduate Schools in Ministry  
Association of International Educators  
Association of Texas Graduate Schools  
Association of Theological Field Educators  
Catholic Association of Theological Field Educators  
Catholic Biblical Association  
Catholic Library Association  
College Theology Society  
Catholic Theological Society of America  
Commission on Religious Studies  
Conference of Southern Graduate Schools  
Council of Independent Colleges  
Council of Southwestern Theological Schools  
Independent Colleges and Universities of Texas  
Midwest Association of Theological Schools  
National Association for Lay Ministry  
National Association of Graduate Admissions  
National Association of Independent Colleges and Universities  
National Association of Professors of Hebrew  
National Catholic Educational Association  
National Federation of Liturgical Commissions  
North American Academy of Liturgy  
Society of Biblical Literature  
Society of Christian Ethics  
Southwest Commission on Religious Studies  
Southwest Liturgical Conference  
Southwest Theological Library Association  
Texas Catholic Historical Society  
Texas Library Association

## MISSION STATEMENT

The University of St Thomas School of Theology is dedicated to providing outstanding theological education in the Roman Catholic tradition. We are committed to preparing qualified ministerial leaders to serve a culturally diverse community of faith and a changing world.

History of the School of Theology at St. Mary's Seminary The School of Theology and the Center for Pastoral Studies are located on the campus of St. Mary's Seminary, 9845 Memorial Drive, Houston, Texas. St. Mary's Seminary was established in 1901 by Bishop Nicholas Gallagher in La Porte, Texas and moved to its current location in 1954. The School of Theology was established in 1968 when the theology department of St. Mary's Seminary became part of the University of St. Thomas.

Set within the residential Memorial area of suburban Houston, the Seminary spans approximately fifty acres replete with natural beauty. Candidates for the diocesan priesthood reside at St. Mary's Seminary as they progress through an extensive program of priestly formation. Lay students pursuing theological degrees, including those leading to ordination to the permanent diaconate and for service as lay ecclesial ministers, commute to the campus for their studies. The Bishop Nold Educational Center, completed in 2001, houses the academic classrooms, a lounge, a multi-media auditorium, and administrative offices.

## ST. MARY'S SEMINARY

St. Mary's Seminary is a theologate that exists for the personal, spiritual, academic and pastoral formation of men preparing for ordination to the Roman Catholic priesthood. St. Mary's enables ordination candidates to grow in holiness and develop into pastoral leaders who will serve the Church as priests after satisfactorily demonstrating their competence and willingness for effective ministry.

The Seminary promotes the full, integral personal growth of each student and emphasizes the development of skills in collaborative ministry. Students who are candidates for the diocesan priesthood reside at St. Mary's Seminary and are involved in an extensive program of priestly formation. This spiritual formation program is coordinated with the academic and pastoral education provided by the School of Theology and is based on the Program of Priestly Formation of the U.S. Conference of Catholic Bishops. The specific purpose of the seminary formation program is to foster the human and spiritual maturity of the candidates as they grow in their relationship with the person of Jesus Christ and in their desire to serve the People of God in their local diocese.

## CENTER FOR PASTORAL STUDIES

The Center for Pastoral Studies is designed to academically and pastorally prepare a student for a leadership role in the Catholic Church. It offers a Master of Arts in Pastoral Studies Program (MAPS), which is designed to help develop the academic and pastoral skills necessary for professional service in church ministries.

## THE DIACONATE PROGRAM

The UST School of Theology at St. Mary's Seminary is committed to providing the solid academic formation necessary for excellence in ministry. Part of this commitment is lived out in diaconal formation for the state of Texas. The USTST diaconal program is in full conformity with the United States Conference of Catholic Bishops. The academic portion of the Diaconate Program is under the umbrella of the School of Theology's Center for Pastoral Studies.



## LIBRARIES

### THE CARDINAL BERAN LIBRARY AT ST. MARY'S SEMINARY

Located on the campus of St. Mary's Seminary, and owned by the Archdiocese of Galveston-Houston, the Cardinal Beran Library is the principal theological resource for the School of Theology. The Cardinal Beran Library building was blessed by His Eminence Joseph Cardinal Beran, Archbishop of Prague, April 17, 1966.

#### **The cornerstone reads:**

*The lips of the priest are to keep knowledge, and instruction is to be sought from his mouth, because he is the messenger of the Lord of hosts.*

Malachi 2:7

#### **Fall & Spring Hours**

Monday - Wednesday 8:30 a.m. - 10:00 p.m.  
Thursday 8:30 a.m. - 7:00 p.m.  
Friday 8:30 a.m. - 5:00 p.m.  
Saturday 10:00 a.m. - 5:00 p.m.  
Sunday 12:00 - 7:00 p.m.

#### **Summer Hours**

Summer hours will begin on **May 13th**.  
Monday - Thursday 8:30-7:00  
Friday 8:30-5:00  
Saturday and Sunday Closed

It is best to check with the librarians for specific hours during breaks.

Students and faculty of USTST have full access to the Doherty Library and campus resources located on the University of St. Thomas Main Campus. Although the two libraries have separate automation systems, users on both campuses have access to holdings of each.

## DEGREES OFFERED

Please refer to the program sections of this catalog for specific admission requirements for each degree. Candidates for priesthood or diaconal ordination must complete a program conforming to the most recent guidelines established by the United States Conference of Catholic Bishops.

### MASTER OF DIVINITY

The Master of Divinity is a professional degree program designed to develop the academic, spiritual and pastoral skills necessary for ministerial leadership in the Roman Catholic Church. The 116 hour program is intended for individuals preparing for ordination to the Roman Catholic priesthood. The 90 hour program is intended for non-ordination candidates.

### BACCALAUREATE IN SACRED THEOLOGY

The University of St. Thomas School of Theology at St. Mary's Seminary, Houston, Texas, USA, is affiliated with the Ecclesiastical Theological Faculty of St. Mary's Seminary & University, Baltimore, Maryland, USA for the purpose of granting the Baccalaureate in Sacred Theology degree. The STB is a first-level ecclesiastical degree intended to offer seminary students an integrated, solid, and complete program of Roman Catholic theology. As such, its aims are more academically directed than the civil Master of Divinity (MDiv), by definition a graduate professional degree. Courses in the STB program are designed to present an introduction to the scientific and academic study of theology, to enable each graduate to pursue further studies in the sacred sciences and to exercise appropriate responsibility in the Church. Candidates for this degree must be admitted to the ordination track Master of Divinity program.

### PRE-THEOLOGY PROGRAM

The UST School of Theology at St. Mary's Seminary offers a pre-theology program designed for non-traditional seminary students. This program follows the USCCB's Program of Priestly Formation (PPF), which states that the "pre-theologate should provide a coordinated program that supplements the needs of candidates in five principal areas: human and spiritual growth, intellectual and pastoral formation, and community living" (210). Since candidates in this program will complete the ordination Master of Divinity program, they must be sponsored by a bishop.

# CENTER FOR PASTORAL STUDIES

## MASTER OF ARTS IN PASTORAL STUDIES

The Master of Arts in Pastoral Studies, a professional degree program conforming to the latest guidelines issued by the USCCB, is designed to provide academic formation for pastoral ministry in the Church. This degree program provides a solid theological foundation as well as the basic pastoral skills necessary for ministry in a variety of settings.

## CERTIFICATE IN PASTORAL THEOLOGY PROGRAM

The Certificate (a non-degree program) is designed to help develop the academic and pastoral skills necessary for ordination as a permanent deacon in the Catholic Church and for other ecclesial and lay ministries.

### APPLICATION PROCESS:

#### GRADUATE DEGREE APPLICANTS

Students applying for admission to one of the graduate programs at the School of Theology normally must hold a BA or a BS from an accredited college/university or an equivalent degree.

- \* Students whose first language is not English may be required to hold a passing score on the TOEFL. Separate applications must be submitted for each program to which a student seeks admission. For additional requirements consult the specific degree programs.
- \* A limited number of mature applicants who do not hold an undergraduate degree may be admitted to the Master of Divinity or Master of Arts in Pastoral Studies degree programs. Admittance may be granted on the basis of non-credit theological study and/or experiences in ministry. These studies and experiences must demonstrate knowledge and skills that are equivalent to those of persons holding baccalaureate degrees.

#### NON-DEGREE APPLICANTS

Applicants seeking admission as non-degree students must meet the University of St. Thomas School of Theology's entrance requirements. The Admissions Committee and the course instructor must be satisfied of the applicant's ability to perform at course level. Non-degree students taking courses for transfer of credit to another institution are responsible for complying with the transfer policies of the institution from which they are seeking credit. The School of Theology will, upon request, provide course profiles to the institution considering transfer of credit. Non-degree seeking students who wish to change their status to degree-seeking must apply for change of status prior to the start of the semester in which the status change will take effect.

#### INTERNATIONAL APPLICANTS

Eligibility for study in the United States is coordinated with the Admissions Department at UST. International applicants must contact the International Student Advisor on the UST Main Campus at 713-525-3503. Applicants holding a student visa (F1) will be considered for admission as full-time students only, and must intend to earn a degree at the University of St. Thomas Graduate School of Theology. To be classified as a full-time graduate student, an individual must enroll in at least 9 credit hours per semester. International applicants must submit all necessary admission forms and documents by June 1 for fall semester and by November 1 for spring semester. All required information must be on file prior to admission to the University.

#### VETERANS AND DEPENDENTS OF VETERANS

The University of St. Thomas is approved to offer eligible veterans and dependents of veterans the academic courses of study published in the University catalog and bulletins. Eligible students must apply for admission to the University following the procedures for the Graduate School of Theology.

The University Office of Veteran Affairs is under the supervision of the Registrar. The Veteran Affairs Advisor will assist the eligible applicant in processing the documents pertaining to veteran's educational benefits, including the initial application for benefits. Once admitted, continuing students who receive these benefits are required to contact the Office of Veteran Affairs each semester prior to or during the registration process. The veteran must also have the approval of the Office of Veteran Affairs when making changes to his/her approved courses during any semester of registration. For additional information on the enrollment of veterans and dependents, refer to the section entitled "Academic Regulations for Veterans and Dependents" in the UST Graduate Catalog.

## GRADUATE APPLICATION CHECKLIST

Consult the degree program for clarification of specific requirements:

- Completed Application Form.
- Personal essay outlining the applicant's goals for the program\*
- B.A. or B.S. degree from an accredited college/university or an equivalency. Check the specific program for minimum GPA.
- Official transcripts from all colleges or universities attended, including the final semester with degree posted; official transcripts must be mailed directly to the School of Theology from the issuing institution. All transcripts from colleges and universities outside the US must be evaluated by an accredited evaluation agency whose report is then submitted to the School of Theology.
- Two letters of recommendation: one academic/professional and one personal.\*
- Listing of courses completed in theology, ethics, philosophy, or religious education.\*
- Any evidence of certification through diocesan programs.\*
- Any other material which would support the candidate's previous theological or religious education and experience.\*
- If applicable, written request for transfer of credit.
- Students whose first language is not English may be required to hold a passing score on the TOEFL.

\* Waived for students accepted into St. Mary's Seminary Program for Priestly Formation or for those accepted as candidates for the permanent diaconate. Credentials submitted in support of an application become the property of the School of Theology and cannot be returned to students or interested parties.

## CERTIFICATION APPLICATION CHECKLIST

Consult the degree program for clarification of specific requirements:

1. Completed Application Form.
2. Transcript from accredited secondary school or GED. Official transcripts from all colleges and universities attended. Official transcripts must be mailed directly to the School of Theology from the issuing institution.
3. Approval of sponsoring agency, if applicable.
4. Students whose first language is not English may be required to hold a passing score on the TOEFL.

Credentials submitted in support of an application become the property of the School of Theology and cannot be returned to students or interested parties.

## ADMISSION PROCESS

All required documents should be received in the Dean's office prior to consideration by the Admissions Committee.

- The Admissions Committee of the School of Theology meets approximately once a month throughout the calendar year.
- The applicant will be notified in writing of the Admissions Committee's decision.
- Credentials submitted in support of an application become the property of the School of Theology and cannot be returned to the student or interested parties.
- Admission to the School of Theology does not necessarily imply acceptance for degree candidacy.
- A student will be permitted to register for only one course prior to completing the full admission process.
- Students admitted provisionally to the University with incomplete academic files must complete their files before the end of the semester they were admitted. Those who fail to comply with this requirement will be denied registration for subsequent semesters until the files are complete.

## STUDENT RESPONSIBILITIES

Students are responsible for keeping their own records and for knowing the University's policies and regulations, those of a general nature as well as those pertaining to their particular program of studies. The ultimate responsibility for the student's academic program and orderly progress through the University curriculum rests with the student. If anyone advises a student contrary to the University's stated policies and regulations, the student should consult the dean of the school involved or the Registrar.

## GENERAL ACADEMIC POLICIES

### SEMESTER GRADE REPORTS

All students who take a course for credit will be assigned a grade at the end of the semester. Semester grades and cumulative statistics are available at the end of each semester on <http://mystthom.edu>. Faculty members are not authorized to post final grades or release them to students by any other means. Students should review their grades carefully. No course grades may be changed after one year following completion of the course.

Academic reports of diocesan seminarians are mailed to the bishop and vocation director of each seminarian. The Rector of St. Mary's Seminary also receives a copy of the academic report of each student. Religious order seminarians will have their grade reports mailed to their religious Superior. Grade reports for candidates for the permanent diaconate will be sent to the Director of the Permanent Diaconate. In compliance with the Family Educational Rights and Privacy Act of 1974 as amended, each seminarian/deacon candidate is required to sign a release of information form. Signing such form indicates consent for these records to be released to the above named individuals.

## MASTER OF DIVINITY ORDINATION TRACK (MDiv)

### PROGRAM DESCRIPTION

The Master of Divinity is a professional degree program designed to develop the academic, spiritual and pastoral skills necessary for ministerial leadership in the Church. The program is available to students preparing for ministry, particularly candidates for ordination to the Roman Catholic priesthood.

Candidates for the Roman Catholic priesthood must complete a 116-hour program that conforms to the guidelines of the Program of Priestly Formation established by the United States Conference of Catholic Bishops. Students in this program must have the approval of their Bishop or religious superior. In addition diocesan seminarians must be admitted to St. Mary's Seminary.

For information about St. Mary's Seminary Program for Priestly Formation please direct inquiries to Rector, St. Mary's Seminary, 9845 Memorial Drive, Houston, Texas 77024, or go to [www.smseminary.com](http://www.smseminary.com).

### ADMISSION REQUIREMENTS

- Acceptance into St. Mary's Seminary or appointment by one's religious superior.
- BS or BA degree from an accredited college/university or an equivalent degree.
- Transcripts (including final semester, with degree posted) sent directly by the issuing institution to the UST School of Theology.\*
- Minimum undergraduate cumulative GPA of 2.0 on a 4.0 scale.
- Thirty (30) hours of undergraduate philosophy (with a minimum of 2.0 on a 4.0 scale).
- Twelve (12) hours of undergraduate theology (with a minimum of 2.0 on a 4.0 scale).
- Completed Application Form.
- Candidates who are not citizens of the United States must present an appropriate visa from the U.S. Bureau of Citizenship & Immigration Services. Applicants should consult with the International Student Advisor at the University of St. Thomas for further information.

\* Transcripts from institutions outside the United States must be evaluated by an accredited evaluation agency.

### LANGUAGE REQUIREMENTS

There is not a language requirement from USTST for attaining the MDiv degree, however most dioceses require their students to become conversant in Spanish.

## TIME LIMIT

Program requirements must be completed within ten years of initial registration.

## TRANSFER OF CREDIT

Courses completed with a minimum of C (2.0) at the post-baccalaureate level at an accredited institution may be accepted toward the fulfillment of MDiv requirements. A maximum of 50 hours of credit earned at other institutions may be transferred.

## MDiv DEGREE REQUIREMENTS

Completion of 116 credit hours with a minimum cumulative average of C (2.0). The 116 credit hours include 88 credit hours of required courses, 9 credit hours of elective courses and up to 20 credit hours of required pastoral field education.\*

\*Ecclesiastical authorities of candidates for sacramental ordination may specify additional requirements in academics and in pastoral field education. Students are responsible for consulting the directives of ecclesiastical superiors in such matters.

## MDiv CORE REQUIREMENTS

### Sacred Scripture (6 courses)

Pentateuch  
Old Testament Writings  
Prophets  
Synoptics  
Pauline Literature  
Johannine Literature  
*18 Credit Hours*

### Historical Studies (4 courses)

Church History I  
Church History II  
Patristics  
American Catholicism  
*12 Credit Hours*

### Systematic Doctrine (6 courses)

Revelation and Faith  
Doctrine of God  
Christology  
Theological Anthropology  
Ecclesiology  
Mary/Piety  
*18 Credit Hours*

### Moral Theology (5 courses)

Fundamental Moral Theology  
Justice  
Bioethics  
Spirituality  
Marriage and Sexuality  
*14 Credit Hours*

### Electives (3 courses)

*9 Credit Hours*  
Liturgical/ Sacramental (5 Courses)  
Introduction to Liturgy  
Sacraments of Initiation  
Eucharist  
Theology of Ministerial Priesthood  
Reconciliation and Anointing  
*12 Credit Hours*

### Practical Theology

Theological Reflection I  
Theological Reflection II  
Clinical Pastoral Education (Summer Course)  
Presidential Leadership:  
    Baptism, Marriage, Funerals  
Eucharist  
Reconciliation and Anointing  
Introduction to Homiletics  
Introduction to Pastoral Counseling  
Advanced Homiletics  
Integrative Seminar  
Supervised Pastoral Internship I and II\*  
*20-32 Credit Hours*

\* Requirement based on individual dioceses

### Canon Law (5 courses)

Introduction to Canon Law  
Canon Law: Teaching and Sanctifying  
Canon Law of Marriage  
Declarations of Nullity  
Temporal Goods  
*10 Credit Hours*

**TOTAL CREDIT HOURS = 116**



## **MDiv Course Sequence:**

### **FIRST YEAR**

#### **First Semester:**

Revelation and Faith	3 hours
Pentateuch	3 hours
Fundamental Moral Theology	3 hours
Synoptics	3 hours
Introduction to Liturgy	2 hours
<b>Total Credit Hours</b>	<b>14 hours</b>

#### **Second Semester:**

Theological Reflection I	1 hours
Church History I	3 hours
Patristics	3 hours
Sacraments of Initiation	3 hours
Prophets	3 hours
<b>Total Credit Hours</b>	<b>13 hours</b>

### **SECOND YEAR**

#### **First Semester:**

Doctrine of God	3 hours
Old Testament Writings	3 hours
Church History II	3 hours
Introduction to Pastoral Counseling	3 hours
Introduction to Canon Law	2 hours
<b>Total Credit Hours</b>	<b>14 hours</b>

#### **Second Semester:**

Christology	3 hours
Bioethics	3 hours
Introduction to Homiletics	2 hours
Spirituality	3 hours
Theological Reflections II	1 hours
Elective	
<b>Total Credit Hours</b>	<b>12 hours</b>

### **SUMMER AFTER SECOND YEAR**

Clinical Pastoral Education	6 hours
<b>Total Credit Hours</b>	<b>6 hours</b>

### **PASTORAL YEAR\***

Supervised Pastoral Internship I	6 hours
Supervised Pastoral Internship II	6 hours
<b>Total Credit Hours</b>	<b>12 hours</b>

*\*Requirement varies for individual dioceses and religious orders*

### **THIRD YEAR**

#### **First Semester:**

Theological Anthropology	3 hours
Marriage & Sexuality	3 hours
Pauline Literature	3 hours
Advanced Homiletics	1 hours
<b>Total Credit Hours</b>	<b>14 hours</b>

#### **Second Semester:**

Ecclesiology	3 hours
American Catholicism	3 hours
Ministerial Priesthood	2 hours
Canon Law: Marriage	3 hours
Presidential Leadership: BMF	1 hour
Justice	2 hours
<b>Total Credit Hours</b>	<b>14 hours</b>

### **FOURTH YEAR**

#### **First Semester:**

Eucharist	3 hours
Declarations of Nullity	3 hours
Presidential Leadership: Eucharist	1 hours
Johannine Literature	3 hours
Elective	3 hours
<b>Total Credit Hours</b>	<b>13 hours</b>

#### **Second Semester:**

Mary/Piety	3 hours
Canon Law: Teaching & Sanctifying	2 hours
Reconciliation & Anointing	2 hours
Presidential Leadership: R&A	1 hour
Integrative Seminar	2 hours
Elective	3 hours
<b>Total Credit Hours</b>	<b>13 hours</b>

# MASTER OF DIVINITY NON-ORDINATION TRACK (LMDIV)

## PROGRAM DESCRIPTION

The 90-hour Master of Divinity is a professional degree program designed to develop the academic and pastoral skills necessary for ministerial leadership. The program is available to students preparing for lay ecclesial ministry in the Church or pastoral leadership in Catholic or other Christian denominations. Candidates must complete a 90-hour program that provides a solid academic foundation in combination with supervised pastoral practice.

### Admission Requirements

- B.A. or B.S. degree from an accredited college/university or an equivalent degree.
- Transcripts (including final semester, with degree posted) sent directly by the issuing institution to the UST School of Theology.\*
- Minimum undergraduate cumulative GPA of 2.0 on a 4.0 scale.
- Eighteen (18) hours of undergraduate theology and/or philosophy (with a minimum of 2.0 on a 4.0 scale) or its equivalent.
- Two letters of recommendation: one academic/professional and one personal.
- Completed Application Form.
- Listing of courses completed in theology, ethics, philosophy, or religious education.
- Any evidence of certification through diocesan programs.
- Any other material which would support the candidate's previous theological or religious education and experience.
- Candidates who are not citizens of the United States must present an appropriate visa from the U.S. Bureau of Citizenship and Immigration Services. Applicants should consult with the International Student Advisor at the University of St. Thomas for further information.

\*Transcripts from institutions outside the United States must be evaluated by an accredited evaluation agency.

## DEGREE REQUIREMENTS

Completion of 90 hours with a minimum cumulative average of C (2.0). The 90 credit hours include 70 credit hours of academic courses, 12 credit hours of electives and 8 credit hours of Pastoral Field Education.

## TRANSFER OF CREDIT

Courses completed with a minimum of C (2.0) at the post-baccalaureate level at an accredited institution may be accepted toward the fulfillment of LMDiv requirements. A maximum of 36 hours may be accepted as transfer credit for the LMDiv program.

## TIME LIMIT

Program requirements must be completed within ten years of initial registration.

MASTER OF DIVINITY  
NON-ORDINATION TRACK (LMDIV)  
CORE REQUIREMENTS

**Sacred Scripture** (5 courses)

Pentateuch  
Synoptics  
Pauline Literature  
Two of the following:  
Prophets  
Old Testament Writings  
Johannine Literature  
*15 Credit Hours*

**Historical Studies** (3 courses)

Church History I  
Church History II  
Patristics  
*9 Credit Hour*

**Systematic Doctrine** (5 courses)

Theological Anthropology  
Doctrine of God  
Mariology and Popular Piety  
Ecclesiology  
Christology  
*15 Credit Hours*

**Moral Theology** (4 courses)

Fundamental Moral Theology  
Bioethics  
Justice  
Marriage and Sexuality  
*11 Credit Hours*

**Practical Theology** (4 courses)

Theological Reflection I  
Introduction to Pastoral Counseling  
Theological Reflection II  
Integrative Seminar  
*7 Credit Hours*

**Liturgical/Sacramental** (4 courses)

Introduction to Liturgy  
Sacraments of Initiation: Eucharist  
Ministerial Priesthood  
*10 Credit Hours*

**Canon Law** (1 course)

Introduction to Canon Law  
*2 Credit Hours*

**Pastoral Field Education** (3 courses)

Clinical Pastoral Education  
*6 Credit Hours*

**Electives**

*15 Credit Hours*

**TOTAL CREDIT HOURS = 90**

# Master of Arts in Sacred Scriptures (MASE)

## PROGRAM DESCRIPTION

The mission of the MASE will be to offer a master's degree that educates 100% in Spanish graduate students in the biblical field of Scriptures according to the position and ecclesial intelligence of the Tradition and Magisterium of the Catholic Church as well as the inter cultural conditions that mark the modern world and that effect the Church's mission. It seeks to serve men and women who are working for or are seeking to work for the Church in various apostolates: e.g., parish ministers, chaplains, educators, students seeking to move to higher studies, and learners desiring personal enrichment. It will also seek partnerships with other departments and programs at UST in interdisciplinary studies, as well as opportunities to partner with external organizations or dioceses, especially the Archdiocese of Galveston-Houston.

**Number of credit hours required to complete the program.** 36 credit hours

1. ***Biblical Hebrew*** (Hebreo Bíblico)
  - a. The course of Biblical Hebrew will present an introduction to the basis of the Classical Hebrew used in the Masoretic text. This course is essential to learn the basic semantic notions of the Biblical vocabulary that has marked the spirituality and theology of the Old Testament. By the end of this course the students will be able to write and read Hebrew words and translate Biblical phrases.
2. ***Biblical Greek*** (Griego Bíblico)
  - a. The course of Biblical Greek will present an introduction to the basis of the Koiné Greek used in the New testament and some texts of the Septuagint. This course is essential to learn the basic semantic notions of the Biblical vocabulary that has marked the spirituality and theology of the New Testament and the Magisterial vocabulary used to define diverse dogmatic formulations in the catholic Church. By the end of this course the students will be able to write and read Greek words and translate Biblical phrases.
3. ***Exegetical Methods*** (Exégesis bíblica: metodología)
  - a. The course of exegetical methods will present an introduction and praxis of the most important exegetical techniques and approaches developed throughout the history of the Biblical Criticism. The knowledge and praxis of diverse exegetical methods will offer to the students' multiple Biblical viewpoints to approach the canonical texts in order to discover its manifold levels of meanings.
4. ***Hispanic Hermeneutics*** (Hermenéutica Hispana)
  - a. The course of Hispanic hermeneutics is a very unique application of hermeneutics. The hermeneutical process surges as a result of the exegetical study of the texts that needs to be interpreted through the specific viewpoint of the "Hispanic reality in the United States." This sociological situation illuminates the interpretation of the academic study of the Biblical texts and its message becomes relevant to the modern reality of the Latino/a immigrant or Hispanic minorities in the United States.
5. ***Pentateuch*** (Pentateuco)
  - a. The course of Pentateuch will study the most important theological themes of the canonical books: i.e., Genesis, Exodus, Leviticus, numbers, and Deuteronomy: their literary problems, their authorship, their literary genres, their history of the redaction that explains the formation of the books, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.
6. ***Historical Book*** (Libros Históricos)
  - a. The course of the Historical Books will study the most important theological themes of the canonical books: i.e., Joshua, Judges, 1-2Samuel, and 1-2 Kings: their literary problems, their authorship, their literary genres, their history of the redaction that explains the formation of the books, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.
7. ***Prophets of Israel*** (Profetas de Israel)
  - a. The course of the Prophets of Israel will study the most important theological themes of the canonical books: i.e., Major and Minor Prophets: their literary problems, their authorship, their literary genres, their history of the redaction that explains the formation of the books, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.
8. ***Poetic and Wisdom Writings*** (Escritos Poéticos y Sapiensales)
  - a. The course entitled Poetic and Wisdom Writings will study the most important theological themes of the

canonical books, their literary problems, their authorship, their literary genres, their history of the redaction that explains the formation of the books, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.

9. ***Synoptic Gospels and Acts of the Apostles*** (Evangelios Sinópticos y Hechos de los Apóstoles)

- a. The Synoptic Gospels will be studied in this course and Acts of the Apostles with the different methods used by the Catholic Church for an understanding in the light of faith. This course explains the historical background, the narrative structures, the authorship of the canonical books, main theological contents and themes that marked the theology and spirituality of the Judeo-Christian traditions.

10. ***Paul and his Letters*** (Pablo y sus Cartas)

- a. The Pauline letters will be studied in this course in terms of their life settings, historical contexts and their Christian message through exegesis and pastoral hermeneutics pertinent to the current Latino/a reality. This course explains the historical background, the narrative structures, and the authorship of the canonical books, main theological contents and themes that marked the theology and spirituality of the Judeo-Christian traditions.

11. ***Catholic Epistles*** (Epístolas Católicas)

- a. The course of the Catholic Epistles will study the most important theological themes of the canonical letters: i.e., James, Jude, and 1-2 Peter: their literary problems, their authorship, their literary genres, their history of the redaction, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.

12. ***Johannine Literature*** (Literatura Joánica)

- a. The course of Johannine Literature will study the most important theological themes of the canonical letters: i.e., Gospel according to John, 1,2,3 John, and Revelation: their literary problems, their authorship, their literary genres, their history of the redaction, and the exegesis of the most important periscopes that marked the theology and spirituality of the Judeo-Christian traditions.



# MASTER OF ARTS IN PASTORAL STUDIES (MAPS)

## PROGRAM DESCRIPTION

The Master of Arts in Pastoral Studies (MAPS) is a 36-hour professional degree program designed to provide academic formation for pastoral ministry in the Church. The degree program provides a solid theological foundation as well as the basic pastoral skills necessary for ministry in a variety of settings. The program is oriented toward persons who are or who desire to be involved in full-time professional pastoral ministry, including those preparing for Lay Ecclesial Ministry or the permanent diaconate in the Catholic Church. Theological reflection, ongoing fieldwork, and a pastoral project all contribute to the pastoral orientation of the program.

Candidates for diaconal ordination and lay ecclesial ministry in the Catholic Church will undertake a program conforming to the most recent guidelines established by the U.S. Conference of Catholic Bishops.

Courses are offered in a variety of convenient times and venues.

## ADMISSION REQUIREMENTS

B.A. or B.S. degree from an accredited college/university or an equivalent degree.\*

- Transcripts (including final semester, with degree posted) sent directly by the issuing institution to the UST School of Theology.\*\*
- Minimum undergraduate cumulative GPA of 2.0 on a 4.0 scale.
- Two letters of recommendation: one academic/professional and one personal.
- Completed Application Form.
- Personal essay outlining the applicant's goals for the program.
- Listing of courses completed in theology, ethics, philosophy, or religious education.
- Any evidence of certification through diocesan programs.
- Any other material which would support the candidate's previous theological or religious education and experience.
- Candidates who are not citizens of the United States must present an appropriate visa from the U.S. Bureau of Citizenship & Immigration Services. Applicants should consult with the International Student Advisor at the University of St. Thomas for further information.

\* A limited number of mature applicants who do not hold an undergraduate degree may be admitted to the MAPS program. Admittance may be granted on the basis of non-credit theological study and/or experience in ministry. These studies and experiences must demonstrate knowledge and skills that are equivalent to those persons holding baccalaureate degrees.

\*\* Transcripts from institutions outside the United States must be evaluated by an accredited evaluation agency.

## DEGREE REQUIREMENTS

Completion of 36 credit hours with a minimum cumulative GPA of 2.3.

## TRANSFER CREDIT

A maximum of 9 hours can be accepted as transfer credit, provided there is a genuine equivalency with School of Theology course offerings. Courses completed with a minimum of 2.7 (B-) at the post-baccalaureate level in accredited institutions may be accepted toward the fulfillment of MAPS requirements.

## TIME LIMIT

Program requirements must be completed within ten years of initial registration

## MAPS CORE REQUIREMENTS

**History of the Church (3 hours)**

**Patrology (3 hours)**

**Theology and Themes of the Old Testament (3 hours)**

**Gospels (3 hours)**

**Paul and His Letters (3 hours)**

**Foundations of the Catholic Faith (3 hours)**

**Trinity and Incarnation (3 hours)**

**Anthropology and Eschatology (3 hours)**

**Mission of the Church (3 hours)**

**Sacraments in Parish Life (3 hours)**

**Moral Theology (3 hours)**

**Elective (3 hours)**

**TOTAL = 36 Credit Hours**

In addition to the regular curriculum, the Institute for Pastoral Studies at St. Mary's Seminary offers a variety of pastoral skills workshops and institutes, conducted by experienced ministers. The institute covers such topics as Pastoral Leadership and Administration (including volunteer management), Youth Ministry, Catechesis and Sacramental Preparation, Social Ministry, Hispanic Ministry, Family Ministry, Spiritual Guidance, Ministry and Civil Law, and Structures of the Catholic Church.

SCHOOL OF THEOLOGY  
COURSE DESCRIPTIONS

**CG 5302 Theology and Themes Old Testament**

This course orients students to the major themes of creation and exodus, covenant and prophecy, law and wisdom in the Old Testament. Consideration is given to the development of Israelite monotheism and the development of Messianic expectations in Israel.

**CG 5304 Foundations of Catholic Faith**

This course explores the possibility and fact of revelation in Israel and Christ; its mediation in Scripture (inspiration, inerrancy, canonicity, and exegesis) and tradition; its reception in faith and expression in doctrine; faith and reason; the method and tasks of theology; and the role and importance of religious experience and of the teaching office of the Church.

**CG 5305 Moral Theology**

This course explores the foundations and development of Catholic moral theology. Emphasizing methodology and traditional Catholic approaches, this course focuses on the role of the human person as moral agent. The course includes lecture, moral case studies and seminar discussions.

**CG 5307 Sacraments in Parish Life**

This course is an introduction to the Church's public worship through the seven sacraments. It will focus upon the systematic historical and theological frameworks within which the principles and practice of the sacraments developed. The principles of sacramental theology will be explored with particular regard to catechesis and pastoral practice, with some attention to the relevant canon law.

**CG 5310 Church History**

This course introduces the history of the Church from its Jewish roots to the present. Particular attention is paid to the geographical expansion of the Church, its engagement with various cultures, and the relations between Church and state.

**CG 5312 Patrology**

Patrology, or the study of the early Fathers of the Church, is in a very real sense the study of ourselves. The Fathers, not having the benefit of first-hand experience of Our Lord, relied upon testimony of those who had, i.e. tradition. The study of Patrology is the story of our beginnings as a Catholic Church and is an endeavor which connects us to both our earliest traditions and provides us with the foundations of our doctrine.

**CG 5314 Catechism of the Cath Church**

**CG 5315 Gospels**

This graduate introduction to the Gospels (Matthew, Mark, Luke and John) will focus on the text of each of these Gospels and their respective literary, historical and social contexts. The course will begin with an overview of the OT traditions that the canonical Gospels build upon. Following an introduction to the canonical Gospels, special attention will be given to key texts that will help to provide a greater understanding of the teaching of Jesus as well as insight into the theological perspective of each of the individual evangelists. Attention will also be given to the origin and growth of these Gospels and the communities they address within the context of early Christianity. Included is the study of how each gospel is fashioned in such a way so as to make them unique and effective in deepening the faith of their own particular churches and of us today as well. This is a Roman Catholic approach to the Scriptures in light of Dei Verbum that makes use of the critical tools of contemporary biblical scholarship of historical, literary, theological (that includes the spiritual) and pastoral interest.

**CG 5317 Introduction to Liturgy**

An introduction to the study of the Church's public worship, beginning with a study of ritual action as constitutive of life. Principles of liturgical theology. A survey of the history of the evolution of liturgical practice culminating with a study of the Constitution on the Sacred Liturgy, the General Instruction of the Roman Missal, the Directory for Masses with Children, the Episcopal documents on music, art & architecture and Eucharistic practices, the Lectionary for Mass, the Liturgical Year, and the General Instruction on the Liturgy of the Hours. A study of liturgical spirituality and an overview of the structure of the liturgy of the Eucharist from a historical and cultural perspective.

### **CG 5322 Trinity and Incarnation**

This course presents the mystery of the Triune God revealed in the mission of Christ and the gift of the Spirit. Special attention is given to: the transformation of Jewish monotheism by New Testament revelation; the tandem development of trinitarian and christological doctrine in the patristic Church; a systematic perspective on the Triune God, the person and work of Christ, and the work of the Holy Spirit; and the pastoral implications of the Catholic doctrine of God and Christ. Prerequisite: Sacred Scripture.

### **CG 5323 Anthropology/Eschatology**

This course introduces the basic themes of theological anthropology: the creation of human beings to the image and likeness of God, and the original integral order of creation; the Fall, the reign of sin, and the problem of suffering; revelation, grace and freedom, and our cooperation with God's work of redemption; and realized and future eschatology. Prerequisite: Sacred Scripture.

### **CG 5324 Mission of the Church**

This course presents the origins of the Church in the mission of the Messiah, and the development of Christian understanding of the mystery of the Church. Special attention is given to the ecclesiology of Vatican II: the mystery of the Church with its hierarchical and charismatic gifts, the communion of saints, the Catholic Church's commitment to ecumenism and religious liberty, and the mission of the Church today. Some consideration will also be given to Catholic social teaching as an articulation of the Church's mission. Prerequisite: Sacred Scripture, Church History.

### **CG 6308 Intro to Pastoral Care**

This course provides an introduction to the theory and practice of pastoral counseling. The following topics will be included: theories, types and methods of pastoral counseling and topics regarding specific problem areas. Discussions, presentations and review of counseling interviews will be included.

### **CG 6310 Paul & His Letters**

This course will explore the rich variety of New Testament letters attributed to the Apostle Paul in their early Christian contexts. Attention will be given to specific and key biblical texts and major theological themes as well as foundational events and experiences that gave rise to this life-giving faith witness. The methodology makes use of the important tools of contemporary biblical scholarship of literary, historical, theological and pastoral significance and interest.

### **CG 7301 Declarations of Nullity**

This is an introductory course in the types of declarations of nullity and dissolutions offered by the Catholic Church for divorced Catholics. It will review the theology of marriage and will cover the procedures for formal matrimonial cases as instructed in Dignitas Connubii as well as Ligamen (prior bond) and Lack of Form cases. Convalidations, sanatio, Privilege cases (dissolutions), and ratum et non consummatum cases will also be covered. A practicum in each area will be required. One should come to the class with a working knowledge of the Catholic Church's theology of marriage.

### **CG 7305 Advanced Pastoral Counseling**

### **CG 7313 Faith & Dominant Amer.Culture**

This course seeks to develop an appreciation of the strengths and challenges of the dominant American way of life: its vision, its values, representative character types in situations, codes of behavior and symbols in relation to a Catholic Christian worldview. Students will employ a reflective process to understand the implications of the enculturation of the Gospel in the American cultural context and the implications of living life in the Spirit. Some consideration will also be given to the challenges of religious pluralism. One of the Scripture courses is recommended prior to taking this course.

### **CG 7315 Intro to Christian Mysticism**

### **CG 7316 Theologies of the Body**

### **CG 7325 Spirituality of Old Testament**

### **CG 7326 The Virtues**

### **CG 7328 Puzzling Passages in Scripture**

There are many passages in the Bible that are found to be confusing, hard, and, at times even violent passages, texts that are difficult even for people who have studied the Bible, whether in a parish or even in a university setting. This course will begin to address some of the puzzling texts that are found in both the Old and New Testaments by placing them in their own ancient historical, literary, social and cultural contexts. Once we get some idea of what they may have meant in ancient times, we will be better equipped to ask what they may have to say to us today.

### **CG 7333 Christian Allegory of Lewis**

C. S. Lewis has been described as the pre-eminent Christian apologist of the twentieth century and his voluminous theological output clearly attests to this. However, in addition to his overtly theological works such as “Reflections of the Psalms” and “The Four Loves”, to name just two, Lewis also produced some of the most interesting and engaging works of fiction from the standpoint of Christian allegory. This class will examine a small collection of Lewis’ works of fiction, including “The Screwtape Letters”, “The Great Divorce”, “The Space Trilogy” and, of course, “The Chronicles of Narnia”. Central to our investigation will be the various depictions of creation, heaven and the role of sin in the world as witnessed in these and other works of Lewis. In addition, the various characters who act as a stand in for Christ in Lewis’ works (Asian and Prof. Ransom to name the most prevalent) will also be discussed in detail. All lovers of Lewis and untamed lions are encouraged to enroll.

### **CG 7334 The Church and Popular Piety**

A study of the important role of liturgical and popular piety in the life of the Church using the 2001 Directory on Popular Piety and the Liturgy promulgated by the Congregation for Divine Worship and the Discipline of the Sacraments as our guide. We will study the many and various rituals which continue to color the life of any local church.

### **CG 7335 Hispanic Faith and Cultures in**

This course will focus on the increasing impact that Hispanic/Latino cultures and spirituality are having on US society. In the 2010 census, Hispanics now constitute 38% of the Texas population. In contrast to the typical rendering of the United States and the spread of European-American culture as an east to west wave from the 1600s to the present, this course will suggest the implications of the simultaneous spread of Latin American culture in its diverse forms, as a south to north wave from 1942 to the present. In particular, we will focus on the roots on the Latino spiritual imagination both in Latin American theology and popular religion and explore how this understanding of God, the person in community, and the world is renewing the communitarian dimension of both US politics and US Catholicism. In addition to considering the growing impact of Hispanic/Latino cultures on US politics and public policy, the course will explore the challenges of bridging multiple cultures in parishes and transforming educational practices to manifest this ethos of “crossing borders.”

### **CG 7337 Liturgical Music**

This course will explore the historical development of Sacred Music in the Catholic Tradition, as well as take an in-depth look at the documents of the Church pertaining to music in the liturgy. Additionally, students will learn basic chanting skills, the musical modes of Gregorian chant, and focus on the music in the liturgical books of the Church. The course is designed to foster appreciation for sacred music and its sacramental nature, so it might truly fulfill its purpose of the glorification of God and sanctification of the faithful, by deepening participation in the liturgy and the encounter with Christ.

### **CG 7357 Evangelio de Marcos**

El objetivo de este curso es presentar un estudio de la teología de San Marcos y proveer al estudiante herramientas fundamentales del campo de la teología pastoral a fin de que puedan de manera efectiva promulgar el mensaje evangelico.

### **CG 7358 Catholic Teachings on Ed**

Graduate seminar on the special role of Catholic school teachers and leaders in the spiritual development and total formation of the person through an exploration of Church teachings on education, rooted in the Sacred Scriptures and Tradition of the Church. In particular, the course provides a comprehensive overview of papal and ecclesial documents from the early 20th century to Pope Francis, seeking to instill appreciation of tradition and Catholic education while challenging students to investigate related contemporary issues.



## **CG 8300 Directed Reading MAPS**

### **CG 8302 Directed Rdg: Scripture**

Directed Reading: Scripture

### **CG 8303 Directed Rdg: Church History**

Directed Reading: Church History

### **CG 8304 Directed Reading: Sacraments**

Directed Reading: Sacraments

### **CG 8305 D.R.: Systematic Theology**

Directed Reading: Systematic Theology

### **CG 8306 D.R.: Pastoral Theology**

Directed Reading: Pastoral Theology

### **CG 8309 D.R.: Moral Theology**

### **CG 8310 D.R.: Spirituality & Culture**

This Directed Reading course will offer the student the opportunity to identify areas of Christian spirituality with the cultural context in which the American way of life is formed and shaped. The student will be expected, particularly, to relate aspects of human development, Christian spirituality and the American way of life.

### **CG 9330 Christianity in the Quran**

This course will examine traditions surrounding Jesus and Mary in the Quran. In addition, we shall compare the words of Jesus and the Quran for what they can tell us about the differing views of revelation.

### **YHS 5302 Church History I**

This course is an introduction to the field of Church history. It will survey the development of the Church from its Jewish roots through the High Middle Ages. Special attention will be given to the geographical expansion and relationship of the Church to surrounding cultures. The development of doctrinal positions and the relationship between church and state will also be explored.

### **YHS 5304 Patristics**

This course offers a study of the lives and works of Greek and Latin writers of Christian antiquity from St. Clement to St. Gregory the Great. Emphasis will be placed upon their contribution to the development of Christian doctrine and life in the formative centuries of the Church.

### **YHS 6303 Church History II**

This course is a survey of European Christian history from the High Middle Ages to the modern ecumenical era. The course will concentrate upon significant theological developments, changes in church-state relations, and major movements, controversies, and reforms. Major emphasis will be placed on the Reformation and Counter-Reformation as well as identifying the roots of Vatican II.

### **YHS 7302 American Catholicism**

This course provides an introduction to the history of the Catholic Church in the United States. The course will concentrate upon the creation and development of ecclesiastical structures within a democratic environment and the assimilation of the large immigrant population into the American Church. In addition, the course will emphasize the key social, political, ethical, and doctrinal issues observable in the development of the American Church.

### **YHS 8306 Directed Reading**

### **YHS 9303 Catholic Jewish Relations**

### **YHS 9304 19th Century Catholic Crisis**

An investigation of the variety of Catholic responses to the crises in Church and society caused by the French Revolution in Europe and the Americans. Theological and political developments involved with republicanism; freedom of the press, religion, and speech; legal equality; the temporal power; political democracy; scientific advances; economic justice; and the interfaith realities of the modern world. The struggle between “liberal Catholicism” and “Ultramontanism” in Europe and its counterpart in the United States. Economic injustice and the rise of the concept of Liberation Theology. The Nineteenth Century as the seedbed of Vatican Council II.

### **YHS 9308 Texas Catholic Church**

### **YHS 9314 Theology in Art & Architecture**

### **YHS 9315 Monastics, Mendicants, Spirit**

Study of the concepts and practices of the spiritual life of monastics, mendicants, and contemporary lay organizations in relationship to Christ and everyday life in the Church. Selected texts from the spiritual writings, with special emphasis on the role of the spirituality as a path to holiness in contemporary life for the laity and ordained ministry.

### **YHS 9316 Teachings of the Papacy**

Teachings of the Modern Papacy focuses on the encounter of the recent papacies to issues within the Church and of the Church’s responses to the modern world and its challenges. The major theological, intellectual, diplomatic, and moral developments are unfolded in the context of the papacies in modernity as well as accompanying political movements and regimes.

### **YHS 9317 History of the Papacy**

This course examines the development of the papacy through the major periods of church history. Special attention will be given to the modern papacy and to the papacy as an ecumenical issue.

### **YHS 9354 St. Augustine of Hippo**

Seminar on the life and writing of one of the principal architects of Western Catholic thought and culture, with special emphasis on a close reading of *The Confessions*.

### **YHS 9355 Iconography of Christian Art I**

This course will focus on the rich and varied growth of Christian iconography (artistic meaning) from its beginnings ca. 200 AD in the catacombs until Renaissance period in the late 15th Century when considerable changes in Christian themes took place. The course is organized thematically and historically. We will study images of Christ, episodes from the life and passion of Jesus (e.g. the Nativity, the Descent from the Cross, the Pieta), and the iconography of the Virgin: Marian themes, etc.

### **YHS 9358 Catholic Teachings on Ed**

Graduate seminar on the special role of Catholic school teachers and leaders in the spiritual development and total formation of the person through an exploration of Church teachings on education, rooted in the Sacred Scriptures and Tradition of the Church. In particular, the course provides a comprehensive overview of papal and ecclesial documents from the early 20th century to Pope Francis, seeking to instill appreciation of tradition and Catholic education while challenging students to investigate related contemporary issues.

### **YHS 9359 Intro Christian Iconography II**

Study of development of Christian iconography from 300 AD to today. Focus will be on earlier, rather than contemporary images. The course is organized thematically. The second part focuses on images of the Virgin Mary, symbols of virtue, and the iconography of architecture. While this course continues from “Iconography of Christian I, students are not required to have taken that course.

### **YLHS 5302 Church History I**

This course is an introduction to the field of Church history. It will survey the development of the Church from its Jewish roots through the High Middle Ages. Special attention will be given to the geographical expansion and relationship of the Church to surrounding cultures. The development of doctrinal positions and the relationship between church and state will also be explored.

**YLHS 5304 Patristics**

This course offers a study of the lives and works of Greek and Latin writers of Christian antiquity from St. Clement to St. Gregory the Great. Emphasis will be placed upon their contribution to the development of Christian doctrine and life in the formative centuries of the Church.

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**YLHS 9303 Catholic/Jewish Relations****YLHS 9304 19th Century Catholic Church**

An investigation of the variety of Catholic responses to the crises in Church and society caused by the French Revolution in Europe and the Americans. Theological and political developments involved with republicanism; freedom of the press, religion, and speech; legal equality; the temporal power; political democracy; scientific advances; economic justice; and the interfaith realities of the modern world. The struggle between “liberal Catholicism” and “Ultramontanism” in Europe and its counterpart in the United States. Economic injustice and the rise of the concept of Liberation Theology. The Nineteenth Century as the seedbed of Vatican Council II.

**YLHS 9314 Theology in Art & Architecture****YLHS 9315 Monastics, Mendicants Spirit**

Study of the concepts and practices of the spiritual life of monastics, mendicants, and contemporary lay organizations in relationship to Christ and everyday life in the Church. Selected texts from the spiritual writings, with special emphasis on the role of the spirituality as a path to holiness in contemporary life for the laity and ordained ministry.

**YLHS 9316 Teachings of the Papacy**

Teachings of the Modern Papacy focuses on the encounter of the recent papacies to issues within the Church and of the Church's responses to the modern world and its challenges. The major theological, intellectual, diplomatic, and moral developments are unfolded in the context of the papacies in modernity as well as accompanying political movements and regimes.

**YLHS 9317 History of the Papacy**

This course examines the development of the papacy through the major periods of church history. Special attention will be given to the modern papacy and to the papacy as an ecumenical issue.

**YLHS 9354 St. Augustine of Hippo**

Seminar on the life and writing of one of the principal architects of Western Catholic thought and culture, with special emphasis on a close reading of The Confessions.

**YLHS 9355 Iconography of Christian Art I**

This course will focus on the rich and varied growth of Christian iconography (artistic meaning) from its beginnings ca. 200 AD in the catacombs until Renaissance period in the late 15th Century when considerable changes in Christian themes took place. The course is organized thematically and historically. We will study images of Christ, episodes from the life and passion of Jesus (e.g. the Nativity, the Descent from the Cross, the Pieta), and the iconography of the Virgin: Marian themes, etc.

### **YLHS 9358 Catholic Teachings on Ed**

Graduate seminar on the special role of Catholic school teachers and leaders in the spiritual development and total formation of the person through an exploration of Church teachings on education, rooted in the Sacred Scriptures and Tradition of the Church. In particular, the course provides a comprehensive overview of papal and ecclesial documents from the early 20th century to Pope Francis, seeking to instill appreciation of tradition and Catholic education while challenging students to investigate related contemporary issues.

### **YLHS 9359 Intro Christian Iconography II**

Study of development of Christian iconography from 300 AD to today. Focus will be on earlier, rather than contemporary images. The course is organized thematically. The second part focuses on images of the Virgin Mary, symbols of virtue, and the iconography of architecture. While this course continues from "Iconography of Christian I, students are not required to have taken that course.

### **YLPC 6201 Introduction to Canon Law**

The course is an introduction to the corpus of Church law as it exists today. The course will consider the role of law in the Church, summarize the history of Church law, examine principles of interpretation, and examine the Code of Canon Law, particularly Books I and II, and selectively examine Books V, VI, and VII. It will also note other important sources of law where appropriate. Students will be asked to apply the law to scenarios.

### **YLPC 7302 Canon Law of Marriage**

The essentials of marriage itself, marriage preparation and paperwork, freedom to marry and the various types of nullity petitions will be covered (Code of Canon Law, Book IV: The Sanctifying Function of the Church, Marriage [canons 1055-1165] and Book VII: Processes). Lecture, case scenarios and practical applications to parish ministry will be presented.

### **YLPC 8202 Canon Law: Tchng & Sanctifying**

Book III (The Teaching Function of the Church) and Book IV (The Sanctifying Function of the Church) of the Code of Canon Law will be studied. Lecture and practical applications to parish ministry will be presented. Book III covers the Ministry of the Divine Word, the Missionary Action of the Church, Catholic Education, Instruments of Social Communication and Books, and the Profession of Faith. Book IV covers all the sacraments, other acts of divine worship, and sacred places and times. Marriage is covered separately in YPC 8204-Canon Law of Marriage.

### **YLPC 9301 Declarations of Nullity**

This is an introductory course in the types of declarations of nullity and dissolutions offered by the Catholic Church for divorced Catholics. It will review the theology of marriage and will cover the procedures for formal matrimonial cases as instructed in Dignitas Connubii as well as Ligamen (prior bond) and Lack of Form cases. Convalidations, sanatio, Privilege cases (dissolutions), and ratum et non consummatum cases will also be covered. A practicum in each area will be required. One should come to the class with a working knowledge of the Catholic Church's theology of marriage.

### **YLPF 6000 Hospital Chaplaincy Internship**

This is a zero credit course which serves as a place holder of rthe YLPF 6604 (Clinical Pastoral Education). CPE is taken at a hospital, and once completed the student's supervisor sends a form to the Dean of the School of Theology. The 6 credit hours are tranferred to the student when he/she has turned in their Intent to Graduate form.

### **YLPF 6101 Field Education I**

These courses provides for on-site ministerial experiences (90-hour program only.)

### **YLPF 6102 Field Education II**

These courses provides for on-site ministerial experiences (90-hour program only.)

### **YLPF 7101 Social Ministry I**

These courses reflect the supervised on-site ministry in parish social agencies or other institutions that serve people alienated from society, e.g., correctional institutions, half-way houses, shelters for the homeless, etc. Social ministry is studied in relation to presbyteral and parochial ministry. These courses also include facilitation by social ministry directors and theological reflection with peers. (Ordination Track MDIV only)

**YLPH 7102 Social Ministry II**

These courses reflect the supervised on-site ministry in parish social agencies or other institutions that serve people alienated from society, e.g., correctional institutions, half-way houses, shelters for the homeless, etc. Social ministry is studied in relation to presbyteral and parochial ministry. These courses also include facilitation by social ministry directors and theological reflection with peers. (Ordination Track MDIV only)

**YLPH 7202 Advanced Homiletics**

The course expands upon the skills developed in Introduction to Homiletics. In this course students will prepare and develop homilies for Sundays and particular liturgical situations such as weddings, funerals, and feast days. The homilies will be recorded on video for students to review. Homilists will be given feedback from the instructor and the students after each homily.

**YLPL 5201 Introduction to Liturgy**

This course is an introduction to the study of the Church's public worship. This course will provide an historical overview of the development of liturgical practice, as well as the study of the Constitution on the Sacred Liturgy and other postconciliar documents. In addition, liturgical spirituality and an overview of the structure of the liturgy of the Eucharist will be explored in depth.

**YLPL 5304 Sacraments of Initiation**

This course is an introduction to the sacraments beginning with the study of symbol and the principles of sacramental theology. Particular attention will be given to the role of Christian initiation in the life of the Church. Theologies of baptism, confirmation and the Rite of Christian Initiation of Adults will be thoroughly examined with emphasis upon their catechetical implications for pastoral practice.

**YLPL 7202 Theology of Ministerial Priest**

This course is an examination of ministry with historical and theological presentations of the ministerial priesthood. The course will include discussion of the historical and contemporary roles of bishops, priests, and deacons. Special attention will be given to discussion of the spirituality of the priesthood.

**YLPL 8202 Reconciliation & Anointing**

This course offers an overview of the historical development and current status of the sacraments of penance and anointing of the sick. Particular attention will be given to the implications for pastoral practice. Major attention will be given to the contemporary rites of both sacraments from the perspective of theology and pastoral practice.

**YLPL 8204 Canon Law of Marriage****YLPL 8301 Eucharist**

This course presents an historical survey of Eucharistic worship in the Church from the New Testament to the present. The course will focus upon Eucharistic theology, with an emphasis on the concepts of presence and sacrifice. In addition, key documents of the inter-denominational dialogues concerning the Eucharist will be examined. The structures and texts of the present Roman rite, particularly the Eucharistic prayers, will receive major attention.

**YLPP 5101 Theological Reflection I**

The emphasis of this course will be on the development of a method of theological reflection appropriate to pastoral ministry. Consideration of a case study will provide students with an opportunity to explore the theological method developed in the course.

**YLPP 5301 Intro to Theological Studies**

This course is an introduction and historical survey of the diverse theological methods that have been employed in the Catholic theological tradition. The emphasis of the course will be on the development of a method of theological reflection appropriate to pastoral ministry. The extended consideration of a case study will provide students with an opportunity to explore the theological method being developed in the course.



**YLPP 6102 Colloquium I**

The colloquium continues the case study and theological reflection methodology explored in Introduction to Theological Studies. It will build on current field education and pastoral experiences as well as current academic and formation work.

**YLPP 6103 Theological Reflection II**

This course continues the case study and theological reflection methodology introduced in Theological Reflection II. It will build on field education and pastoral experiences as well as academic and formation work.

**YLPP 6103 Theological Reflection I**

This course continues the case study and theological reflection methodology introduced in Theological Reflection I. It will build on field education and pastoral experiences as well as academic and formation work.

**YLPP 6304 Intro to Pastoral Care**

This course provides an introduction to the theory and practice of pastoral counseling. The following topics will be included: theories, types and methods of pastoral counseling and topics regarding specific problem areas. The format includes discussion, presentation and review of counseling interviews.

**YLPP 6305 Pastoral Theology I**

This course covers practical and theological topics for future pastors, including current resources, major pastoral challenges, boundaries and special settings such as prisons and hospitals. Topics to be covered include: Historical development of pastoral theology, Theological Criteria for Pastoral Planning, Dimensions of Pastoral Planning, Elements of Pastoral Counseling/Reconciliation, Pastoral Sensitivity in Ministry, The Effects of Joy in Ministry, Forming Missionary Disciples, Challenges in Pastoral Ministry.

**YLPP 7305 Pastoral Theology II**

This course addresses issues of need in the pastoral realm and shepherding tasks of the parish priest. This part II of Pastoral Theology will focus more on concrete pastoral situations. Course will explore with practical examples the basic difference between Parish Council and Parish Pastoral Council, management skills, team management, servant leadership, spirituality of stewardship and volunteerism, pastoral communication, spiritual and pastoral care of those experiencing difficult or trying circumstances.

**YLPP 8202 Integrative Seminar**

YPP/YLPP 8202 (2 hours) This capstone seminar completes the process begun in Introduction to Theological Studies, and continued through Colloquium I. Students will call upon insights gained during the entire seminary program to reflect on their operative theology and the meaning of presbyteral and/or lay ministry. Classes utilize group problem solving by engaging in theological reflection on ministerial experiences.

**YLPP 8203 Parish Management**

Parish Management and Administration aims to give the student a general overview of the management and administrative skills they will need to run a parish. This course will cover all aspects of parish accounting, human resources and staffing at the parish level, conflict resolution, long range/short range/short range planning as well as the undertaking of capital improvements and campaigns. This course is only open to Seminarians seeking ordination as Priests of the Roman Catholic Church.

**YLPP 8305 Pastoral Ldrshp & Adminstrtn**

This course will provide a study of the local parish, the diocesan chancery and its various departments in relation to the various cultural and sociological factors that have a bearing on the life of the presbyter. Group process, the effects of personality on leadership style, appropriate use of various decision-making styles, supervisory skills, states in community building and systematic analysis of ministerial organization will be explored. Classes utilize group problem-solving, lecture and experiential learning.

**YLPP 9304 Adv. Pastoral Counseling**

### **YLPP 9307 Faith & American Culture**

This course seeks to develop an appreciation of the strengths and challenges of the dominant American way of life: its vision, its values, representative character types in situations, codes of behavior and symbols in relation to a Catholic Christian worldview. Students will employ a reflective process to understand the implications of the inculturation of the Gospel in the American cultural context and the implications of living life in the Spirit. Introduction to Pastoral Studies or one of the Scripture courses is recommended prior to taking this course.

### **YLPP 9316 Evangelization and Inculturati**

### **YLPP 9325 Hispanic Faith and Cultures in**

This course will focus on the increasing impact that Hispanic/Latino cultures and spiritually are having on US society. In the 2010 census, Hispanics now constitute 38% of the Texas population. In contrast to the typical rendering of the United States and the spread of European-American culture as an east to west wave from the 1600s to the present, this course will suggest the implications of the simultaneous spread of Latin American culture in its diverse forms, as a south to north wave from 1942 to the present. In particular, we will focus on the roots on the Latino spiritual imagination both in Latin American theology and popular religion and explore how this understanding of God, the person in community, and the world is renewing the communitarian dimension of both US politics and US Catholicism. In addition to considering the growing impact of Hispanic/Latino cultures on US politics and public policy, the course will explore the challenges of bridging multiple cultures in parishes and transforming educational practices to manifest this ethos of “crossing borders.”7:00op

### **YLPP 9334 The Church and Popular Piety**

A study of the important role of liturgical and popular piety in the life of the Church using the 2001 Directory on Popular Piety and the Liturgy promulgated by the Congregation for Divine Worship and the Discipline of the Sacraments as our guide. We will study the many and various rituals which continue to color the life of any local church.

### **YLPP 9337 Liturgical Music**

This course will explore the historical development of Sacred Music in the Catholic Tradition, as well as take an in-depth look at the documents of the Church pertaining to music in the liturgy. Additionally, students will learn basic chanting skills, the musical modes of Gregorian chant, and focus on the music in the liturgical books of the Church. The course is designed to foster appreciation for sacred music and its sacramental nature, so it might truly fulfill its purpose of the glorification of God and sanctification of the faithful, by deepening participation in the liturgy and the encounter with Christ.

### **YLSO 5303 Revelation & Faith**

This course explores the possibility and fact of revelation in Israel and Christ, its mediation in Scripture (inspiration, inerrancy, canonicity, and exegesis) and tradition, its reception in faith and expression in doctrine, faith and reason, the method and tasks of theology, and the role and importance of religious experience and of the teaching office of the Church.

### **YLSO 6201 Mariology and Popular Piety**

An investigation of the Church's Marian doctrine revealed in Sacred Scripture and Tradition, taught by the authoritative Magisterium, given expression by the sense of the faithful, and treated in ecumenical dialogue. To study those diverse cultic expressions which in the context of the Church's faith are inspired not primarily by the Sacred Liturgy but by forms deriving from a particular culture of form of popular devotion.

### **YLSO 6301 Doctrine of God**

This course explores the revelation of God in Israel and in Christ, the formation of the Church's doctrinal and theological tradition, the relationship between revealed and philosophical knowledge of God, and theological approaches to the mystery of the Triune God and the missions of the Incarnate Word and the Holy Spirit. Prerequisite: Revelation and Faith

### **YLSO 6302 Christology**

This course explores the person and work of Jesus Christ as revealed in Scripture and received in the Church, the formation of the Church's doctrinal and theological tradition, the questions raised by contemporary methods of biblical study, and theological approaches to the mystery of Christ's person and his place in the economy of salvation. Prerequisite: Revelation and Faith.

**YLSO 6401 Triune God**

This course will explore the God of Judeo-Christian revelation, the conomic and immanent Trinity, with particular consideration of the predicament of atheism, trace the development of Trinitarian theology and provide an evaluation of contemporary models. Examine the person of Jesus Christ and His mission of salvation as understood in the Church's tradition.

**YLSO 7301 Theological Anthropology**

Theological Anthropology examines the Christian understanding of the human person before God by reflecting on the doctrines of creation, sin, grace, liberation and hope. This course will provide a study of the human person in the light of Christian revelation as created in the image of God, fallen through original sin and restored in Christ through grace. The course will offer a systematic discussion of grace, justification, good works and merit in the history of theology with an orientation to contemporary ecumenical dialogue.

**YLSO 7302 Ecclesiology**

This course explores the mystery of the Church as prefigured in Israel and constituted in the ministry of Christ, the historical development of the Church's order and self-understanding, the ecclesiological doctrine of Vatican II, ecumenism and the quest for full Christian unity, the mission of the Church in the contemporary world, and the significance of Mary as symbol, mother, and model of the Church. Prerequisite: Revelation and Faith.

**YLSO 8306 Directed Reading: Systematics****YLSO 8308 Mary & Popular Piety**

The first part of Mary & Popular Piety is an investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Sacred Scripture and Tradition regarding the Virgin Mary, the Mother of God and the Mother of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her perpetual virginity as inseparable from her divine motherhood; her collaboration in the order of grace; her Immaculate Conception and Assumption; and her place in ecumenical dialogue/ The second part of Mary and Popular Piety is designed to study the principles and guidelines for the celebration and evaluation of the various devotions and rituals which make up the popular piety of the many peoples of the Church and how these ritual celebrations harmonize with the liturgy of the Church. Basing our study on the principles and guidelines found in the Directory of Popular Piety and the Liturgy from the Congregation for Divine Worship and the Disciples of the Sacraments, we will critique the rituals and devotions commonly found today, especially Marian devotion and Eucharistic Devotion.

**YLSO 9305 Documents of Vatican II****YLSO 9309 Mary: Woman in the Plan of Sal**

Investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Scripture and Tradition regarding the Mother of Jesus and of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her virginity as inseparable from her divine motherhood; her collaboration in Christ's work of redemption; the Immaculate Conception and the Assumption; her role in the formation and development of the Church.

**YLSO 9315 Spiritual Direction**

Spiritual Direction

**YLSO 9330 Christianity in the Koran****YLSO 9330 Christianity in the Quran**

This course will examine traditions surrounding Jesus and Mary in the Quran. In addition, we shall compare the words of Jesus and the Quran for what they can tell us about the differing views of revelation.

### **YLSO 9331 Christian Allegory of Lewis**

C. S. Lewis has been described as the pre-eminent Christian apologist of the twentieth century and his voluminous theological output clearly attests to this. However, in addition to his overtly theological works such as “Reflections of the Psalms” and “The Four Loves”, to name just two, Lewis also produced some of the most interesting and engaging works of fiction from the standpoint of Christian allegory. This class will examine a small collection of Lewis’ works of fiction, including “The Screwtape Letters”, “The Great Divorce”, “The Space Trilogy” and, of course, “The Chronicles of Narnia”. Central to our investigation will be the various depictions of creation, heaven and the role of sin in the world as witnessed in these and other works of Lewis. In addition, the various characters who act as a stand in for Christ in Lewis’ works (Aslan and Prof. Ransom to name the most prevalent) will also be discussed in detail. All lovers of Lewis and untamed lions are encouraged to enroll.

### **YLSO 9332 Modern Theology**

An introduction to major figures and representative themes in modern Catholic thought.

### **YLSO 9339 Life & Works of St. Thomas Aquinas**

This course will study the life of Thomas Aquinas, the historical, intellectual and institutional context of writings and the impact of his thought during his lifetime and in the period between his death and canonization. Students will become familiar with the major instruments for studying the work of Aquinas, e.g., biographical and historical materials, critical editions of Aquinas and his sources, the Index Thomistica, and bibliographies, e.g., Thomistica, journals, etc.

### **YLSO 9350 Theology St Thomas Aquinas**

An introduction to the theology of St. Thomas Aquinas, with special attention to the structure, method, and major themes of the “Summa theologiae”.

### **YLSO 9352 Mission and Ecumenism**

A study of what is the Church’s mission and its why, who and where based upon the three major Catholic documents concerning mission of the last century (Vatican II’s Decree on the Missionary Activity of the Church; Paul VI’s On Evangelization in the Modern World; and John Paul II’s On the Permanent Validity of the Church’s Missionary Mandate). Investigation of the binding nature and purpose of Church ecumenism based upon Vatican II’s Decree on Ecumenism and John Paul II’s On Commitment to Ecumenism with a view to the guiding concept of *communio* in current ecumenical dialogue.

### **YLSO 9355 Theological Vision John Paul II**

The theological thought of Pope John Paul II is wide ranging. This course will give a systematic survey to his thinking through the writings from his pontificate as well as his personal works (Karol Wojtyła). The course will systematically explore the following topics: the Trinity, Jesus Christ, the Church, the Magisterium, Mary, Evangelization, the Priesthood, the Consecrated Life, Suffering, the Laity, the Family, the Status of Women, Economics, the human person, Ecumenical dialogue, as well as dialogue with world religions, and Eschatology.

### **YLSO 9360 Dev of Dogma: Newman to Congar**

How does dogma develop? The course will study the ways in which the Church continuously discovers and liberates ancient revealed truth in new ways from the original Gospel. Beginning with John Henry Newman, the course traces the idea through the early 20th Century Modernist crisis, the Neo-Scholastic reaction, the historically-minded orthodoxy of Blondel, Roussetot, and de Lubac, to the pre-conciliar theology of Rahner, Schillebeeckx and Congar.

### **YLSO 9381 Catherine of Siena and Aquinas**

This class will explore the Dominican tradition of reflection on Christ’s gift of himself. Through lecture and seminar discussion, the students will become familiar with the thought of Catherine of Siena and Thomas Aquinas, focusing on key passages from Catherine’s Dialogues and Aquinas’s Summa Theologiae. Separated by a century, these saints portray the same truths with very different but complementary theological styles. The class will involve both lecture and seminar discussion.

**YLSM 5301 Fundamental Moral Theology**

This course will explore basic questions of Christian morality. Particular emphasis will be placed on the human person, freedom and knowledge and conscience formation. The role of natural law, Sacred Scripture and the Magisterium will be addressed.

**YLSM 6304 Bioethics**

This course offers an introduction to the basic principles and topics in Bioethics. The subjects covered will be selected from the following: suffering; Catholic identity in health care; issues at the beginning of life; genetics; transplantation; experimentation; distribution of health care; issues at the end of life.

**YLSM 6305 Christian Spirituality**

This course will examine the dynamic and transformative relationship between the human person and God in Christ through the Holy Spirit. The Trinitarian origins and goal of spirituality will be emphasized as well as the concepts of grace uncreated and created, the gifts of the Spirit, freedom, sin, conversion, growth in holiness, prayer, and prayer practices.

**YLSM 7202 Justice**

The Church's social doctrine finds its essential foundation in Biblical Revelation and in the Tradition of the Church. This course will study key document history of the social teachings of the Church from the early church fathers through the present day Holy Father, Pope Francis.

**YLSM 7301 Marriage and Sexuality**

This course bases the ethics of sex and marriage on a Christian understanding of the human person, discusses marriage as institution and as sacrament, and deals with issues such as marriage permanence, marital fidelity, contraception, the virtue of chastity, homosexuality, and vowed celibacy from a moral and pastoral point of view.

**YLSM 7302 Justice**

This course provides a study of the development of Catholic social ethics in response to changing social conditions and theories. Particular attention will be paid to the application of Christian Justice to the social problems of our day. The examination of magisterial documents and individual obligations with regard to justice will be explored. Prerequisite: Fundamental Moral Theology

**YLSM 8306 Dir Read: Moral Theology****YLSM 9310 Intro to Christian Mysticism****YLSM 9314 Contemporary Issues in Ethics**

Contemporary Issues in Ethics will explore the Catholic Church's historical and current teaching, as well as contemporary debate, surrounding selected topics. Because of the nature of the course, the material covered will vary depending on current political, cultural and social circumstances. Possible topics may include, but are not limited to, the following: just wages, immigrations, same sex relationships, just war, abortion, cloning, artificial reproductive technologies, prenatal testing, genetic engineering, capital punishment, cohabitation, distribution of health care, transplantation, legalization of marijuana, domestic violence, political responsibility, discrimination, pornography, etc.

**YLSM 9318 Theologies of the Body**

This course offers an introduction to the relationship between theological anthropology and morality within Roman Catholic theology. The course will also consider contemporary secular understandings of the human person and their ramifications upon current morality in the United States of America. The course's emphasis will be upon pastoral application and ministry.

**YLSM 9321 Spirituality & Practice****YLSM 9324 The Virtues**



### **YLSS 5101 Biblical Methods**

This one hour course will give students an introduction into the various methodologies used in the exegesis of Sacred Scripture. Drawing upon Dei Verbum from the Second Vatican Council and The Interpretation of the Bible in the Church from the Pontifical Biblical Commission. Biblical Methods will explore all the major Biblical forms of criticism currently employed by modern exegetes (narrative criticism, form criticism, source criticism, redaction criticism, social-science criticism, canonical criticism, to name a few). Is it the goal of this course to prepare the student for subsequent examinations of scripture and to give them a background in Catholic methods of scriptural analysis.

### **YLSS 5303 Pentateuch**

This course is a study of the first five books of the Hebrew Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) that are essential for understanding Israelite history and theology and may also provide the lens through which the entire Bible was intended to be read. Greater focus will be placed on key texts in Exodus, their adaptation and development in Deuteronomy, and on the major themes in Genesis. This will include an introduction to the four major sources of this formative biblical tradition.

### **YLSS 5305 Synoptics**

This graduate introduction to the Synoptic Gospels (Matthew, Mark and Luke) focuses on the text of each of these gospels in their own historical, literary and pastoral contexts. Attention is given to the origin and growth of each gospel within early Christianity, their message and theology, including similarities and distinctive emphases that make each effective in enlivening the faith of their own particular communities.

### **YLSS 5307 Mark & Method**

This course will introduce students to the study of the Gospel of Mark as well as the scholarly methods that are used to better understand the biblical texts in their historical, literary and social contexts. Following an introduction to the formation of the Gospels in early Christianity, special attention will be given to the individual chapters and key texts that will highlight both the theological perspective of Mark as well as the different methods that contribute to our study of the Gospels. Throughout the course we will be looking at a variety of critical methods of biblical scholarship of historical, literary, theological, social and pastoral interest. This course is a Roman Catholic approach to the Scriptures in light of the Second Vatican Council's Dei Verbum, and the subsequent document, The Interpretation of the Bible in the Church, published in Rome by The Pontifical Biblical Commission.

### **YLSS 5308 Prophets**

This course offers a basic foundation in OT prophecy that begins with the narratives in the Deuteronomistic Historical Books, especially focusing on important texts in the books of Samuel and Kings. After this introduction, the course then moves to an in-depth study of the classical prophets, both northern and southern, that takes us through the time of Exile and finally, the restoration of Israel. This course looks at all of Israel's prophets, with special emphasis on Elijah, the Major Prophets, Isaiah of Jerusalem, Deutero-Isaiah, Jeremiah and Ezekiel, and the 12 minor prophets. Emphasis will be given to the prophets' message and style of communication as God's spokespersons, as well as the role of the prophets in the NT and in society.

### **YLSS 6303 Pauline Literature**

This course explores the life, theology and development of the earliest Christian communities that are found in the letters of the Apostle Paul. This course studies each of the seven undisputed letters of Paul, as well as the Deutero-Pauline, in its own historical, literary, theological, and pastoral contexts.

### **YLSS 6305 Old Testament Writings**

This course offers an introduction to the contemporary study of the Wisdom, Apocalyptic, and other Writings of the Hebrew and Greek Old Testament (First Covenant). The history, literature and theology of Judaism in the Persian and Hellenistic periods will be explored with special emphasis placed on Biblical, apocryphal, Qumran, Aramaic and Hellenistic texts. The emerging environment of first century Judaism will be thoroughly explored. The course will include exegesis of selected pericopae.

### **YLSS 6307 Synoptics**

This course provides an introduction to the Gospels of Mark, Mathew, and Luke. The literary structures, the distinctive theological themes, and the community for which each Synoptic Gospel was written will be thoroughly presented. Emphasis will be placed upon the synoptic problem and as part of the theological examination of the miracle stories, parables, pronouncement stories, and sayings of Jesus. This course will include exegesis of selected pericopae.

### **YLSS 7306 Pauline Literature**

This course offers a consideration of the letters of Paul in their epistolary, theological, and missionary contexts. The course will concentrate upon Pauline theological themes within the context of the communities receiving the letters and the overall ministry of Paul. Emphasis will be placed on the study of Pauline theology through readings and exegesis of selected pericopae.

### **YLSS 7307 Catholic Letters of Pastoral E**

Catholic Letters and Pastoral Epistles will cover the following books of the New Testament Canon: Hebrews, James, Jude, 1-2 Peter, 1-2 Timothy and Titus. As such the course seeks to give the student an overview of those books infrequently covered in most courses on New Testament Literature as well as the background of the communities that made up the early Church.

### **YLSS 8303 Johannine Literature**

This course provides an introduction to the Gospel of John, the Johannine epistles, and the Book of Revelation. The literary structures and distinctive theological themes are reviewed as well as the problem of authority in the Johannine corpus. The communities for which the Johannine literature was written will be explored in their social and ecclesial contexts. The course will include exegesis of selected pericopae.

### **YLSS 8306 Directed Rdng**

### **YLSS 9305 The Parables of Jesus**

The course on the Parables of Jesus involves an in-depth study of what is considered to be the authentic teaching of Jesus, teaching that is both novel and authoritative as it invites us to begin to see the wider horizon of God's perspective and the inauguration of the Kingdom of God on earth. Drawing on a wealth of biblical scholarship, this course is a comprehensive study of the parables that begins with a discussion of Jesus' teaching and the distinctive elements of parables and then moves to an in-depth study of the parables themselves. Throughout the course we will also discuss the meaning and significance of the parables for us today.

### **YLSS 9328 Puzzling Passages in Scripture**

There are many passages in the Bible that are found to be confusing, hard, and , at times even violent passages, texts that are difficult even for people who have studied the Bible, whether in a parish or even in a university setting. This course will begin to address some of the puzzling texts that are found in both the Old and New Testaments by placing them in their own ancient historical, literary, social and cultural contexts. Once we get some idea of what they may have meant in ancient times, we will be better equipped to ask what they may have to say to us today.

### **YLSS 9356 Marriage in the Bible**

The course offeres a close and thorough examination of marriage as it is present in the Bible. Various biblical passages in the Old and New Testaments that deal with marriage will be investigated. Marriage will be considered both as an instuitution and as metaphor. Practices and customs related to marriage such as match making, betrothal, irregular unions, endogamy and ideal marriage will also be explored.

### **YLSS 9357 Evangelio de Marcos**

El objetivo de este curso es presentar un estudio de la teologia de San Marcos y proveer al estudiante herramientas fundamentales del campo de la teologia pastoral a fin de que puedan de manera efectiva promulgar el mensaje evangelico.

### **YMA 8306 Directed Readings**

**YMA 9101 STB Seminar**

This course is the capstone course for candidates for the STB degree, designed to generate a written theological reflection in a collaborative setting. The finished reflection shall serve as a basis for the final oral exam for degree candidates.

**YMA 9292 Independent Study****YMA 9310 Parables of Jesus**

The course on the Parables of Jesus involves an in-depth study of what is considered to be the authentic teaching of Jesus, teaching that is both novel and authoritative as it invites us to begin to see the wider horizon of God's perspective and the inauguration of the Kingdom of God on earth. Drawing on a wealth of biblical scholarship, this course is a comprehensive study of the parables that begins with a discussion of Jesus' teaching and the distinctive elements of parables and then moves to an in-depth study of the parables themselves. Throughout the course we will also discuss the meaning and significance of the parables for us today.

**YMA 9313 Documents of Vatican II****YMA 9315 Monastics, Mendicants, Spirit**

Study of the concepts and practices of the spiritual life of monastics, mendicants, and contemporary lay organizations in relationship to Christ and everyday life in the Church. Selected texts from the spiritual writings, with special emphasis on the role of the spirituality as a path to holiness in contemporary life for the laity and ordained ministry.

**YMA 9328 Theology of Newman****YMA 9339 Christianity: Historical Surve****YMA 9340 History & Theo of Sacraments**

This course will study the Church's public worship and sacramental practice. Providing an introduction to liturgy and sacramental theology, the course will also survey the seven sacraments, looking at their historical, theological and ritual development. This course will place special emphasis on issues of ecclesiology and theological anthropology as they relate to Baptism and Eucharist.

**YMA 9342 Major Greek Fathers****YMA 9343 Evangelization & Inculturation**

There is much concern about evangelization and re-evangelization with its parallel concern about inculturation. A look at many of the recent Papal documents which speak to these issues along with the commentaries on these issues which various theologians have written. A look at our history. How was the Gospel spread in times past? What are the concerns of the syncretism today? How can all hope for salvation?

**YMA 9344 C.S. Lewis & Christian Apolog**

Perhaps the greatest Christian apologist of the twentieth century, C.S. Lewis produced an inestimable wealth of material. In his works of fiction in particular Lewis endeavored to explore the Christian mystery from the standpoint of allegory. C. S. Lewis and Christian Apologetics will examine the role allegory plays in the fiction works of C. S. Lewis examining such books as the "Narnian Chronicles", "Screwtape", "The Pilgrims Regress", "The Space Trilogy", and short stories such as "The Great Divorce" in addition to some of the works which influenced Lewis, such as George MacDonald's "Phantastes".

**YMA 9350 Theology St Thomas Aquinas**

An introduction to the theology of St. Thomas Aquinas, with special attention to the structure, method, and major themes of the "Summa theologiae".

**YMA 9352 Mission and Ecumenism**

A study of what is the Church's mission and its why, who and where based upon the three major Catholic documents concerning mission of the last century (Vatican II's Decree on the Missionary Activity of the Church; Paul VI's On Evangelization in the Modern World; and John Paul II's On the Permanent Validity of the Church's Missionary Mandate). Investigation of the binding nature and purpose of Church ecumenism based upon Vatican II's Decree on Ecumenism and John Paul II's On Commitment to Ecumenism with a view to the guiding concept of *communio* in current ecumenical dialogue.

**YMA 9354 St. Augustine of Hippo**

Seminar on the life and writing of one of the principal architects of Western Catholic thought and culture, with special emphasis on a close reading of *The Confessions*.

**YMA 9355 Theological Vision JohnPaul II**

The theological thought of Pope John Paul II is wide ranging. This course will give a systematic survey to his thinking through the writings from his pontificate as well as his person works (Karol Wojtyła). The course will systematically explore the following topics: the Trinity, Jesus Christ, the Church, the Magisterium, Mary, Evangelization, the Priesthood, the Consecrated Life, Suffering, the Laity, the Family, the Status of Women, Economics, the human person, Ecumenical dialogue, as well as dialogue with world religions, and Eschatology.

**YMA 9356 Marriage in the Bible**

The course offers a close and thorough examination of marriage as it is present in the Bible. Various biblical passages in the Old and New Testaments that deal with marriage will be investigated. Marriage will be considered both as an institution and as metaphor. Practices and customs related to marriage such as match making, betrothal, irregular unions, endogamy and ideal marriage will also be explored.

**YMA 9359 Intro Christian Iconography II**

Study of development of Christian iconography from 300 AD to today. Focus will be on earlier, rather than contemporary images. The course is organized thematically. The second part focuses on images of the Virgin Mary, symbols of virtue, and the iconography of architecture. While this course continues from "Iconography of Christian I, students are not required to have taken that course.

**YMA 9360 Dev of Dogma: Newman to Congar**

How does dogma develop? The course will study the ways in which the Church continuously discovers and liberates ancient revealed truth in new ways from the original Gospel. Beginning with John Henry Newman, the course traces the idea through the early 20th Century Modernist crisis, the Neo-Scholastic reaction, the historically-minded orthodoxy of Blondel, Rousselot, and de Lubac, to the pre-conciliar theology of Rahner, Schillebeeckx and Congar.

**YMA 9365 Theology of Hans von Balthasar****YMA 9370 The Incarnate Word**

An in-depth exploration of the person and work of Jesus Christ as revealed in Scripture and received by the Church.

**YMA 9374 Exegetical Chal. in NT Scholar****YMA 9377 Mysticism & World Religions****YMA 9379 Princ&Iss in RomCath Moral The**

YMA 9379 (3 hours) This course will present the historical development of Catholic Moral Theology with emphasis on the development of the basic concepts of person, conscience, sin, freedom, and knowledge. The role of the Magisterium in moral decision making will be explored. Course approach includes illustration of concepts and principles by use of contemporary moral questions.

### **YMA 9380 Theologians of Vatican II**

A systematic study of how the thoughts of six of the great theologians of the 20th century were tributaries of influence in the documents of Vatican II. Specifically, the course will investigate the theological contributions made to Vatican II by (1) Marie-Dominique Chenu with his theology of the “signs of the times”; (2) Yves Congar with his ecclesiological and ecumenical theology; (3) Henri de Lubac with his theology of history; (4) Karl Rahner with his anthropocentric theology; (5) Edward Schillebeeckx with his sacramental theology; and (6) John Courtney Murray with his theology of religious freedom.

### **YMA 9381 Catherine of Siena and Aquinas**

This class will explore the Dominican tradition of reflection on Christ’s gift of himself. Through lecture and seminar discussion, the students will become familiar with the thought of Catherine of Siena and Thomas Aquinas, focusing on key passages from Catherine’s Dialogues and Aquinas’s Summa Theologiae. Separated by a century, these saints portray the same truths with very different but complementary theological styles. The class will involve both lecture and seminar discussion.

### **YMA 9399 Specialization Project**

### **YMD 5303 Revelation and Faith**

This course explores the possibility and fact of revelation in Israel and Christ, its mediation in Scripture (inspiration, inerrancy, canonicity, and exegesis) and tradition, its reception in faith and expression in doctrine, faith and reason, the method and tasks of theology, and the role and importance of religious experience and of the teaching office of the Church.

### **YMD 6201 Mariology and Popular Piety**

An investigation of the Church’s Marian doctrine revealed in Sacred Scripture and Tradition, taught by the authoritative Magisterium, given expression by the sense of the faithful, and treated in ecumenical dialogue. To study those diverse cultic expressions which in the context of the Church’s faith are inspired not primarily by the Sacred Liturgy but by forms deriving from a particular culture of form of popular devotion.

### **YMD 6301 Doctrine of God**

This course explores the revelation of God in Israel and in Christ, the formation of the Church’s doctrinal and theological tradition, the relationship between revealed and philosophical knowledge of God, and theological approaches to the mystery of the Triune God and the missions of the Incarnate Word and the Holy Spirit. Prerequisite: Revelation and Faith

### **YMD 6302 Christology**

This course explores the person and work of Jesus Christ as revealed in Scripture and received in the Church, the formation of the Church’s doctrinal and theological tradition, the questions raised by contemporary methods of biblical study, and theological approaches to the mystery of Christ’s person and his place in the economy of salvation. Prerequisite: Revelation and Faith.

### **YMD 6401 Triune God**

This course will explore the God of Judeo-Christian revelation, the conomic and immanent Trinity, with particular consideration of the predicament of atheism, trace the development of Trinitarian theology and provide an evaluation of contemporary models. Examine the person of Jesus Christ and His mission of salvation as understood in the Church’s tradition.

### **YMD 7301 Theological Anthropology**

Theological Anthropology examines the Christian understanding of the human person before God by reflecting on the doctrines of creation, sin, grace, liberation and hope. This course will provide a study of the human person in the light of Christian revelation as created in the image of God, fallen through original sin and restored in Christ through grace. The course will offer a systematic discussion of grace, justification, good works and merit in the history of theology with an orientation to contemporary ecumenical dialogue.

### **YMD 7302 Ecclesiology**

This course explores the mystery of the Church as prefigured in Israel and constituted in the ministry of Christ, the historical development of the Church’s order and self-understanding, the ecclesiological doctrine of Vatican II, ecumenism and the quest for full Christian unity, the mission of the Church in the contemporary world, and the significance of Mary as symbol, mother, and model of the Church. Prerequisite: Revelation and Faith.



## **YMD 8306 Directed Reading**

### **YMD 8308 Mary & Popular Piety**

The first part of Mary & Popular Piety is an investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Sacred Scripture and Tradition regarding the Virgin Mary, the Mother of God and the Mother of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her perpetual virginity as inseparable from her divine motherhood; her collaboration in the order of grace; her Immaculate Conception and Assumption; and her place in ecumenical dialogue/ The second part of Mary and Popular Piety is designed to study the principles and guidelines for the celebration and evaluation of the various devotions and rituals which make up the popular piety of the many peoples of the Church and how these ritual celebrations harmonize with the liturgy of the Church. Basing our study on the principles and guidelines found in the Directory of Popular Piety and the Liturgy from the Congregation for Divine Worship and the Disciples of the Sacraments, we will critique the rituals and devotions commonly found today, especially Marian devotion and Eucharistic Devotion.

## **YMD 9305 Documents of Vatican II**

### **YMD 9309 Mary: Woman-Plan of Salvation**

Investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Scripture and Tradition regarding the Mother of Jesus and of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her virginity as inseparable from her divine motherhood; her collaboration in Christ's work of redemption; the Immaculate Conception and the Assumption; her role in the formation and development of the Church.

## **YMD 9315 Spiritual Direction**

### **YMD 9330 Christianity in the Quran**

This course will examine traditions surrounding Jesus and Mary in the Quran. In addition, we shall compare the words of Jesus and the Quran for what they can tell us about the differing views of revelation.

### **YMD 9339 Life & Works of St. Thomas Aqu**

Life & Works of St. Thomas Aquinas

## **YMH 5302 Church History I**

This course is an introduction to the field of Church history. It will survey the development of the Church from its Jewish roots through the High Middle Ages. Special attention will be given to the geographical expansion and relationship of the Church to surrounding cultures. The development of doctrinal positions and the relationship between church and state will also be explored.

### **YMH 5304 Patristics**

This course offers a study of the lives and works of Greek and Latin writers of Christian antiquity from St. Clement to St. Gregory the Great. Emphasis will be placed upon their contribution to the development of Christian doctrine and life in the formative centuries of the Church.

## **YMH 6303 Church History II**

This course is a survey of European Christian history from the High Middle Ages to the modern ecumenical era. The course will concentrate upon significant theological developments, changes in church-state relations, and major movements, controversies, and reforms. Major emphasis will be placed on the Reformation and Counter-Reformation as well as identifying the roots of Vatican II.

### **YMH 7302 American Catholicism**

This course provides an introduction to the history of the Catholic Church in the United States. The course will concentrate upon the creation and development of ecclesiastical structures within a democratic environment and the assimilation of the large immigrant population into the American Church. In addition, the course will emphasize the key social, political, ethical, and doctrinal issues observable in the development of the American Church.

### **YMH 7304 Grace & Free Will in Hist Pers**

### **YMH 8206 Directed Reading**

### **YMH 8306 Directed Reading**

### **YMH 9303 Catholic Jewish Relations**

### **YMH 9304 19th Century Catholic Crisis**

An investigation of the variety of Catholic responses to the crises in Church and society caused by the French Revolution in Europe and the Americans. Theological and political developments involved with republicanism; freedom of the press, religion, and speech; legal equality; the temporal power; political democracy; scientific advances; economic justice; and the interfaith realities of the modern world. The struggle between “liberal Catholicism” and “Ultramontanism” in Europe and its counterpart in the United States. Economic injustice and the rise of the concept of Liberation Theology. The Nineteenth Century as the seedbed of Vatican Council II.

### **YMH 9307 Hist of Afro-Amer Church**

### **YMH 9314 Theology in Art & Architecture**

### **YMH 9316 Teachings of the Papacy**

Teachings of the Modern Papacy focuses on the encounter of the recent papacies to issues within the Church and of the Church’s responses to the modern world and its challenges. The major theological, intellectual, diplomatic, and moral developments are unfolded in the context of the papacies in modernity as well as accompanying political movements and regimes.

### **YMH 9355 Iconography of Christian Art I**

This course will focus on the rich and varied growth of Christian iconograph (artistic meaning) from its beginnings ca. 200 AD in the catacombs until Renaissance period in the late 15th Century when considerable changes in Christian themes took place. The course is organized thematically and historically. We will study images of Christ, episodes from the life and passion of Jesus (e.g. the Nativity, the Descent from the Cross, the Pieta), and the iconography of the Virgin: Marian themes, etc.

### **YMM 5301 Fundamental Moral Theology**

This course will explore basic questions of Christian morality. Particular emphasis will be placed on the human person, freedom and knowledge and conscience formation. The role of natural law, Sacred Scripture and the Magisterium will be addressed.

### **YMM 6193 Independent Study**

Independent Study

### **YMM 6304 Bioethics**

This course offers an introduction to the basic principles and topics in Bioethics. The subjects covered will be selected from the following: suffering; Catholic identity in health care; issues at the beginning of life; genetics; transplantation; experimentation; distribution of health care; issues at the end of life.

### **YMM 6305 Christian Spirituality**

This course will examine the dynamic and transformative relationship between the human person and God in Christ through the Holy Spirit. The Trinitarian origins and goal of spirituality will be emphasized as well as the concepts of grace uncreated and created, the gifts of the Spirit, freedom, sin, conversion, growth in holiness, prayer, and prayer practices.

### **YMM 7101 Contemporary Issues in Justice**

Central to issues in contemporary justice are specific problems and cases that required the application of Catholic social justice teaching. To explore the application of social justice principles to issues common to the laity in the 21st century, this course will explore and analyze cases, applying social justice teaching to their resolution, and investigate the complexities of solutions in the modern world.

### **YMM 7202 Justice**

The Church's social doctrine finds its essential foundation in Biblical Revelation and in the Tradition of the Church. This course will study key document history of the social teachings of the Church from the early church fathers through the present day Holy Father, Pope Francis.

### **YMM 7301 Marriage and Sexuality**

This course bases the ethics of sex and marriage on a Christian understanding of the human person, discusses marriage as institution and as sacrament, and deals with issues such as marriage permanence, marital fidelity, contraception, the virtue of chastity, homosexuality, and vowed celibacy from a moral and pastoral point of view.

### **YMM 7302 Justice**

This course provides a study of the development of Catholic social ethics in response to changing social conditions and theories. Particular attention will be paid to the application of Christian Justice to the social problems of our day. The examination of magisterial documents and individual obligations with regard to justice will be explored. Prerequisite: Fundamental Moral Theology.

### **YMM 8306 Directed Reading**

### **YMM 9310 Intro to Christian Mysticism**

### **YMM 9314 Contemporary Issues in Ethics**

### **YMM 9318 Theologies of the Body**

This course offers an introduction to the relationship between theological anthropology and morality within Roman Catholic theology. The course will also consider contemporary secular understandings of the human person and their ramifications upon current morality in the United States of America. The course's emphasis will be upon pastoral application and ministry.

### **YMM 9319 Desert Fathers and Mothers**

Our study of Desert Spirituality or, more precisely, the various aspects of the Fathers and Mothers of the desert has several distinct but interrelated objectives. The first is to familiarize ourselves with writings about and by the desert Fathers and Mothers. In doing this, we will also familiarize ourselves with the historic and cultural context in which they lived. More importantly, we will attempt to single out and understand some of the essential foci of the living of the Gospel (i.e., spirituality) that emerged through the principal personages of the desert. Finally and most importantly, we will seek to go beyond the historical and arrive at an appreciation of how the essence of desert spirituality can guide our own following of Christ in the contemporary world.

### **YMS 5101 Biblical Methods**

This one hour course will give students an introduction into the various methodologies used in the exegesis of Sacred Scripture. Drawing upon Dei Verbum from the Second Vatican Council and The Interpretation of the Bible in the Church from the Pontifical Biblical Commission. Biblical Methods will explore all the major Biblical forms of criticism currently employed by modern exegetes (narrative criticism, form criticism, source criticism, redaction criticism, social-science criticism, canonical criticism, to name a few). Is it the goal of this course to prepare the student for subsequent examinations of scripture and to give them a background in Catholic methods of scriptural analysis.

### **YMS 5303 Pentateuch**

This course is a study of the first five books of the Hebrew Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) that are essential for understanding Israelite history and theology and may also provide the lens through which the entire Bible was intended to be read. Greater focus will be placed on key texts in Exodus, their adaptation and development in Deuteronomy, and on the major themes in Genesis. This will include an introduction to the four major sources of this formative biblical tradition.

### **YMS 5305 Synoptic Gospels**

This graduate introduction to the Synoptic Gospels (Matthew, Mark and Luke) focuses on the text of each of these gospels in their own historical, literary and pastoral contexts. Attention is given to the origin and growth of each gospel within early Christianity, their message and theology, including similarities and distinctive emphases that make each effective in enlivening the faith of their own particular communities.

### **YMS 5307 Mark & Method**

This course will introduce students to the study of the Gospel of Mark as well as the scholarly methods that are used to better understand the biblical texts in their historical, literary and social contexts. Following an introduction to the formation of the Gospels in early Christianity, special attention will be given to the individual chapters and key texts that will highlight both the theological perspective of Mark as well as the different methods that contribute to our study of the Gospels. Throughout the course we will be looking at a variety of critical methods of biblical scholarship of historical, literary, theological, social and pastoral interest. This course is a Roman Catholic approach to the Scriptures in light of the Second Vatican Council's *Dei Verbum*, and the subsequent document, *The Interpretation of the Bible in the Church*, published in Rome by The Pontifical Biblical Commission.

### **YMS 5308 Prophets**

This course offers a basic foundation in OT prophecy that begins with the narratives in the Deuteronomistic Historical Books, especially focusing on important texts in the books of Samuel and Kings. After this introduction, the course then moves to an in-depth study of the classical prophets, both northern and southern, that takes us through the time of Exile and finally, the restoration of Israel. This course looks at all of Israel's prophets, with special emphasis on Elijah, the Major Prophets, Isaiah of Jerusalem, Deutero-Isaiah, Jeremiah and Ezekiel, and the 12 minor prophets. Emphasis will be given to the prophets' message and style of communication as God's spokespersons, as well as the role of the prophets in the NT and in society.

### **YMS 6303 Pauline Literature**

This course explores the life, theology and development of the earliest Christian communities that are found in the letters of the Apostle Paul. This course studies each of the seven undisputed letters of Paul, as well as the Deutero-Pauline, in its own historical, literary, theological, and pastoral contexts.

### **YMS 6305 Old Testament Writings**

This course offers an introduction to the contemporary study of the Wisdom, Apocalyptic, and other Writings of the Hebrew and Greek Old Testament (First Covenant). The history, literature and theology of Judaism in the Persian and Hellenistic periods will be explored with special emphasis placed on Biblical, apocryphal, Qumran, Aramaic and Hellenistic texts. The emerging environment of first century Judaism will be thoroughly explored. The course will include exegesis of selected pericopae.

### **YMS 6307 Synoptics**

This course provides an introduction to the Gospels of Mark, Mathew, and Luke. The literary structures, the distinctive theological themes, and the community for which each Synoptic Gospel was written will be thoroughly presented. Emphasis will be placed upon the synoptic problem and as part of the theological examination of the miracle stories, parables, pronouncement stories, and sayings of Jesus. This course will include exegesis of selected pericopae.

### **YMS 7305 Old Testament Writings**

This course offers an introduction to the contemporary study of the Wisdom, Apocalyptic, and other Writings of the Hebrew and Greek Old Testament (First Covenant). The history, literature and theology of Judaism in the Persian and Hellenistic periods will be explored with special emphasis placed on Biblical, apocryphal, Qumran, Aramaic and Hellenistic texts. The emerging environment of first century Judaism will be thoroughly explored. The course will include exegesis of selected pericopae.

### **YMS 7306 Pauline Literature**

This course offers a consideration of the letters of Paul in their epistolary, theological, and missionary contexts. The course will concentrate upon Pauline theological themes within the context of the communities receiving the letters and the overall ministry of Paul. Emphasis will be placed on the study of Pauline theology through readings and exegesis of selected pericopae.

### **YMS 7307 Catholic Letters of Pastoral E**

Catholic Letters and Pastoral Epistles will cover the following books of the New Testament Canon: Hebrews, James, Jude, 1-2 Peter, 1-2 Timothy and Titus. As such the course seeks to give the student an overview of those books infrequently covered in most courses on New Testament Literature as well as the background of the communities that made up the early Church.

### **YMS 8303 Johannine Literature**

This course provides an introduction to the Gospel of John, the Johannine epistles, and the Book of Revelation. The literary structures and distinctive theological themes are reviewed as well as the problem of authority in the Johannine corpus. The communities for which the Johannine literature was written will be explored in their social and ecclesial contexts. The course will include exegesis of selected pericopae.

### **YMS 8306 Directed Reading**

### **YMS 9310 Psalms**

### **YMS 9328 Puzzling Passages in Scripture**

There are many passages in the Bible that are found to be confusing, hard and at times even violent passages, text that are difficult even for people who have studied the Bible, whether in a parish or even a university setting. This course will begin to address some of these puzzling texts that are found in both the Old and New Testaments by placing them in their own ancient historical, literacy, social and cultural contexts. Once we get some idea of what they may have meant in ancient times, we will be better equipped to ask what they may have to say to us today.

### **YMS 9357 Evangelio de Marcos**

El objetivo de este curso es presentar un estudio de la teología de San Marcos y proveer al estudiante herramientas fundamentales del campo de la teología pastoral a fin de que puedan de manera efectiva promulgar el mensaje evangelico.

### **YPC 6201 Introduction to Canon Law**

The course is an introduction to the corpus of Church law as it exists today. The course will consider the role of law in the Church, summarize the history of Church law, examine principles of interpretation, and examine the Code of Canon Law, particularly Books I and II, and selectively examine Books V, VI, and VII. It will also note other important sources of law where appropriate. Students will be asked to apply the law to scenarios.

### **YPC 7302 Canon Law of Marriage**

The essentials of marriage itself, marriage preparation and paperwork, freedom to marry and the various types of nullity petitions will be covered (Code of Canon Law, Book IV: The Sanctifying Function of the Church, Marriage [canons 1055-1165] and Book VII: Processes). Lecture, case scenarios and practical applications to parish ministry will be presented.

### **YPC 8202 Canon Law: Teaching & Sanctifying**

Book III (The Teaching Function of the Church) and Book IV (The Sanctifying Function of the Church) of the Code of Canon Law will be studied. Lecture and practical applications to parish ministry will be presented. Book III covers the Ministry of the Divine Word, the Missionary Action of the Church, Catholic Education, Instruments of Social Communication and Books, and the Profession of Faith. Book IV covers all the sacraments, other acts of divine worship, and sacred places and times. Marriage is covered separately in YPC 8204-Canon Law of Marriage.

### **YPC 9301 Declarations of Nullity**

This is an introductory course in the types of declarations of nullity and dissolutions offered by the Catholic Church for divorced Catholics. It will review the theology of marriage and will cover the procedures for formal matrimonial cases as instructed in *Dignitas Connubii* as well as *Ligamen* (prior bond) and *Lack of Form* cases. *Convalidations*, *sanctio*, *Privilege* cases (dissolutions), and *ratum et non consummatum* cases will also be covered. A practicum in each area will be required. One should come to the class with a working knowledge of the Catholic Church's theology of marriage.



### **YPF 6101 Educational Ministry I**

These courses reflect a supervised on-site parish catechetical ministry assignment. This experience is designed to offer the student an understanding of catechesis in relation to presbyteral ministry. The experience includes assignment as a catechist and includes theological reflection sessions with peers. (Ordination track MDiv only)

### **YPF 6102 Educational Ministry II**

These courses reflect a supervised on-site parish catechetical ministry assignment. This experience is designed to offer the student an understanding of catechesis in relation to presbyteral ministry. The experience includes assignment as a catechist and includes theological reflection sessions with peers. (Ordination track MDiv only.)

### **YPF 6603 Superv Pastoral Internship I**

These courses reflect a two-semester long (nine month) parochial assignment within the student's diocese. This assignment will include orientation, supervision, contracting, site experience, theological reflection, evaluation, and debriefing. (Ordination track MDiv only)

### **YPF 6605 Superv Pastoral Internship II**

These courses reflect a two-semester long (nine month) parochial assignment within the student's diocese. This assignment will include orientation, supervision, contracting, site experience, theological reflection, evaluation, and debriefing. (Ordination track MDiv only)

### **YPF 7101 Social Ministry I**

These courses reflect the supervised on-site ministry in parish social agencies or other institutions that serve people alienated from society, e.g., correctional institutions, half-way houses, shelters for the homeless, etc. Social ministry is studied in relation to presbyteral and parochial ministry. These courses also include facilitation by social ministry directors and theological reflection with peers. (Ordination Track MDIV only).

### **YPF 7102 Social Ministry II**

These courses reflect the supervised on-site ministry in parish social agencies or other institutions that serve people alienated from society, e.g., correctional institutions, half-way houses, shelters for the homeless, etc. Social ministry is studied in relation to presbyteral and parochial ministry. These courses also include facilitation by social ministry directors and theological reflection with peers. (Ordination Track MDIV only).

### **YPF 8601 D.R.: Pastoral Theology**

This is a 6 credit hour practical course designed to sharpen and refine the ministerial skills learned in the student's regular pastoral year assignment.

### **YPF 8602 D.R.: Past Theo - Par Min B**

This is a 6 credit hour course designed to offer the M.Div. student an additional opportunity to refine skills necessary for ministry in a parish setting.

### **YPH 6202 Introduction to Homiletics**

This course presents the nature and purpose of the liturgical homily. The course will provide instruction on the methods and skills necessary for the development of effective homilies. Emphasis will be given to the interplay between Scripture, preacher and assembly. Students will compose and deliver homilies, which will be critically discussed and evaluated by instructor and students. Published and recorded homilies will also be discussed.

### **YPH 7201 Advanced Homiletics**

This course expands upon the skills developed in Introduction to Homiletics. In this course, students will prepare and develop homilies for Sundays and for some particular liturgical situations (funerals, weddings, etc.). In addition, students will have the opportunity to preach passages from a wider variety of scriptural books and genres. Attention will be given to specific issues in preaching (e.g. preaching on social issues, preaching to children, etc.).

**YPH 7202 Advanced Homiletics**

The course expands upon the skills developed in Introduction to Homiletics. In this course students will prepare and develop homilies for Sundays and particular liturgical situations such as weddings, funerals, and feast days. The homilies will be recorded on video for students to review. Homilists will be given feedback from the instructor and the students after each homily.

**YPH 8306 Directed Readings****YPL 5201 Introduction to Liturgy**

This course is an introduction to the study of the Church's public worship. This course will provide an historical overview of the development of liturgical practice, as well as the study of the Constitution on the Sacred Liturgy and other postconciliar documents. In addition, liturgical spirituality and an overview of the structure of the liturgy of the Eucharist will be explored in depth.

**YPL 5304 Sacramental of Initiation**

This course is an introduction to the sacraments beginning with the study of symbol and the principles of sacramental theology. Particular attention will be given to the role of Christian initiation in the life of the Church. Theologies of baptism, confirmation and the Rite of Christian Initiation of Adults will be thoroughly examined with emphasis upon their catechetical implications for pastoral practice.

**YPL 7101 Presidential Leadership: Eng I**

This course will offer an analysis of the role of the presider in the liturgical assembly. Emphasis will be placed upon the development of attitudes, understanding, and competencies necessary to preside at sacramental celebrations in the English speaking environment. Focus will be on baptisms, weddings and funerals.

**YPL 7102 Presidential Leadership: Bapti**

Each student will be trained in those area which are needed for his ministry as they prepare to serve as deacons. We will begin with a general review of the theology of the diaconate with a special emphasis on the role of the deacon celebrating the rites of baptism, marriage and funerals in both English and Spanish, since these rites are pertinent to the diaconate, through the practice of mock baptisms of infants and a thorough study of the rites of marriage and funerals, all with the help of various methods of critique.

**YPL 7104 Presidential Leadership: Spn I**

This course will offer an analysis of the role of the presider in the liturgical assembly. Emphasis will be placed upon the development of attitudes, understanding, and competencies necessary to preside at sacramental celebrations in the Spanish speaking environment. Focus will be on baptisms, weddings and funerals.

**YPL 7202 Theology of Ministerial Priest**

This course is an examination of ministry with historical and theological presentations of the ministerial priesthood. The course will include discussion of the historical and contemporary roles of bishops, priests, and deacons. Special attention will be given to discussion of the spirituality of the priesthood.

**YPL 8101 Presidential Leadership:Spn II**

This course will further develop the competencies necessary to preside at sacramental celebrations in the Spanish speaking environment. Focus will be on Eucharist, penance and anointing of the sick.

**YPL 8102 Presidential Leadership:Eng II**

This course will further develop the competencies necessary to preside at sacramental celebrations in the English speaking environment. Focus will be on Eucharist, penance and anointing of the sick.

### **YPL 8103 Presidential Leadership**

This course is designed to train students in those areas which are needed for their ministry. We will begin with a general review of the theology of priesthood with a special emphasis on the role of the priest as presider of the Eucharistic community. This semester we will reflect on the spirituality of priest as presider and the centrality of the assemble. In particular we will help them prepare to celebrate the Eucharist in both English and Spanish with ample time to practice celebrating the Eucharist with the help of video and other methods of critique.

### **YPL 8104 Presidential Leadership**

In continuation of the fall course, each Student will be trained in those areas which are needed for his ministry. We will continue with the theology of priesthood with a special emphasis on the role of the priest as reconciler and minister to the sick. This semester we will study and practice the sacraments of Penance and the Anointing of the Sick in both English and Spanish with ample time to practice hearing mock confessions and anointing of the sick with the help of various methods of critique.

### **YPL 8106 D.R.: Liturgy/Sacraments**

### **YPL 8202 Reconciliation and Anointing**

This course offers an overview of the historical development and current status of the sacraments of penance and anointing of the sick. Particular attention will be given to the implications for pastoral practice. Major attention will be given to the contemporary rites of both sacraments from the perspective of theology and pastoral practice.

### **YPL 8206 Directed Reading**

### **YPL 8301 Eucharist**

This course presents an historical survey of Eucharistic worship in the Church from the New Testament to the present. The course will focus upon Eucharistic theology, with an emphasis on the concepts of presence and sacrifice. In addition, key documents of the inter-denominational dialogues concerning the Eucharist will be examined. The structures and texts of the present Roman rite, particularly the Eucharistic prayers, will receive major attention.

### **YPL 8306 Directed Reading**

### **YPP 5101 Theological Reflection I**

The emphasis of this course will be on the development of a method of theological reflection appropriate to pastoral ministry. Consideration of a case study will provide students with an opportunity to explore the theological method developed in the course.

### **YPP 5301 Introduction to Theological St**

This course is an introduction and historical survey of the diverse theological methods that have been employed in the Catholic theological tradition. The emphasis of the course will be on the development of a method of theological reflection appropriate to pastoral ministry. The extended consideration of a case study will provide students with an opportunity to explore the theological method being developed in the course.

### **YPP 5318 Pastoral Theology I**

This course covers practical and theological topics for future pastors, including current resources, major pastoral challenges, boundaries and special settings such as prisons and hospitals. The course will examine the pastoral shift from Vatican Council I to Vatican II designing a new pastoral methodology. Topics to be covered include: Historical development of pastoral theology, Theological Criteria for Pastoral Planning, Dimensions of Pastoral Planning, Elements of Pastoral Counselling/Reconciliation, Pastoral Sensitivity in Ministry, The Effects of Joy in Ministry, Forming Missionary Disciples, Challenges in Pastoral Ministry, Relationships in Ministry, Pastoral Charity and New Evangelization.

### **YPP 5318 Pastoral Theology II**

This course addresses issues of need in the pastoral realm with directives as to the shepherding tasks of the parish priest together with a description of the necessary skills. This part II of Pastoral Theology will focus more on the concrete pastoral situations. Therefore, this course will explore with practical examples the basic difference between Parish Council and Parish Pastoral Council, management skills, team management, servant leadership, spirituality of stewardship and volunteerism, pastoral communication, Responsible Parenthood, spiritual and pastoral care to those experiencing learning differences, those having to deal with difficult people, and those going through the experiences of abortion, incest, rape, human trafficking, divorce, and other experiences that they find difficult or trying.

### **YPP 6102 Colloquium I**

The colloquium continues the case study and theological reflection methodology explored in Introduction to Theological Studies. It will build on current field education and pastoral experiences as well as current academic and formation work.

### **YPP 6103 Theological Reflection II**

This course continues the case study and theological reflection methodology introduced in Theological Reflection I. It will build on field education and pastoral experiences as well as academic and formation work.

### **YPP 6304 Introduction to Pastoral Care**

This course provides an introduction to the theory and practice of pastoral counseling. The following topics will be included: theories, types and methods of pastoral counseling and topics regarding specific problem areas. The format includes discussion, presentation and review of counseling interviews.

### **YPP 6305 Pastoral Theology I**

This course covers practical and theological topics for future pastors, including current resources, major pastoral challenges, boundaries and special settings such as prisons and hospitals. Topics to be covered include: Historical development of pastoral theology, Theological Criteria for Pastoral Planning, Dimensions of Pastoral Planning, Elements of Pastoral Counseling/Reconciliation, Pastoral Sensitivity in Ministry, The Effects of Joy in Ministry, Forming Missionary Disciples, Challenges in Pastoral Ministry.

### **YPP 7305 Pastoral Theology II**

This course addresses issues of need in the pastoral realm and shepherding tasks of the parish priest. This part II of Pastoral Theology will focus more on concrete pastoral situations. Course will explore with practical examples the basic difference between Parish Council and Parish Pastoral Council, management skills, team management, servant leadership, spirituality of stewardship and volunteerism, pastoral communication, spiritual and pastoral care of those experiencing difficult or trying circumstances.

### **YPP 8202 Integrative Seminar**

YPP/YLPP 8202 (2 hours) This capstone seminar completes the process begun in Introduction to Theological Studies, and continued through Colloquium I. Students will call upon insights gained during the entire seminary program to reflect on their operative theology and the meaning of presbyteral and/or lay ministry. Classes utilize group problem solving by engaging in theological reflection on ministerial experiences.

### **YPP 8203 Parish Management**

Parish Management and Administration aims to give the student a general overview of the management and administrative skills they will need to run a parish. This course will cover all aspects of parish accounting, human resources and staffing at the parish level, conflict resolution, long range/short range/short range planning as well as the undertaking of capital improvements and campaigns. This course is only open to Seminarians seeking ordination as Priests of the Roman Catholic Church.

### **YPP 8303 Parish Management**

Parish Management and Administration aims to give the student a general overview of the management and administrative skills they will need to run a parish. This course will cover all aspects of parish accounting, human resources and staffing at the parish level, conflict resolution, long range/short range planning as well as the undertaking of capital improvements and campaigns. This course is only open to seminarians seeking ordination as Priests of the Roman Catholic Church.

### **YPP 9301 Cross Cultural Ministry**

### **YPP 9304 Advanced Pastoral Counseling**

This is an advanced course in pastoral care including, but not limited to, an emphasis on the self-care of the minister and prevention of burnout. Other foci include the awareness and recognition of common psychiatric disorders including issues of abuse and addiction, a review of counseling techniques including the application of mid-level individual, marriage and family therapy incorporating multiculturalism. Case studies and application of therapy techniques will be incorporated into the various areas of study. Prerequisites: YPP/YLPP 6304 / CG 6308 or permission of instructor.

### **YPP 9307 Faith & Dominant Amer. Culture**

This course seeks to develop an appreciation of the strengths and challenges of the dominant American way of life: its vision, its values, representative character types in situations, codes of behavior and symbols in relation to a Catholic Christian worldview. Students will employ a reflective process to understand the implications of the inculturation of the Gospel in the American cultural context and the implications of living life in the Spirit. Introduction to Pastoral Studies or one of the Scripture courses is recommended prior to taking this course.

### **YPP 9316 Evangelization/Inculturation**

### **YPP 9317 History of the Papacy**

This course examines the development of the papacy through the major periods of church history. Special attention will be given to the modern papacy and to the papacy as an ecumenical issue.

### **YPP 9325 Hispanic Faith and Culture in**

This course will focus on the increasing impact that Hispanic/Latino cultures and spiritually are having on US society. In the 2010 census, Hispanics now constitute 38% of the Texas population. In contrast to the typical rendering of the United States and the spread of European-American culture as an east to west wave from the 1600s to the present, this course will suggest the implications of the simultaneous spread of Latin American culture in its diverse forms, as a south to north wave from 1942 to the present. In particular, we will focus on the roots on the Latino spiritual imagination both in Latin American theology and popular religion and explore how this understanding of God, the person in community, and the world is renewing the communitarian dimension of both US politics and US Catholicism. In addition to considering the growing impact of Hispanic/Latino cultures on US politics and public policy, the course will explore the challenges of bridging multiple cultures in parishes and transforming educational practices to manifest this ethos of “crossing borders.”

### **YPP 9334 The Church and Popular Piety**

A study of the important role of liturgical and popular piety in the life of the Church using the 2001 Directory on Popular Piety and the Liturgy promulgated by the Congregation for the Divine Worship and the Discipline of the Sacraments as our guide. We will study the many and various rituals which continue to color life of any local church.

### **YPP 9337 Liturgical Music**

This course will explore the historical development of Sacred Music in the Catholic Tradition, as well as take an in-depth look at the documents of the Church pertaining to music in the liturgy. Additionally, students will learn basic chanting skills, the musical modes of Gregorian chant, and focus on the music in the liturgical books of the Church. The course is designed to foster appreciation for sacred music and its sacramental nature, so it might truly fulfill its purpose of the glorification of God and sanctification of the faithful, by deepening participation in the liturgy and the encounter with Christ.

### **YSD 5303 Revelation and Faith**

This course explores the possibility and fact of revelation in Israel and Christ, its mediation in Scripture (inspiration, inerrancy, canonicity, and exegesis) and tradition, its reception in faith and expression in doctrine, faith and reason, the method and tasks of theology, and the role and importance of religious experience and of the teaching office of the Church.

### **YSD 6201 Mariology and Popular Piety**

An investigation of the Church's Marian doctrine revealed in Sacred Scripture and Tradition, taught by the authoritative Magisterium, given expression by the sense of the faithful, and treated in ecumenical dialogue. To study those diverse cultic expressions which in the context of the Church's faith are inspired not primarily by the Sacred Liturgy but by forms deriving from a particular culture of form of popular devotion.



### **YSD 6301 Doctrine of God**

This course explores the revelation of God in Israel and in Christ, the formation of the Church's doctrinal and theological tradition, the relationship between revealed and philosophical knowledge of God, and theological approaches to the mystery of the Triune God and the missions of the Incarnate Word and the Holy Spirit. Prerequisite: Revelation and Faith

### **YSD 6302 Christology**

This course explores the person and work of Jesus Christ as revealed in Scripture and received in the Church, the formation of the Church's doctrinal and theological tradition, the questions raised by contemporary methods of biblical study, and theological approaches to the mystery of Christ's person and his place in the economy of salvation.

Prerequisite: Revelation and Faith.

### **YSD 6401 Triune God**

This course will explore the God of Judeo-Christian revelation, the conomic and immanent Trinity, with particular consideration of the predicament of atheism, trace the development of Trinitarian theology and provide an evaluation of contemporary models. Examine the person of Jesus Christ and His mission of salvation as understood in the Chruch's tradition.

### **YSD 7301 Theological Anthropology**

Theological Anthropology examines the Christian understanding of the human person before God by reflecting on the doctrines of creation, sin, grace, liberation and hope. This course will provide a study of the human person in the light of Christian revelation as created in the image of God, fallen through original sin and restored in Christ through grace. The course will offer a systematic discussion of grace, justification, good works and merit in the history of theology with an orientation to contemporary ecumenical dialogue.

### **YSD 7302 Ecclesiology**

This course explores the mystery of the Church as prefigured in Israel and constituted in the ministry of Christ, the historical development of the Church's order and self-understanding, the ecclesiological doctrine of Vatican II, ecumenism and the quest for full Christian unity, the mission of the Church in the contemporary world, and the significance of Mary as symbol, mother, and model of the Church. Prerequisite: Revelation and Faith.

### **YSD 8306 Directed Reading: Systematics**

### **YSD 8308 Mary & Popular Piety**

The first part of Mary & Popular Piety is an investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Sacred Scripture and Tradition regarding the Virgin Mary, the Mother of God and the Mother of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her perpetual virginity as inseparable from her divine motherhood; her collaboration in the order of grace; her Immaculate Conception and Assumption; and her place in ecumenical dialogue/ The second part of Mary and Popular Piety is designed to study the principles and guidelines for the celebration and evaluation of the various devotions and rituals which make up the popular piety of the many peoples of the Church and how these ritual celebrations harmonize with the liturgy of the Church. Basing our study on the principles and guidelines found in the Directory of Popular Piety and the Liturgy from the Congregation for Divine Worship and the Disciples of the Sacraments, we will critique the rituals and devotions commonly found today, especially Marian devotion and Eucharistic Devotion.

### **YSD 9305 Documents of Vatican II**

### **YSD 9309 Mary:Woman-Plan of Salvation**

Investigation of the Church's Marian doctrine in an attempt at synthesis founded on the analysis of the elements furnished by the Scripture and Tradition regarding the Mother of Jesus and of the Church. A study of Mary's cooperation in the establishment of the Covenant; the truth of her virginity as inseparable from her divine motherhood; her collaboration in Christ's work of redemption; the Immaculate Conception and the Assumption; her role in the formation and development of the Church.

## **YSD 9315 Spiritual Direction**

### **YSD 9330 Christianity in the Quran**

This course will examine traditions surrounding Jesus and Mary in the Quran. In addition, we shall compare the words of Jesus and the Quran for what they can tell us about the differing views of revelation

### **YSD 9330 Christianity in the Quran**

This course will examine traditions surrounding Jesus and Mary in the Quran. In addition, we shall compare the words of Jesus and the Quran for what they can tell us about the differing views of revelation.

### **YSD 9331 Christian Allegory of Lewis**

C. S. Lewis has been described as the pre-eminent Christian apologist of the twentieth century and his voluminous theological output clearly attests to this. However, in addition to his overtly theological works such as “Reflections of the Psalms” and “The Four Loves”, to name just two, Lewis also produced some of the most interesting and engaging works of fiction from the standpoint of Christian allegory. This class will examine a small collection of Lewis’ works of fiction, including “The Screwtape Letters”, “The Great Divorce”, “The Space Trilogy” and, of course, “The Chronicles of Narnia”. Central to our investigation will be the various depictions of creation, heaven and the role of sin in the world as witnessed in these and other works of Lewis. In addition, the various characters who act as a stand in for Christ in Lewis’ works (Aslan and Prof. Ransom to name the most prevalent) will also be discussed in detail. All lovers of Lewis and untamed lions are encouraged to enroll.

### **YSD 9332 Modern Theology**

An introduction to major figures and representative themes in modern Catholic thought.

### **YSD 9339 Life & Works of St. Thomas Aquinas**

This course will study the life of Thomas Aquinas, the historical, intellectual and institutional context of writings and the impact of his thought during his lifetime and in the period between his death and canonization. Students will become familiar with the major instruments for studying the work of Aquinas, e.g., biographical and historical materials, critical editions of Aquinas and his sources, the Index Thomistica, and bibliographies, e.g., Thomistica, journals, etc.

### **YSD 9350 Theology St Thomas Aquinas**

An introduction to the theology of St. Thomas Aquinas, with special attention to the structure, method, and major themes of the “Summa theologiae”.

### **YSD 9352 Mission and Ecumenism**

A study of what is the Church’s mission and its why, who and where based upon the three major Catholic documents concerning mission of the last century (Vatican II’s Decree on the Missionary Activity of the Church; Paul VI’s On Evangelization in the Modern World; and John Paul II’s On the Permanent Validity of the Church’s Missionary Mandate). Investigation of the binding nature and purpose of Church ecumenism based upon Vatican II’s Decree on Ecumenism and John Paul II’s On Commitment to Ecumenism with a view to the guiding concept of *communio* in current ecumenical dialogue.

### **YSD 9355 Theological Vision John Paul II**

The theological thought of Pope John Paul II is wide ranging. This course will give a systematic survey to his thinking through the writings from his pontificate as well as his person works (Karol Wojtyła). The course will systematically explore the following topics: the Trinity, Jesus Christ, the Church, the Magisterium, Mary, Evangelization, the Priesthood, the Consecrated Life, Suffering, the Laity, the Family, the Status of Women, Economics, the human person, Ecumenical dialogue, as well as dialogue with world religions, and Eschatology.

### **YSD 9360 Dev of Dogma: Newman to Congar**

How does dogma develop? The course will study the ways in which the Church continuously discovers and liberates ancient revealed truth in new ways from the original Gospel. Beginning with John Henry Newman, the course traces the idea through the early 20th Century Modernist crisis, the Neo-Scholastic reaction, the historically-minded orthodoxy of Blondel, Roussetot, and de Lubac, to the pre-conciliar theology of Rahner, Schillebeeckx and Congar.

**YSD 9381 Catherine of Siena and Aquinas**

This class will explore the Dominican tradition of reflection on Christ's gift of himself. Through lecture and seminar discussion, the students will become familiar with the thought of Catherine of Siena and Thomas Aquinas, focusing on key passages from Catherine's Dialogues and Aquinas's Summa Theologiae. Separated by a century, these saints portray the same truths with very different but complementary theological styles. The class will involve both lecture and seminar discussion.

**YSM 5301 Fundamental Moral Theology**

This course will explore basic questions of Christian morality. Particular emphasis will be placed on the human person, freedom and knowledge and conscience formation. The role of natural law, Sacred Scripture and the Magisterium will be addressed.

**YSM 6193 Independent Study**

Independent Study

**YSM 6304 Bioethics**

This course offers an introduction to the basic principles and topics in Bioethics. The subjects covered will be selected from the following: suffering; Catholic identity in health care; issues at the beginning of life; genetics; transplantation; experimentation; distribution of health care; issues at the end of life.

**YSM 6305 Christian Spirituality**

This course will examine the dynamic and transformative relationship between the human person and God in Christ through the Holy Spirit. The Trinitarian origins and goal of spirituality will be emphasized as well as the concepts of grace uncreated and created, the gifts of the Spirit, freedom, sin, conversion, growth in holiness, prayer, and prayer practices.

**YSM 7101 Contemporary Issues in Justice**

Central to issues in contemporary justice are specific problems and cases that required the application of Catholic social justice teaching. To explore the application of social justice principles to issues common to the laity in the 21st century, this course will explore and analyze cases, applying social justice teaching to their resolution, and investigate the complexities of solutions in the modern world.

**YSM 7202 Justice**

The Church's social doctrine finds its essential foundation in Biblical Revelation and in the Tradition of the Church. This course will study key document history of the social teachings of the Church from the early church fathers through the present day Holy Father, Pope Francis.

**YSM 7301 Marriage and Sexuality**

This course bases the ethics of sex and marriage on a Christian understanding of the human person, discusses marriage as institution and as sacrament, and deals with issues such as marriage permanence, marital fidelity, contraception, the virtue of chastity, homosexuality, and vowed celibacy from a moral and pastoral point of view.

**YSM 7302 Justice**

This course provides a study of the development of Catholic social ethics in response to changing social conditions and theories. Particular attention will be paid to the application of Christian Justice to the social problems of our day. The examination of magisterial documents and individual obligations with regard to justice will be explored. Prerequisite: Fundamental Moral Theology

**YSM 8306 Directed Reading****YSM 9310 Intro to Christian Mysticism****YSM 9314 Contemporary Issues in Ethics**

### **YSM 9318 Theologies of the Body**

This course offers an introduction to the relationship between theological anthropology and morality within Roman Catholic theology. The course will also consider contemporary secular understandings of the human person and their ramifications upon current morality in the United States of America. The course's emphasis will be upon pastoral application and ministry.

### **YSM 9324 The Virtues**

### **YSS 5101 Biblical Methods**

This one hour course will give students an introduction into the various methodologies used in the exegesis of Sacred Scripture. Drawing upon Dei Verbum from the Second Vatican Council and The Interpretation of the Bible in the Church from the Pontifical Biblical Commission. Biblical Methods will explore all the major Biblical forms of criticism currently employed by modern exegetes (narrative criticism, form criticism, source criticism, redaction criticism, social-science criticism, canonical criticism, to name a few). Is it the goal of this course to prepare the student for subsequent examinations of scripture and to give them a background in Catholic methods of scriptural analysis.

### **YSS 5303 Pentateuch**

This course is a study of the first five books of the Hebrew Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) that are essential for understanding Israelite history and theology and may also provide the lens through which the entire Bible was intended to be read. Greater focus will be placed on key texts in Exodus, their adaptation and development in Deuteronomy, and on the major themes in Genesis. This will include an introduction to the four major sources of this formative biblical tradition.

### **YSS 5305 Synoptic Gospels**

This graduate introduction to the Synoptic Gospels (Matthew, Mark and Luke) focuses on the text of each of these gospels in their own historical, literary and pastoral contexts. Attention is given to the origin and growth of each gospel within early Christianity, their message and theology, including similarities and distinctive emphases that make each effective in enlivening the faith of their own particular communities.

### **YSS 5307 Mark and Method**

This course will introduce students to the study of the Gospel of Mark as well as the scholarly methods that are used to better understand the biblical texts in their historical, literary and social contexts. Following an introduction to the formation of the Gospels in early Christianity, special attention will be given to the individual chapters and key texts that will highlight both the theological perspective of Mark as well as the different methods that contribute to our study of the Gospels. Throughout the course we will be looking at a variety of critical methods of biblical scholarship of historical, literary, theological, social and pastoral interest. This course is a Roman Catholic approach to the Scriptures in light of the Second Vatican Council's Dei Verbum, and the subsequent document, The Interpretation of the Bible in the Church, published in Rome by The Pontifical Biblical Commission.

### **YSS 5308 Prophets**

This course offers a basic foundation in OT prophecy that begins with the narratives in the Deuteronomistic Historical Books, especially focusing on important texts in the books of Samuel and Kings. After this introduction, the course then moves to an in-depth study of the classical prophets, both northern and southern, that takes us through the time of Exile and finally, the restoration of Israel. This course looks at all of Israel's prophets, with special emphasis on Elijah, the Major Prophets, Isaiah of Jerusalem, Deutero-Isaiah, Jeremiah and Ezekiel, and the 12 minor prophets. Emphasis will be given to the prophets' message and style of communication as God's spokespersons, as well as the role of the prophets in the NT and in society.

### **YSS 6303 Pauline Literature**

This course explores the life, theology and development of the earliest Christian communities that are found in the letters of the Apostle Paul. This course studies each of the seven undisputed letters of Paul, as well as the Deutero-Pauline, in its own historical, literary, theological, and pastoral contexts.

### **YSS 6305 Old Testament Writings**

This course offers an introduction to the contemporary study of the Wisdom, Apocalyptic, and other Writings of the Hebrew and Greek Old Testament (First Covenant). The history, literature and theology of Judaism in the Persian and Hellenistic periods will be explored with special emphasis placed on Biblical, apocryphal, Qumran, Aramaic and Hellenistic texts. The emerging environment of first century Judaism will be thoroughly explored. The course will include exegesis of selected pericopae.

### **YSS 6307 Synoptics**

This course provides an introduction to the Gospels of Mark, Mathew, and Luke. The literary structures, the distinctive theological themes, and the community for which each Synoptic Gospel was written will be thoroughly presented. Emphasis will be placed upon the synoptic problem and as part of the theological examination of the miracle stories, parables, pronouncement stories, and sayings of Jesus. This course will include exegesis of selected pericopae.

### **YSS 7306 Pauline Literature**

This course offers a consideration of the letters of Paul in their epistolary, theological, and missionary contexts. The course will concentrate upon Pauline theological themes within the context of the communities receiving the letters and the overall ministry of Paul. Emphasis will be placed on the study of Pauline theology through readings and exegesis of selected pericopae.

### **YSS 7307 Catholic Letters and Pastoral**

Catholic Letters and Pastoral Epistles will cover the following books of the New Testament Canon: Hebrews, James, Jude, 1-2 Peter, 1-2 Timothy and Titus. As such the course seeks to give the student an overview of those books infrequently covered in most courses on New Testament Literature as well as the background of the communities that made up the early Church.

### **YSS 8303 Johannine Literature**

This course provides an introduction to the Gospel of John, the Johannine epistles, and the Book of Revelation. The literary structures and distinctive theological themes are reviewed as well as the problem of authority in the Johannine corpus. The communities for which the Johannine literature was written will be explored in their social and ecclesial contexts. The course will include exegesis of selected pericopae.

### **YSS 8306 Directed Reading**

### **YSS 9305 The Parables of Jesus**

The course on the Parables of Jesus involves an in-depth study of what is considered to be the authentic teaching of Jesus, teaching that is both novel and authoritative as it invites us to begin to see the wider horizon of God's perspective and the inauguration of the Kingdom of God on earth. Drawing on a wealth of biblical scholarship, this course is a comprehensive study of the parables that begins with a discussion of Jesus' teaching and the distinctive elements of parables and then moves to an in-depth study of the parables themselves. Throughout the course we will also discuss the meaning and significance of the parables for us today.

### **YSS 9328 Puzzling Passages in Scripture**

There are many passages in the Bible that are found to be confusing, hard and at times even violent passages, text that are difficult even for people who have studied the Bible, whether in a parish or even a university setting. This course will begin to address some of these puzzling texts that are found in both the Old and New Testaments by placing them in their own ancient historical, literacy, social and cultural contexts. Once we get some idea of what they may have meant in ancient times, we will be better equipped to ask what they may have to say to us today.

### **YSS 9356 Marriage in the Bible**

The course offers a close and thorough examination of marriage as it is present in the Bible. Various biblical passages in the Old and New Testaments that deal with marriage will be investigated. Marriage will be considered both as an institution and as metaphor. Practices and customs related to marriage such as match making, betrothal, irregular unions, endogamy and ideal marriage will also be explored.

### **YSS 9357 Evangelio de Marcos**

El objetivo de este curso es presentar un estudio de la teología de San Marcos y proveer al estudiante herramientas fundamentales del campo de la teología pastoral a fin de que puedan de manera efectiva promulgar el mensaje evangelico.



# **Saint John Paul II Institute**

**Dr. John Hitinger, Director of the Saint John Paul II**

## **MASTER OF ARTS IN JOHN PAUL II STUDIES**

The Program of John Paul II Studies (JPII), features a Master of Arts degree, and also a Certificate of Studies. The program prepares learners with the knowledge and models to work for the ethical and spiritual renewal of family, Church and society. It does so through a systematic study of the life and writings of Karol Wojtyła (Pope John Paul II) in the context of Polish history and culture.

### **JPII Courses for the Master's Degree (30 credit hours)**

JPII Core Requirements for MA (24 Credit Hours)

JPII 5300 Redeemer of Man and the witness of John Paul II (3 credit hours)

JPII 5305 Faith and Reason according to John Paul II (3 credit hours)

JPII 5308 Sources of Renewal (3 credit hours)

JPII 5310 Thomistic Personalism (3 credit hours)

JPII 5315 The Family and the Civilization of Love (3 credit hours)

JPII 5325 Divine Mercy and the Work of Holy Spirit (3 credit hours)

JPII 5330 Social teaching of John Paul II (3 credit hours)

JPII 5335 Mission and evangelization (3 credit hours)

CAPSTONE AND STUDY ABROAD (3 credit hours)

JPII 5340 Capstone: JP2 in context of Polish Culture & History (3 credit hours)

FINAL PROJECT (3 credit hours)

JPII 5345 Final Project in John Paul II Studies (3 credit hours) A final project will be planned by the student in consultation with and approval from a faculty member and completed for this course.

### **JPII Courses for the Certificate of Studies (18 credit hours)**

JPII Core Requirements for Certificate (12 Credit Hours)

JPII 5300 Redeemer of Man and the witness of John Paul II (3 credit hours)

JPII 5305 Faith and Reason according to John Paul II (3 credit hours)

JPII 5308 Sources of Renewal (3 credit hours)

JPII 5310 Thomistic Personalism (3 credit hours)

JPII Electives for Certificate (6 Credit Hours)

Choose 1 from the following two:

JPII 5315 The Family and the Civilization of Love (3 credit hours)

JPII 5330 Social teaching of John Paul II (3 credit hours)

Choose 1 from the following two:

JPII 5325 Divine Mercy and the Work of Holy Spirit (3 credit hours)

JPII 5335 Mission and evangelization (3 credit hours)

Vocational Outcomes:

1. Student will embody codes of personal and professional ethics and be better able to integrate ethics within professional settings.
2. Student will better appreciate respect for each human person, social solidarity and practice peaceful dialogical resolution of conflict.
3. Student will be qualified to teach ethics, philosophy and religious studies at a High School or college level.

# UNIVERSITY ADMINISTRATION

## **President**

Dr. Richard L. Ludwick

President

Fr. Chris Valka, CSB

Director, Campus Ministry and University Chaplain

## **Academic Affairs**

Dr. Poldi Tschirch

Interim Vice President for Academic Affairs

Dr. Ravi Srinivas

Associate Vice President for Academic Affairs

Dr. Chris Evans

Dean, School of Arts and Sciences

Dr. Hans Stockton

Associate Dean, School of Arts and Sciences

Dr. Maia Larios-Sans

Associate Dean, School of Arts and Sciences

Dr. Shannon Forbes

Associate Dean, School of Arts and Sciences

Dr. Beena George

Dean, Cameron School of Business

Dr. Vinita Ramaswamy

Associate Dean, Cameron School of Business

Dr. Paul C. Pease

Dean, School of Education

Dr. Nicole Walters

Associate Dean for Graduate Programs, School of Education

Dr. Rick Krustchinsky

Associate Dean, Undergraduate Education

Dr. Sandra Magie

Dean, School of Theology

Fr. Paul Lockey

Associate Dean, School of Theology

Dr. Poldi Tschirch

Dean, School of Nursing

Dr. Angelina Chambers

Associate Dean, School of Nursing

Dr. Phyllis Waters

Associate Dean, Nursing Professional Advancement and Graduate Studies

Mr. James Piccininni

Dean, Libraries

Ms. Michele Williams

Registrar

Dr. Ravi Srinivas

Director, MLA and Undergraduate Degree Completion Programs

Mr. Lee Holm

Director, Academic Advising

Dr. Constantina Michalos

Director, Tutorial Services

Dr. Michael Boler

Director, Honors Program

Dr. Hans Stockton

Director, Center for International Studies

Dr. Steven Jensen

Director, Center for Thomistic Studies

Fr. Dempsey Rosales-Acosta

Director, Catholic Studies Program

Ms. Jan Skrehot

Interim Director, Center for Faith and Culture

Ms. Lori Gallagher

Director, Center for Irish Studies

## **Enrollment Management**

Mr. Arthur Ortiz

Vice President for Enrollment Management

Ms. Lynda McKendree

Dean, Scholarships and Financial Aid

Mr. Arthur Ortiz

Vice President for Enrollment Management

Ms. Lynda McKendree

Dean, Scholarships and Financial Aid

Mr. Lee Holm

Director, Academic Advising & Enrollment Services

Ms. Michelle Williams

Registrar

Ms. Lily Swan

Director of International Student and Scholar Services

Ms. Trisha Ruiz

Director, Veterans Success Center

## **Finance and Facilities Operations**

Mr. Spencer Conroy

Vice President for Finance

Mr. Howard A. Rose

Associate Vice President, Capital Projects and Facilities

Mr. Randy Graham

Associate Vice President, Human Resources

**Institutional Advancement**

Ms. Kristin Burch	Vice President for Institutional Advancement
TBA	Director, Alumni Relations
Ms. Meredith McCrary	Sr. Director of Constituent Development
Ms. Jessica Rush	Sr. Director of Donor and Alumni Communication
Ms. Jacquelyn Olexa	Director, Stewardship and St. Thomas Fund
Ms. Kendall Monroe	Director, Gift Planning
Ms. Karen Zalud	Director, Advancement Services
TBA	Director, Donor and Alumni Events

**Information Technology**

Mr. Gary McCormack	Vice President for Information Technology and Special Assistant to the President
Ms. Siobhan Fleming	Associate Vice President of Institutional Assessment and Effectiveness
Mr. Mark Henderson	Director, Instructional Technology Services
Ms. Joanna Palasota	Assistant Vice President of Administrative Computing and Institutional Research
Mr. Tony Reyna	Director, Computing Infrastructure Services

**Marketing Communications**

Mr. Jeff Olsen	Vice President for Marketing Communication
Mr. Mike Kramer	Director, Digital Marketing and Media
Ms. Sandra Soliz	Assistant Vice President for Marketing Communication
Ms. Marionette Mitchell	Director, Creative Services

**Student Affairs**

Ms. Patricia McKinley	Vice President for Student Affairs
Ms. Lindsey McPherson	Assistant Vice President for Student Affairs and Dean of Students
Ms. Amanda Villanueva	Assistant Dean of Students
Dr. Rose Signorello	Executive Director of Counseling and Disability Services
Ms. Debby Jones	Assistant Director, Counseling and Disability Services
Mr. Todd Smith	Director, Athletics
TBA	Assistant Director, Recreational Sports
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Ms. Ana Alicia Lopez	Director, Residence Life and Conference Housing
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# Houston's Catholic University

## MISSION AND VISION

We are the University of St. Thomas, the Catholic University in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline and knowledge.

We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to *think critically, communicate effectively, succeed professionally and lead ethically.*

### **GOODNESS**

We serve God in faith and love by giving of ourselves to students, colleagues and society.

### **DISCIPLINE**

We demand personal responsibility, accountability and integrity in ourselves and in one another.

### **KNOWLEDGE**

We pursue truth and academic excellence in the Catholic intellectual tradition, emphasizing the dialogue between faith and reason.

### **COMMUNITY**

We build and nurture relationships that transform our lives, our university and our world.



## UNIVERSITY OF ST. THOMAS

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The University of St. Thomas is a private institution committed to the liberal arts and to the religious, ethical and intellectual tradition of Catholic higher education.